

History

Year 13 – British Empire and Revision of all units 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	Britain – Losing and Gaining an Empire 3.3 – The loss of the American Colonies Revision of Germany 1918-1989 Unit 1.1 & Unit 1.2 Independent Coursework Research	Britain – Losing and Gaining an Empire 3.4 – The Birth of British Australia 3.5 – Learning from Past Mistakes – Canada and the Durham Report Revision of Germany 1918-1989 Unit 1.3 & Unit 1.4 Independent Coursework Research	Britain – Losing and Gaining an Empire 3.6 – Nearly Losing an Empire – The British in India – 1829-58 3.7 – The Nile Valley – 1882-1898 Revision of Germany 1918-1989 Unit 1.5 Independent Coursework Research	Revision of Britain – Losing and Gaining an Empire Revision of Liberal & Fascist Italy 1911-1946 Unit 2.1 & Unit 2.2 Coursework submission	Revision of Britain – Losing and Gaining an Empire Revision of Liberal & Fascist Italy 1911-1946 Unit 2.3 & Unit 2.4	N/A - Examinations

	Term 1	Term 2	Term 3	Term 4	Term 5
	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites	Vital Prerequisites
	<p>Students should be familiar with the concept of colonialism and have a basic understanding of 18th-century British imperial policy. Key skills include analysing political tensions, economic policies (such as tea duties), and the impact of military engagements. Understanding the broader geopolitical context, including the roles of France and Spain in Britain's defeat, is crucial for grasping the significance of the American Revolution.</p>	<p>Students need a foundational understanding of British penal systems and the concept of colonization. Key skills include analysing the motivations behind penal settlements, the role of key figures like Lachlan Macquarie, and the impact of British settlement on Indigenous populations. Knowledge of geography and the early economic development of Australia is also important. Students should also be familiar with British colonial governance and its challenges, as well as with the geopolitical dynamics between Britain and the USA in the 19th century. Key skills include evaluating political reforms and understanding the causes and outcomes of rebellion. Students should also have a</p>	<p>Students should understand the role of the East India Company and its influence on British governance in India. Key skills include analysing social reforms, religious tensions, and the impact of colonial policies on indigenous populations. Familiarity with the causes and events of the Indian Rebellion will aid in understanding how Britain maintained control. Students will also need a basic understanding of Britain's imperial interests in the Middle East and Africa. Key skills include evaluating the motivations behind military interventions and the role of nationalism in imperial politics. Knowledge of key figures like General Gordon and Lord Kitchener will help students analyze</p>	<p>At this point in the year all students will have completed the content and taught skills for the A-Level and will use remaining time to submit their coursework assignment and to focus on examination preparation of both content and exam technique for all question types.</p>	<p>By Term 5 all students will have completed the content and taught skills for the A-Level and will have submitted their coursework. The focus of lesson time will be on examination preparation with practice essays/essay plans.</p>

		basic grasp of the importance of key figures such as Lord Durham and Charles Buller.	Britain's imperial strategy.		
	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 explores a major turning point in British imperial history, showing how mismanagement led to the loss of its American colonies. Positioned here, students will study how Britain's defeat influenced future imperial strategies. By understanding the causes of colonial rebellion and Britain's military shortcomings, students can draw parallels to later imperial policies. This helps frame Britain's subsequent empire-building efforts, such as its expansion into Australia and India, in a more nuanced light.	Following the loss of the American colonies, this unit illustrates how Britain refocused its imperial ambitions on Australia. By exploring how the penal colony system and land grants shaped the early settlement, students learn about the role of empire in population management and resource extraction. Placed here, the unit helps students understand how British imperialism evolved after American independence, setting the stage for future colonial endeavours across the globe. The next unit is sequenced here to highlight how Britain learned from its earlier imperial mistakes in America and applied	Placed after the study of colonial reforms in Canada, this unit examines Britain's near-loss of India, one of its most valuable colonies. By analyzing the Indian Rebellion and the role of key figures like Dalhousie and Sleeman, students will explore the fragility of imperial control. This unit helps students understand the interplay between social reform, military action, and governance, setting up a broader analysis of how Britain retained its empire through both coercion and accommodation. The Nile Valley unit explores Britain's strategic interests in the Nile Valley and highlights the imperialist tensions		

