

History

Year 12 – Germany and British Empire Scheme of Learning 2025 - 2026

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Topics by Term	Topic Overview for Year Group					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	Germany and West Germany, 1918-89 1.1 Political and governmental change Taught Concurrently: The rise and fall of Fascism in Italy, c1911-46 2.1 The liberal state, c1911-18	Germany and West Germany, 1918-89 1.2 Opposition, control and consent Taught Concurrently: The rise and fall of Fascism in Italy, c1911-46 2.2 The rise of Mussolini and the creation of a fascist dictatorship, 1919-26	Germany and West Germany, 1918-89 1.3 Economic development and policies Taught Concurrently: The rise and fall of Fascism in Italy, c1911-46 2.3 The fascist state, 1925-40	Germany and West Germany, 1918-89 1.4 Aspects of life in Germany and West Germany Taught Concurrently: The rise and fall of Fascism in Italy, c1911-46 2.4 Challenges to, and the fall of, the fascist state, c1935-46	Germany and West Germany, 1918-89 1.5 How far was Hitler’s foreign policy responsible for the Second Taught Concurrently: Britain – Losing and Gaining an Empire 3.1 – The changing nature of trade	Britain – Losing and Gaining an Empire 3.2 – The changing nature of the Royal Navy Taught Concurrently: Unit 4 – Coursework Begin research
Week Times	6.5 Weeks	7.5 Weeks	6 Weeks	6 Weeks	6 Weeks	7 Weeks

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
<p>To engage with this material, students need a solid understanding of European political history, particularly the concepts of democracy and dictatorship. Analytical skills are crucial, as students will explore themes like the rise and fall of the Weimar Republic, the Nazi dictatorship, and the post-war return to democracy.</p> <p>Knowledge of key disciplinary skills such as long and short-term causes, consequences in historical developments, aspects of similarity and difference or change and continuity are crucial in enabling students to access the breadth aspect of this course.</p>	<p>Students will build upon their grasp of 20th-century European political shifts and evolutions in Germany. They will be introduced to the nuances of opposition, government control, and public consent. Prior knowledge of political extremism, the Treaty of Versailles, Nazi Germany's propaganda machinery, and post-war de-Nazification garnered in Unit 1 will aid in understanding the complexities of dissent, repression, and support for various German governments from the Weimar era through the Federal Republic of Germany (FRG).</p> <p>Knowledge of key disciplinary skills such as long and short-term causes, consequences in historical developments, aspects of similarity and difference or change</p>	<p>Students will use their established knowledge of the political structures of Germany 1918-1989 to investigate the economic impacts of war and political instability. Students will require a basic understanding of economic principles such as trade, import and export, employment and unemployment and economic unions. Key skills include analysing economic policies, government responses to crises, and understanding the socio-economic effects of events like hyperinflation, the Great Depression, and World War II on the Nazi economy. Prior knowledge of economic recovery programs (such as the Dawes Plan) covered in Unit 1 and concepts like the social market economy will help students engage with</p>	<p>Students should have a background in social history, with skills in analysing cultural, educational, and gender-related issues across different political regimes. Familiarity with the legal status of women, minorities, and education in 20th-century Europe, along with the broader social impact of Nazi racial policies and post-war re-education efforts, is essential for this unit. Experience investigating evaluating the role of ideology in shaping daily life and societal attitudes will allow students to understand how the political regimes in Germany they have studied previously implemented their policies, and the social impact.</p>	<p>Students will have an understanding of the narrative behind Hitler's rise to power, the central aspects of his ideology, the mechanisms of Nazi government, and the implications of this ideology on the outbreak of war in 1939. Students will develop a broader understanding of the role of Germany the European political context from 1871-1939 to situate the outbreak of war in a broader geographical and historical context.</p> <p>Students will use their understanding of historical interpretations to evaluate the extent to which Hitler shaped German foreign policy, assessing the structuralist/functionalist and intentionalist schools of thought in this historical debate.</p>	<p>Students should have a solid understanding of the strategic and military importance of the Royal Navy in maintaining and expanding the British Empire. Key skills include analysing the evolution of naval technology, the role of commerce protection, and Britain's suppression of the slave trade and piracy. Familiarity with key naval engagements and the acquisition of strategic bases like Gibraltar, Malta, and the Falklands is important for understanding how the Royal Navy became a dominant global force.</p>

