



# History

The Victorian British Empire

Year 5 Unit 1

## Why did Britain once rule the largest empire the world has ever seen?

### Intent:

This investigation supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066 – that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen. The British Empire reached its peak in 1921 and pupils are encouraged to appreciate not only the geographical extent of British imperialism at that time, but also to evaluate the major reasons why Britain wanted and sought dominion over what grew to encompass a quarter of the world’s land area and its population. Enquiries also enable pupils to consider the factors that contributed to the decline of the British Empire, particularly the rise of independence movements and campaigns for self-determination, such as those in India. There is also an opportunity for pupils to assess the Commonwealth’s significance in the world today, which many former colonies joined after achieving independence from Britain.

### Pupils should be taught to:

Study an aspect or theme in British history that extends their chronological knowledge beyond 1066. They will be taught to identify, describe, explain, evaluate ‘historical’ evidence, critique, justify and reach a judgement/conclusion)

To communicate historically

To build an overview of world history.

To investigate and interpret the past.

To understand chronology

### Prior learning:

Year 3	Year 4				
Builds on Romans, Anglo-Saxons and Vikings.	Builds on the Battle of Hastings to the end of the Mediaeval Period. 1066 – 1485				

### Key Vocabulary:

#### Tier 2 - Multiple meanings or high frequency

Invasion	Chronology	Timeline	Invention
Rule	Countries	Britain	

#### Tier 3 - Subject specific

Empire	Colonise	Export	Tradition
Government	Victorian	Commonwealth	Independence

### Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
Empire	Middle English: via Old French from Latin <i>imperium</i> , related to <i>imperare</i> ‘to command’	Emperor
Colonise	The term <b>colonize</b> is derived from the Latin <b>words</b> colere ("to cultivate, to till"), colonia ("a landed estate", "a farm") and colonus ("a tiller of the soil", "a farmer"), then by extension "to inhabit".	Colony, colonisation, colonial
Export	The verb <b>export</b> comes from the Latin <b>word</b> exportare which	Exports, exported, exporting, exportation

	means “to carry out” or “send away.” To <b>export</b> something is to move it across borders.	
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<b>Idioms and colloquialisms</b>		
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	Meaning	
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Spend a penny		
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	A British euphemism for using a public lavatory. The first modern pay lavatories in 19th-century London used a door lock that required a penny to be inserted before one could enter. It fell out of use as a general term when the price of using the lavatory went up to 2p!	
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<b>Misconceptions</b>		
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Not true		
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	Teach this	
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Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Q: Why was it said that the sun never set on the British Empire?</p> <p>L.O. To communicate historically</p>	<p>*(See David Weatherly Enquiry 18 page 4, resources 1 and 2). Use a modern atlas and name the independent countries today that formed the Empire.</p> <p>*Discuss the meaning of the enquiry question.</p>	1-3
2	<p>Q: Why did Britain build an empire around the world?</p> <p>L.O. To communicate historically</p>	<p>*Discuss past invasions of Britain learned in previous years and ask whether the reasons Britain wanted an empire would have been similar (see David Weatherly Enquiry 18 page 5, resources 1 - 10).</p> <p>*Using resource 2, Title: 'The British Empire' (1 per pupil) draw pictures around the map and label (in the style of resource 10) showing each of the reasons why Britain wanted an empire.</p>	1-6
3	<p>Q: What is a colony?</p> <p>L.O. TBAT build an overview of world history.</p>	<p>**Identify and describe the extent of the British Empire and explain what it meant to be a colony. (oral discussion and questioning) – create a class mind map of ideas.</p> <p>*Which reasons were important to Britain for colonising other countries? (justify reasons)</p>	4-9
4	<p>Q: Who was Queen Victoria?</p> <p>L.O. TBAT communicate historically.</p>	<p>*Watch <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk">https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk</a> discuss how Queen Victoria influenced changes in Britain.</p> <p>Create an information text - What were her duties and responsibilities as Empress?</p>	7-12
5	<p>Q: How did the British Empire help the Industrial Revolution?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>*<a href="https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4">https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4</a></p> <p>*After watching the video, teachers could get pupils to undertake case studies about inventions and discoveries, exploring how their lives would be different if such inventions and discoveries had not been made. Pupils could also consider how these inventions and discoveries impacted on the lives people at the time. Pupils could use timelines to sequence discoveries and inventions to find out which came first, and determine if there was a pattern to these</p>	10-15

		discoveries and inventions. They could also consider the positive and negative impacts on all aspects of society during the Industrial Revolution.	
6	<p>Q: Why has the British Empire all but disappeared?</p> <p>L.O. To understand chronology</p>	<p>* <a href="https://www.twinkl.co.uk/resource/t3-h-180-the-end-of-an-empire-lesson-5-lesson-pack#">https://www.twinkl.co.uk/resource/t3-h-180-the-end-of-an-empire-lesson-5-lesson-pack#</a></p> <p>*Discussion and questioning.</p> <p>*Explanatory writing giving reasons using the title '<i>What happened to the British Empire?</i>'</p> <p>*Create a time line of major events during this period of time.</p> <p>*Compare maps – (see <i>David Weatherly Enquiry 18, resources 11 and 2</i>).</p>	13-18

\*\* Trip suggestions – Fort Burgoyne?