		<p>those lessons to Canada. By examining the Durham Report and its impact on governance, students gain insights into how Britain adapted its imperial strategy to avoid further losses. This unit deepens students' understanding of the complexities of colonial governance and sets up comparisons with British control in other territories, such as India and Egypt.</p>	<p>that led to conflict in Sudan and Egypt. Sequenced after the study of India, it deepens students' understanding of Britain's use of military power to expand and protect its empire. By analysing Britain's veiled protectorate over Egypt and its conquest of Sudan, students will gain insights into how Britain dealt with both internal resistance and external threats to its imperial ambitions. This sets the stage for later studies of British imperial decline in the 20th century.</p>		
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Term 1 - Britain – Losing and Gaining an Empire - 3.2 – The changing nature of the Royal Navy and 3.3 – The loss of the American Colonies							
Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	SMSC and WPD Links	Homework Ideas	Assessment
3.2 – The changing nature of the Royal Navy	1 - How did ships change between 1763 and 1914?	To understand the significance of changing ship types	-To be able to explain Naval tactics in the Age of Sail -To be able to categorise the various naval ship types of the	https://www.royalnavy.mod.uk/news-and-latest-activity/features/history-timeline (Interesting Navy link which covers some of the key ships	Cultural – pupils to gain a greater understanding of their own history by learning about the role the Battle of Trafalgar played in shaping our		One formal assessment each term (Week 3)

3.3 – The loss of the American Colonies			18th and 19th centuries -To be able to evaluate why Britain's Navy was modernised by the outbreak of WW1	and battles but in very brief detail)	nation's history (achieving naval hegemony and the impact this had)	
	2– Did the Navy's Role Change between 1763 and 1914?	To understand how the Navy's role changed between 1763 and 1914	-To be able to suggest the role played by the Royal Navy between 1763 and 1914 -To be able to categorise the changes to the Navy between 1763 and 1914 -To be able to evaluate the extent of change		Moral – Highlight the immorality of Britain's role in the slave trade pre 1807 and how slavery is at odds with British values, but emphasise the positive role played by British reformers who were pivotal in its abolition	Complete the Section C style question on P.50
	3 - Why were key naval bases acquired and how did they change?	To understand British naval acquisitions between 1763 and 1914	-To be able to characterise the period 1763-1914 -To be able to locate key British naval bases -To be able to categorise and explain key naval acquisitions -To be able to evaluate whether bases were acquired for primarily economic or political reasons		Moral – Re-emphasise the immorality of colonialism and the multitude of future geopolitical issues it has engendered.	Complete the Section C style question on P.60
	1- Introduction to the American Revolution	To understand why tensions	-To be able to describe the long and medium term causes -To be able to explain some long and short	<i>The American Revolution Reconsidered</i> Author(s): Arthur Meier Schlesinger	Spiritual – Ensure pupils gain a greater understanding of the differences with religions and the persecution some	Read Smith's Causes of the American Revolution and write a

		escalated so rapidly	<p>term causes of the revolution</p> <ul style="list-style-type: none"> -To be able to analyse a primary source to infer what happened at the bloody massacre -To be able to summarise and evaluate the differing interpretations of the American Revolution 	<p><i>David Ramsay and the Causes of the American Revolution</i></p> <p>Author(s): Page Smith</p>	have suffered when looking at the reasons many protestant settlers went to the 13 colonies	<p>paragraph summary for each of the major interpretations that have developed over the last 200 years.</p> <p>It is worth adding a sentence or two explaining the potential influences that contributed to shifts in interpretation. Then write an evaluation explaining which interpretation you agree with and why.</p>	
	2 – How did customs collection and taxes have an impact on declining relations between the 13 colonies and Britain?	To understand why customs collection and taxes had an impact on declining relations between the 13 colonies and Britain	<ul style="list-style-type: none"> -To be able to characterise the 13 colonies and state how their nature caused tension -To be able to explain the role of increased taxation on relations -To be able to analyse a primary source to determine the extent to which the taxation of the 1860s led to an irretrievable situation 	<p><i>The Causes of The American Revolution Reconsidered</i></p> <p>Author(s): Roy Clark Hanaway</p>		Section A style question on P.70	