		and continuity are crucial in enabling students to access the breadth aspect of this course.	the content in more rigor. Knowledge of key disciplinary skills such as long and short-term causes, consequences in historical developments, aspects of similarity and difference or change and continuity are crucial in enabling students to access the breadth aspect of this course.	Knowledge of key disciplinary skills such as long and short-term causes, consequences in historical developments, aspects of similarity and difference or change and continuity are crucial in enabling students to access the breadth aspect of this course.	Knowledge of key disciplinary skills such as long and short-term causes, consequences in historical developments, aspects of similarity and difference or change and continuity are crucial in enabling students to scrutinise the historical arguments that this unit is centred upon.	
Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?
This unit is sequenced here to allow students to build on prior learning about the fragility of democracies and the rise of authoritarianism and to establish a solid understanding of the three distinct political entities; the Weimar Republic, the Nazi dictatorship, and the Federal Republic of Germany. Positioned at this stage, it enables students to develop a chronology and trace the political evolution	This unit follows the study of political and governmental change in Germany, allowing students to deepen their understanding of how opposition, control, and popular support evolved under the different regimes. By this point in the course, students are ready to explore how governments—from the Weimar Republic to Nazi Germany and post-war FRG—managed dissent and maintained support. This analysis is crucial	Following the study of political changes and government control, this unit allows students to explore how economic factors both shaped and were shaped by Germany's evolving political landscape. Positioned here, students can analyse how governments from Weimar to West Germany responded to economic crises, and how these responses influenced public support and government stability.	This unit is placed after political, governmental, and economic studies to enable students to explore how broader historical forces impacted daily life and social structures in Germany. By this stage, students can critically assess the evolving status of women, education, and ethnic minorities under different regimes. This analysis enriches their understanding of the interplay between	In Terms 1-4 students have developed and enriched their understanding of German history 1918-1989, and will understand in particular the mechanisms of Nazi government and the role of Hitler's ideology in this. Students have also developed their historical disciplinary skills in analysing change and continuity, similarity and difference, long-term and short-term cause and consequence	This unit follows the study of Britain's expanding trade, allowing students to explore how the Royal Navy's growth and changing role facilitated and protected that expansion. The study of naval technological advancements, exploration, and the acquisition of key global bases provides insights into Britain's strategic defence and imperial ambitions. By placing this unit	

	of Germany from 1918 to 1989, examining significant themes like the rise and eventual collapse of the Weimar Republic, Nazi dictatorship, and the establishment of West Germany's democratic government. This context sets the stage for deeper analysis of how future themes such as the economy, or culture.	for understanding the relationship between authority and resistance in shaping Germany's political landscape across the 20th century.	Understanding Germany's economic development, including the 'economic miracle' and integration into the European economy, is essential for grasping the nation's recovery and growth post-WWII and will further enrich their understanding of how West Germany emerged as a leading European power.	politics and social life, providing insights into how cultural and generational tensions helped shape modern German society, especially in post-war West Germany.	which will inform their ability to analyse the historical interpretations they are presented with in an informed way.	here, students will appreciate how the Navy not only supported economic growth but also secured British dominance, setting the stage for understanding Britain's global imperial reach.
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Term 1 - Germany and West Germany, 1918-89 - 1.1 Political and governmental change							
Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	Assessment	Personal Development Curriculum Links
1.1 Political and governmental change	1) Introduction to Political and Governmental Change	To understand why the Weimar government collapsed	-To be able to characterise German society -To be able to explain the impact of losing WW1 on Germany -To be able to evaluate the extent to which the setting up of The Council of People's Representatives represented a revolution	Orlow's German Revolution Article	Summary of Orlow's key points	One formal assessment each term (Week 3)	British Values – the importance of a constitution: limits and balances, power sharing, and democracy over autocracy
	2) Why did the Weimar constitution survive so	To understand why the Weimar	-To be able to explain the creation of the Weimar Constitution		1) Answer questions 1 and 2 on P.20		Highlight the dangers of extremism – Communist and