	3 – The Boston Tea Party and the Coercive Acts	To understand why customs collection and taxes had an impact on declining relations between the 13 colonies and Britain	<ul style="list-style-type: none"> -To be able to explain why the Tea Party occurred and what happened -To be able to analyse sources to determine the reception of the coercive acts -To be able to evaluate an historian’s perspective on the coercive acts 	<i>The Massachusetts Acts of 1774: Coercive or Preventive?</i> Author(s): Jack M. Sosin		How far do you agree that the cause of the American Revolution was the introduction of the Tea Act in 1773? (20 marks)	
	4 – Rebellion and the Birth of a Unified America	To understand how a unified America was born	<ul style="list-style-type: none"> -To be able to explain the first military conflicts of the revolution -To be able to understand and analyse the declaration of independence -To be able to evaluate the cause of the Articles of Confederation and the Declaration of Independence 	US Declaration of Independence – MEL can email a Pdf	Social – explore concepts of and views on democracy when looking at the creation of the Continental Congress and the drafting of the Declaration of Independence	Complete the ‘Knowledge Check’ Activities at the bottom of P.79 Answer Section B style Question on P.79	
	5 – How did the armies match up against each other in the War of Independence?	To understand how the armies matched up against each other	<ul style="list-style-type: none"> -To be able to explain British and American military strengths and weaknesses -To be able to utilise information processed in an academic debate 			Read P.82-85 in preparation for next lesson	

			-To be able to evaluate the utility of a primary source				
	6 – Key events in the American Victory	To understand how the Americans overcame the British forces	-To be able to explain the importance of Saratoga -To be able to analyse the tactical advantages brought by new allies -To be able to evaluate the importance of the defeat at Yorktown	<i>FRANCE AND THE AMERICAN REVOLUTION</i> Author(s): James Breck Perkins	Cultural – exploration of the reasons why the British lost their empire in America – was it the military failures of the British or long-term factors such as the lack of a responsible self-government	How far do you agree that the British defeat at Yorktown was the most important reason for the British loss of the American colonies? (20 marks)	
	7 - Answering Section A Source Questions	To understand how to achieve an A in 20 mark Section A questions on Paper 3	-To be able to understand the mark scheme -To be able to analyse the question -To be able to analyse the source -To be able to evaluate the utility of a primary source			Complete Section A style question on P.82	

Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	SMSC and WPD links	Homework Ideas	Assessment
3.4 – The Birth of British Australia	1 - The Birth of British Australia	To understand why the British chose to establish a penal colony at Botany Bay	-To be able to explain what hulks were and why they were utilised -To be able to analyse a primary source to determine why Britain chose Australia -To be able to explain the foundation of the colony	<i>Porter's The Oxford History of the British Empire – The Nineteenth Century</i> – Chapter 24 (Australia and the West Pacific)	British values – Rule of law to be discussed when looking at the issues with the British penal system in the late 18 th C	Answer Section A style Question on P.88	One formal assessment each term (Week 3)
	2 – How did the first settlement survive?	To understand how the first settlement survived	-To be able to explain the survival of the colony -To analyse sources to understand the Rum Years and Rebellion -To be able to evaluate the changes brought in by Macquarie	<i>"The Man on the Spot": Independence of the Australian Governor, 1788-1850</i> Author(s): Samuel Clyde McCulloch			
	3 – How did Australia grow and develop ?	To understand how Australia grew and developed	-To be able to explain the experience for women in New South Wales -To be able to assess the impact Macquarie had on the growth of Sydney?	<i>The Trouble with Convicts: From Transportation to Penal Servitude, 1840–67</i> Philip Harling	Protected characteristics – ensure that pupils are aware of how unacceptable the misogyny of 19 th century Australia would be in modern Britain	Complete Knowledge Check Activity on P.98	