	many challenges, only to ultimately fail?	government collapsed	-To be able to evaluate the reasons for the survival of the Weimar constitution between 1919 and 1929 -To be able to evaluate the impact of the Wall Street Crash on the collapse of the Weimar republic		2) Read and make notes on P.20-26 in the text book		Nationalist uprisings in the instability of post-war Germany
	3) How far was the establishment of Hitler's dictatorship legal?	To understand the legality of Hitler's consolidation of power	-To be able to state why Hitler deemed it necessary to gain power 'legally' - To be able to explain the factors involved in Hitler's rise to dictatorship -To be able to distinguish between the legal and illegal means - To be able to evaluate whether Hitler becoming dictator was legal	Fergusson's A Blueprint for Dictatorship. Hitler's Enabling Law of March 1933	Answer 20 mark essay question on P.22		The Rule of Law: Enabling Act undermined checks and balances. Intimidation and illegal means to achieving statutory change.
	4) How different was government in Nazi Germany to that of Weimar Germany?	To understand the differences in government between Nazi and Weimar Germany	-To be able to explain the benefits and disadvantages of the one-party state -To be able to determine the extent to which each key feature of the Nazi state differed from that of Weimar Germany -To be able to evaluate the extent of change		Read and Make notes on Germany's wartime government P.25-26 Essay on: How accurate is it to say that the system of government in Nazi Germany in the years 1933-1939 was significantly different from		British Values – one party state vs Tolerance of different perspectives and cultures.

					that of the Weimar Republic?		
	5) What happened to Germany after the War?	To understand the consequences for Germany of losing WW2	<ul style="list-style-type: none"> -To be able to explain the creation of the FRG and origins of political parties -To be able to categorise the political slant of the new parties -To evaluate who was to blame for the deterioration in relations -To be able to Analyse the Basic Law 	PDF of Der Deutsche Bundestag's Grundgesetz	Read P.30-35 for h/w in preparation for the next lesson.		<ul style="list-style-type: none"> Rule of Law – Basic Law, a new constitution. Anti-democratic and anti-constitutional parties banned. Democracy – analysis of the political spectrum of post WW2 Germany.
	6) What was Politics like in the FRG	To understand the political scene in West Germany	<ul style="list-style-type: none"> -To be able to explain the changing political scene in West Germany -To be able to evaluate the contribution of Adenauer -To be able to analyse a primary source to determine the significance of the fall of the wall for German people 		<p>Complete all 3 Activity Summary questions on P.35 on an A3 page!</p> <p>Write a detailed plan (over a page in length) for the essay on P.35</p>		<ul style="list-style-type: none"> Development of British Values elements of previous lesson.

		Term 2 - Germany and West Germany, 1918-89 - 1.2 Opposition, control and consent					
Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	Assessment	Personal Development Curriculum Links
1.2 Opposition, control and consent	1) How effectively did opposition express itself in the years 1918-1989?	To understand the expression of opposition between 1918 and 1989	-To be able to explain the role of the Treaty of Versailles and opposition to the Weimar government -To be able to categorise the opposition to the Nazis -To be able to evaluate the changing nature of opposition		Answer the knowledge check questions on the development of dissent on P.46	One formal assessment each term (Week 3)	Democracy and the Rule of Law: contrasting the political violence of the time periods with forms of opposition in 21 st century Britain. Comparing 1960s and 70s riots and terrorism with 21 st century protests in Britain.
	2) How successfully did Germany's government control the people between 1918 and 1989?	To be able to understand government control	- To be able to explain why the Weimar government failed to maintain control - To be able to analyse the nature of control and resistance in Nazi Germany - To be able to evaluate repression in the FRG and compare with previous periods	Oppenheimer's Federal Republic of Germany	Complete knowledge check activity on P.53		SMSC – with Germany moving from more to less liberal, to ultimately a much more liberal FRG, pupils can debate and consider the differences between democracy and dictatorship, and the importance

							of individual liberty.
	3) To what extent did Germany's government rule by consent in the years 1918-1945	To understand the nature of support for the government between 1918 and 45	-To be able to explain the dichotomous support for the Weimar government and constitution -To be able to explain the difficulties in interpreting Nazi popularity -To be able to evaluate the relative importance of factors in Nazi popularity	Yourman's Propaganda techniques within Nazi Germany Welch's Nazi Propaganda and the Volksgemeinschaft	Read and summarise the propaganda techniques used as described in the article		Democracy: By studying the role of anti-democratic parties, students consider the importance of the democratic process – even in undermining democracy itself. Also highlights the Rule of Law. Protected characteristics: Nazi treatment of minority groups highlights the importance for Human Rights protection for groups in society.

	4) To what extent did Germany's government rule by consent in the years: 1945-1989?	To understand the nature of support for the government between 1945 and 1989	- To be able to analyse data to determine support for democracy in the FRG - To be able to exemplify support for democracy in the FRG		Complete all parts of the summary activity on P.61		Democracy: By studying the role of anti-democratic parties, students consider the importance of the democratic process – even in undermining democracy itself. Also highlights the Rule of Law.
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Term 3 - Germany and West Germany, 1918-89 - 1.3 Economic Development and Policies							
Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	Assessment	Personal Development Curriculum Links
1.3 Economic Development and Policies	1) How successfully did the Weimar Republic respond to economic challenges in the years: 1918-32	To understand the economic challenges that faced Weimar Germany	- To be able to explain the role of the factors that led to hyperinflation - To be able to evaluate the success of Stresemann and the remaining economic challenges - To be able to analyse extracts from a journal to explain the impact of the Depression on Germany	Petzina's Germany and the Great Depression	Read and make notes on Changing Living Standards: 1918-1932 using P.69 and 70 Answer Q.1 and 2 on P.72	One formal assessment each term (Week 3)	RSE – students can compare different factors that lead to support for extremist views in the modern day compared with Germany in the inter-war period. Students gain an awareness of manipulation of statistics to
	2) How far did the Nazis control the economy in the years 1933-1945?	To understand the Nazi economy	- To be able to explain how the Nazis attempted economic recovery between 1933 and 1936		Complete the knowledge check activities on P.77		

			<ul style="list-style-type: none"> - To be able to analyse a primary source to make inferences about the Nazi economy - To be able to analyse data to determine the success of the command economy - To be able to evaluate changes in living standards under the Nazis 				understand how people might be persuaded to undermine the principles that underpin our British Values.
	3) How successful was The West German Economy?	To understand the success of the FRG's economy	<ul style="list-style-type: none"> -To be able to describe the issues for the West German economy from 1945-1949 -To be able to depict West German growth -To be able to explain peaks and troughs in the economy -To be able to evaluate the government response to the economic challenges from 1960-1989 	Article on "Economic Revival of West Germany in the 1950s and 1960s"	<p>Answer the questions on changing living standards on P.87</p> <p>Answer the A level question on P.214</p>		

Term 4 – Germany and West Germany, 1918-89 - Aspects of Life

Term 4 – Germany and West Germany, 1918-89 - Aspects of Life							
Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	Assessment	Personal Development Curriculum Links
1.4 Aspects of Life	1) To what extent did Women's roles change in Germany between 1918 and 1989?	To understand the role of women in Germany between 1818 and 1989	<ul style="list-style-type: none"> - To be able to describe the contrast between perception of changes in women's roles in Weimar Germany and the reality - To be able to explain the impact of Nazi rule on women's lives - To be able to analyse sources to determine whether there was significant change in the FRG 	<p>Bridenthal's Beyond Kinder, Küche, Kirche: Weimar Women at Work</p> <p>Gupta's Politics of Gender: Women in Nazi Germany</p>	Answer A Level style question on P.97	One formal assessment each term (Week 3)	<p>Protected characteristic: Gender.</p> <p>Students study traditional gender stereotypes and appreciate the nuances of progress towards greater equality between the sexes. Compare the journey of progress in Germany with</p>

							perceived Women's roles in 21 st Century Britain
	2) How did Education change from 1918-1989	To understand changes in education	<ul style="list-style-type: none"> - To be able to characterise education in Weimar Germany - To be able to explain the nature of Nazi education - To be able to evaluate the extent of change in education from Weimar Germany to the FRG 		Answer essay question on P.103		<p>SMSC – Moral – Emphasise the dangers and immorality of indoctrination</p> <p>Emphasise the role of education in achieving a government's aims under different forms of government.</p>
	3) How did Culture change from 1918-1989?	To understand changes in culture	<ul style="list-style-type: none"> - To be able to explain the key artistic movements of Weimar Germany - To be able to compare Weimar and Nazi culture - To be able to evaluate the extent to which the Nazi period led to tension in West Germany 				<p>SMSC – Moral – Emphasise the dangers and immorality of indoctrination</p> <p>Discrimination against certain artists and forms of art.</p>
	4) How did Attitudes towards ethnic minorities change and how did this impact on their status in Germany 1918-1989?	To understand attitudes towards, and the status of ethnic minorities in West Germany	<ul style="list-style-type: none"> - To be able to compare the Weimar constitution and the reality for ethnic minorities in Weimar Germany - To be able to explain the changing treatment over time of ethnic minorities in Nazi Germany - To evaluate the roles of factors in changing attitudes to minorities in the FRG 				<p>SMSC – Spiritual - Enable students to respect others religious or spiritual identities. Respecting and understanding Ethnic identities.</p>