			-To be able to evaluate whether Macquarie deserved to be recalled from his post?				
4 - Did the British commit genocide on the Aboriginal population ?	To understand the impact of British settlement on the Aboriginal population of Australia	-To be able to explain how the British perceived the Aborigines -To be able to analyse how the British justified the occupation of New South Wales -To be able to evaluate whether the British committed genocide on the Aboriginal people	<i>Could First Fleet smallpox infect Aborigines? – a note</i> Author(s): Christopher Warren <i>Why Terra Nullius? Anthropology and Property Law in Early Australia</i> Author(s): Stuart Banner	Protected characteristics to be discussed regarding race. Immorality of the xenophobia that was clearly evident toward the Aborigines to be discussed	Read P.104-108 in preparation for next lesson		
5– Colonial Control Part 1	To understand how Australia transformed between 1803 and 1829	-To be able to explain the changes in population and industry -To make inferences about changes in imperial policy -To evaluate the changes in imperial policy evident after the foundation of the Swan River	<i>The Day of Retribution- Commissioner Bigge's Inquiries in Colonial New South Wales</i> Author(s): J. M. Bennet <i>The Birth of Perth</i> Ruth Marchant James				
6– Colonial Control Part 2	To understand how Australia transformed between	-To be able to analyse a primary source to understand why there was a change			“By 1829, British settlement in Australia had effectively been transformed from		

		1803 and 1829	<p>in direction in NSW after 1821</p> <ul style="list-style-type: none"> -To be able to explain the political and colonial changes Australia underwent during the 1820s -To be able to evaluate whether Australia could be argued to be an Imperial Colony by 1829 			<p>an outdoor prison into an imperial colony.'</p> <p>How far do you agree with this comment on the Australian colonies in the late 1820s? (20 marks)</p>	
<p>3.5 – Learning from Past Mistakes – Canada and the Durham Report</p>	1 – Upper Canada	To understand the political systems of Upper Canada	<ul style="list-style-type: none"> -To be able to explain similarities between the tensions in the 13 colonies and the Canadas -To be able to depict and analyse the political system of Upper Canada -To be able to analyse a primary source to make inferences about religious tension in Upper Canada -To be able to analyse a primary source to evaluate the extent of the threat to British rule in Upper Canada 	<p><i>Canada's First Constitution: Pierre Bédard on Tolerance and Dissent</i> Author(s): Janet Aizenstat</p> <p><i>An address to R.W. Horton ... under secretary of state for the Colonial Department, on the bill to be introduced by him into Parliament for alienating the clergy lands in Upper Canada</i> Author(s): Scotch Presbyterian</p>	SMSC - Social – examination of the differences between the LC and UC systems of government and our own, highlighting the fact that we are blessed by democracy unlike 19 th century Upper and Lower Canadians	20 mark Section A style question on P.113	

	2 – Issues in Lower Canada and Rebellion in Upper Canada	To understand the rebellions that occurred in both Upper and Lower Canada	-To be able to explain the issues that existed in Lower Canada -To be able to analyse why the situation in Upper Canada was not effectively dealt with -To be able to evaluate the significance of the causes of the rebellion in Upper Canada	<i>The Patriot War of 1837-1838: Locofocoism with a Gun?</i> Author(s): Andrew Bonthius <i>The Political Ideas of William Lyon Mackenzie</i> Author(s): R. A. MacKay		Answer examination question on P.115	
	3 – Rebellion in Lower Canada	To understand the rebellion in Lower Canada	-To be able to evaluate the success of MacKenzie’s rebellion -To be able to explain the causes of the Lower Canadian Rebellion -To be able to evaluate the success of the Lower Canadian Rebellion	<i>LOCAL INCIDENTS OF THE PAPINEAU REBELLION</i> Author(s): Augustus N. Hand and A. C. Hand	Protected characteristic – race. Explain ideas of French Canadian nationalism and why attacks on national identity and customs would have provoked outrage by Papineau et al.	‘The causes of the Upper and Lower Canadian rebellions were remarkably similar’ How far do you agree with this statement? (20 marks)	
	4 – The Durham Report	To understand the significance of the Durham Report	-To be able to analyse the Durham report to determine its recommendations -To be able to explain the impact		British Values - Democracy – explain why a system such as that espoused by Durham was adopted by the British for its white colonies and why introducing a system	Answer the Section A style question on P.131	

			of Durham's time in Canada -To be able to assess the values of a primary source in the style of a Section A question		with real democracy meant no rebellions against British rule after this point.		
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Term 3 - 3.6 – Nearly Losing an Empire – The British in India – 1829-58 and 3.7 – The Nile Valley – 1882-1898							
Sub-topic	Lesson title (each lasts for a double lesson)	Lesson Objective	Learning Aims/Outcomes	Opportunities for research	WPD and SMSC links	Homework Ideas	Assessment
3.6 – Nearly Losing an Empire – The British in India – 1829-58	1 – What was the East India Company and what was its role in Britain's increasing control of India?	To understand role of the East India Company in Britain's increasing control India	-To be able to explain how the British gained control in India -To be able to explain the impact of the 1813 and 1833 Charter Acts -To be able to analyse the changing role of the governor	<i>The Political Economy of Trade Liberalization: The East India Company Charter Act of 1813</i> Author(s): Anthony Webster	SMSC Morality – re-emphasise the immorality of Empire	Answer knowledge check questions on P.138	One formal assessment each term (Week 3)

	2 – How important were the Company army and Bengal?	To understand the importance of the company army and Bengal	<ul style="list-style-type: none"> -To be able to explain the role of the company army and the importance of Bengal -To be able to analyse the factors involved in increasing British control in India -To be able to evaluate the relative importance of factors in the increasing British control of India 			Finish exam style question on P.139	
	3 – How significant were the cultural clashes between the British and Indians?	To understand the significance of the cultural clashes between the British and Indians	<ul style="list-style-type: none"> -To be able to explain the causes of the cultural clashes between the Indians and British -To be able to evaluate the impact on relations of the campaigns against thagi and sati -To be able to evaluate the impact of missionaries on British – Indian relations 	<p><i>CRIME, GOVERNANCE AND THE COMPANY RAJ: The Discovery of Thuggee</i> Author(s): Mark Brown</p> <p><i>Graphic Satire, Hudibrastics and 'Missionary Influence': 'The Grand Master; or, the Adventures of Qui Hi? In Hindostan' by Thomas Rowlandson and William Combe, 1816</i> Author(s): Christina Smylitopoulos</p>	British Value – Tolerance of different cultures and religions to be discussed with a clear emphasis on how the disrespect shown by Bentinck and Dalhousie led ultimately to the rebellion of 1857	Answer Section A style question on P.143	
	4 - What were the Immediate Causes of the 1857 Rebellion?	To understand the immediate causes of the 1857 Rebellion	<ul style="list-style-type: none"> -To be able to use provenance to compare perceptions of British actions in India 	<p><i>THE INDIAN MUTINY, AS SET FORTH IN THE OFFICIAL CORRESPONDENCE.</i> BY GEO. CEAWSHAY, ESQ</p>	SMSC – Spiritual – Explain why the rumours regarding the rifle cartridges would have been so worrying for the Muslim and Hindu sepoys	Answer Section A style question on P.148	