	Term 5 – How far was Hitler’s foreign policy responsible for WW2?	
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Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	Assessment	Personal Development Curriculum Links
1.5 How far was Hitler's foreign policy responsible for WW2?	1) Introduction to Interpretation Unit	To understand the key interpretations of the causes of ww2	<ul style="list-style-type: none"> - To be able to explain why WW2 began - To be able to categorise the causes of WW2 - To be able to discern between functionalist and structuralist interpretations of the origins of WW2 	Bessel's <i>Functionalists vs. Intentionalists: The Debate Twenty Years on or Whatever Happened to Functionalism and Intentionalism?</i>	Write a one page balanced argument (i.e. examining both sides of the intentionalist vs structuralist debate with a clear conclusion) using historical evidence to support your points.	End of Year Exam	<p>SMSC – Social : Awareness of the use of selective messaging to promote a theory (e.g. "Fake News")</p> <p>SMSC – Moral: abuse of historical narratives to promote extremist nationalism.</p>
	2) How far did German history influence Nazi foreign policy?	To understand the way in which German History influenced Nazi foreign policy	<ul style="list-style-type: none"> - To be able to identify Hitler's three historical themes in extracts from Mein Kampf - To be able to explain Why Hitler aimed to form a Third Reich - To be able to evaluate the extent to which the Treaty of Versailles was the key factor in determining Nazi foreign policy 	<p><i>Overy's Origins of the Second World War Reconsidered.</i></p> <p>Mein Kampf</p>			
	3) To what extent did Hitler shape Nazi foreign policy?	To understand how Hitler shaped foreign policy	<ul style="list-style-type: none"> - To be able to determine what were continuations from previous German foreign policy and what were changes - To be able to analyse the extent to which Hitler drove Nazi foreign policy - To be able to evaluate whether or not Hitler always intended to go to war 	Hughes' <i>The Origins of World War II in Europe: British Deterrence Failure and German Expansionism</i>	<p>P.124 Thinking Historically Questions 1-4. Where Question 2 says discuss, write down your internal discussion)</p> <p>P.127 Q.1-3</p>		

	4) Why did Germany invade Poland?	To understand why Germany invaded Poland in 1939	<ul style="list-style-type: none"> - To be able to explain Nazi-Polish relations before 1936 - To be able to analyse sources to determine the strength of the intentionalist case - To be able to evaluate the extent to which the change in relations after 1936 impacted upon Hitler's foreign policy 				SMSC – Spiritual: comparing outbreak of war in 1939 with modern conflicts, especially in Eastern Europe, and considering how far removed our world is from that of Hitler.
	5) To what extent did other nations contribute to the outbreak of war?	To understand the role other nations had in WW2 beginning	<ul style="list-style-type: none"> - To be able to explain the role of international politics in the move towards war? - To be able to analyse the weaknesses of the League of Nations - To be able to evaluate the impact of countries' attitudes to Germany and the potential contribution of these to war 	Winter and Sweet's <i>Measuring Implicit British Perceptions of German Intentions in 1938–1939</i>	P.138 Activity 1-3		
	6) How to get an A grade in an interpretation question	To understand how to achieve an A grade in an interpretation question	<ul style="list-style-type: none"> -To be able to explain what is required to achieve an A grade in an interpretation question -To be able to effectively analyse historical interpretations -To be able to cross reference interpretations with each other and your own knowledge -To be able to evaluate the strength of an interpretation 				
	7) Interpretation Question Masterclass – Part 2	To understand how to achieve an A grade in an interpretation question	<ul style="list-style-type: none"> -To be able to mark a model answer and explain the mark scheme -To be able to effectively analyse historical interpretations 		Re-write essay from L6		