			<ul style="list-style-type: none"> - To be able to explain and analyse the causes of the Indian Mutiny -To be able to evaluate the relative importance of the causes of the Indian Mutiny 			
	5 – Why did the British retain control?	To understand why the British were able to maintain control after 1857	<ul style="list-style-type: none"> -To be able to explain the reasons for the British maintaining control in India -To be able to evaluate the reasons for the British maintaining control -To be able to write a section C style answer on why the British were able to maintain control 	<i>THE INDIAN MUTINY OF 1857: WHY BRITAIN SUCCEEDED AND THE REBELS FAILED</i> Author(s): SANJAY YADAV		How far do you agree that Britain's superior military was the primary reason why the British were able to survive the rebellion and maintain control after 1857? (20 marks)
3.7 – The Nile Valley – 1882-1898	1 – Why did the British intervene in Egypt in 1882?	To understand why the British intervened in Egypt in 1882	<ul style="list-style-type: none"> -To be able to analyse the reasons for intervention in Egypt -To be able to explain what the Gambetta note was and why the French didn't stick to it -To be able to analyse Gladstone's speech and evaluate the value of it for revealing why the British occupied 	Porter's The Oxford History of the British Empire – The Nineteenth Century – Chapter 28 (The British Occupation of Egypt from 1882)		Section A question on P.158 OR Section C style question on P.159

			Egypt and what the opposition to it was				
2 – Why was Egypt controlled by the British from 1882?	To understand why the British controlled Egypt from 1882	<ul style="list-style-type: none"> -To be able to explain why temporary intervention became occupation in Egypt in 1882 -To be able to analyse and evaluate the extent to which Baring drove the continued occupation of Egypt -To be able to think critically about historiography and re-evaluate the role of textbooks in one's learning 	<i>From Liberalism to Imperialism: The Case of Egypt 1875-1887</i> Author(s): R. C. Mowat	SMSC – Morality - Discussion of the terrible way in which intervention in Egypt led to the horrors of the Scramble for Africa in which multiple European nations denied liberty to millions of their subjects and treated many in highly brutal ways.			
3 – Why were the British drawn further into the Nile Valley?	To understand why the British were drawn further into the Nile Valley	<ul style="list-style-type: none"> -To be able to explain why the British got involved in Sudan To be able to analyse primary sources to make inferences about Gordon's legacy -To be able to evaluate whether it is to be believed that Gordon disobeyed his orders -To be able to evaluate Egyptian nationalist 	<i>BRITISH INVOLVEMENT IN THE SUDAN</i> Author(s): Hasan Qasim Murad				

			interpretations of British actions				
	4 – Why were the British drawn further into the Nile Valley? Part 2	To understand why the British were drawn further into the Nile Valley	-To be able to explain threats to British possessions in Africa in the 1890s -To be able to analyse the Fashoda crisis -To be able to evaluate the significance of Salisbury	<i>Cross Channel Reflections : French Perceptions of Britain from Fashoda to the Boer War.</i> Blockley, John Edward	SMSC – Moral – Discuss the morality of the British at the Battle of Omdurman – use of Maxim guns leading to a huge difference in the death tolls for each side	Answer Section A style question on P.171	

Term 4 – Revision of Germany and West Germany, 1918-89 and finishing of any remaining Term 3 work (India and Africa)

Once pupils have completed the course they will be supported with their revision of this Year 12 unit based on class and individual need. Having completed the Controlled Assessment and been supported in developing the skills required for efficacious private study, some time will be allotted to pupils to individually focus on areas they feel weakest on. They can then use the time in class to seek support on areas of most need. On top of this, knowledge quizzes and timed essays will be frequently set, the outcomes of which should inform both the teacher and pupils of what is needed. The nature of these is not prescribed to allow the teacher the flexibility to focus on that which he/she believes will have the greatest impact for that year's cohort.

	Term 5 – Revision of Britain – Losing and Gaining an Empire
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Term 5 – Revision of Revision of Germany and West Germany, 1918-89

<p>Pupils will be supported with their revision of this Year 13 unit based on class and individual need. Having completed the Controlled Assessment and been supported in developing the skills required for efficacious private study, some time will be allotted to pupils to individually focus on areas they feel weakest on. They can then use the time in class to seeks support on areas of most need. On top of this, knowledge quizzes and timed essays will be frequently set, the outcomes of which should inform both the teacher and pupils of what is needed. The nature of these is not prescribed to allow the teacher the flexibility to focus on that which he/she believes will have the greatest impact for that year’s cohort.</p>