			-To be able to evaluate the validity of historical interpretations				
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Term 6 - Britain – Losing and Gaining an Empire -						
Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	Homework Ideas	Assessment
3.1 – The changing nature and extent of trade	1) An introduction to trade	To understand trade in the British Empire	1 To be able to describe events that impacted upon trade in the British empire 2 To be able to define key words relevant to trade 3 To be able to explain key changes to trade in the British Empire 4 To be able to evaluate the changing nature of trade between 1763 and 1914	Levine’s <i>The British Empire</i> (chapter 2) Hobsbawm’s <i>The Age of Empire</i> Chapter 3 Porter’s <i>The Oxford History of the British Empire – The Nineteenth Century – Chapter 6</i> (on trade and informal empire)	Answer questions on Chapter 2 of Levine	One formal assessment each term (Week 3)
	2) Slavery	To understand slavery in the British Empire	1 To be able to describe and represent the slave trade 2 To be able to explain why the slave trade was so difficult to abolish 3 To be able to evaluate the relative importance of causes of slavery’s abolition	Porter’s <i>The Oxford History of the British Empire – The Nineteenth Century – Chapter 10</i> (on humanitarianism and anti-slavery movements)		

				<i>The English Campaign for Abolition of the Slave Trade</i> Author(s): Louis Taylor Merrill	
3) The Adoption of Free Trade: 1842-46	To understand the adoption of free trade	1 To be able to make inferences from primary sources on mercantilism and free trade 2 To be able to contrast primary sources on mercantilism and free trade 3 To be able to explain why free trade was eventually adopted 4 To be able to evaluate the significance of Robert Peel		Adam Smith's <i>Wealth of Nations</i>	
4) The Repeal of the Navigation Acts, 1849	To understand the Navigation Acts	1 To be able to explain why the Navigation Acts were passed 2 To be able to explain why they were repealed 3 To be able to evaluate the relative importance of reasons for why patterns of trade changed		<i>The Last Years of the Navigation Acts</i> Author(s): J. H. Clapham	Section C style question on P.20
5) Entrepots - The acquisition of Singapore	To understand the acquisition of Singapore	1 To be able to describe the role of Raffles in the foundation of Singapore 2 To be able to explain why Singapore was founded 3 To be able to analyse why Singapore was successful and why if had an impact on future British economic policy		<i>The Attempts of Raffles to Establish a British Base in South-East Asia, 1818-1819</i> By J. S. Tay <i>Singapore: Its Growth as an Entrepot Port, 1819-1941</i> By Wong Lin Ken	Read P.24-27 in preparation for next lesson Read Wong Ken's article on Singapore's growth up to P.61
6) The Opium Wars, The acquisition of Hong Kong and the Opening up of	To understand the opium wars' origins and consequences	1 To be able to explain the acquisition of Hong Kong 2 To be able to evaluate the significance of the opening up of Shanghai to trade		Porter's <i>The Oxford History of the British Empire – The Nineteenth Century – Chapter 8 (Britain and China)</i>	Complete the Activities on P.27 in depth and detail!

	Shanghai to Free trade		3 To analyse a primary source in order to make reasoned inferences about perceptions of the opium wars			
	7) The Purchase of Suez Shares in 1875	To understand the purchase of Suez shares in 1875	1 To be able to describe how and why Britain acquired the Suez shares 2 To be able to analyse primary sources 3 To be able to explain why the purchase was seen as so fundamental 4 To be able to evaluate the success of Disraeli's purchase		Section C style Question on P.29	
	8) The acquisition of Zanzibar and the Lease of Weihaiwai	To understand the change in British colonial strategy that occurred in the late 1800s	1 To be able to explain the acquisition of Zanzibar 2 To be able to analyse a source to determine why the British acquired Weihaiwei 3 To be able to evaluate the reasons for Britain's' colonial expansion in the 19th century	Levine's The British Empire (chapter 6 – Global Growth)		
	9) How to get an A grade in A2 Empire Section C essays	To understand how to get an A in Section C Breadth Essays	1 To be familiar with the mark scheme 2 To be able to explain what the exam board require relating to valid criteria 3 To be able to evaluate the reasons for the expansion of the British Empire in the 19th and 20th centuries		Finish Section C style essay on P.33 To what extent did economic interests govern the expansion of the British Empire during the years 1763–1914? (20 marks)	