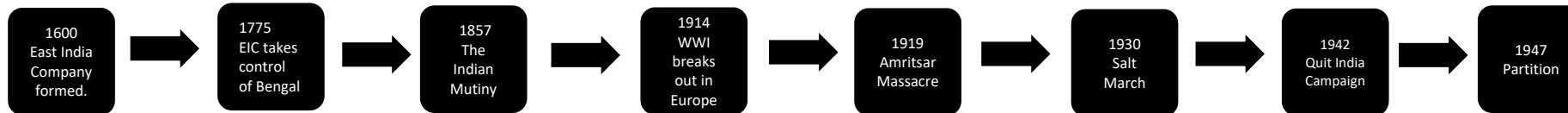


# What do the experiences of British India reveal about Empire?



	Key Word	Definition
	Amritsar	A massacre of Indian people by British soldiers.
	Colony	A country or area under the control of another country.
	Empire	A group of colonies controlled by one country.
	East India Company (EIC)	British company established to trade with India.
	Gandhi	Indian campaigner for independence.
	Mutiny	A rebellion against authority often military.
	Partition	To divide or separate.
	Quit India	Agreement that Britain would leave India after WWII.
	Refugee	A person forced to leave their country.
	Sati	Indian custom where a widow is burnt on her husband's funeral pyre.
	Satayagraha	Gandhi's idea of non-violent civil disobedience.
	Tax	Money paid to the government or King.
	Trade	The action of buying and selling goods.

The impulses behind such amnesia are easy to understand. There have been many stages in educating myself about the British Empire when I have wanted to look away, I have longed to do something else. I love my country and what to believe the best things about it. But the problem is, if you don't face up to these uncomfortable facts, you'll never be able to navigate a path forward. If we don't confront the reality of what happened in the British Empire, we will never be able to work out who we are or who we want to be.



	Knowledge Milestones	Extra Knowledge	Expert Knowledge
	Britain developed a vast Empire between 1600-1900. It eventually covered 1/4 of the globe.	India was a very wealthy country. It produced spices and silks which there was a high demand for in Britain.	India was run by the Mughals. In 1619 Nur Jahan was the Empress. She was a powerful ruler.
	The East India Company was created in 1600 to trade with India.	By 1775 they had taken over Bengal and were a very wealthy company.	In 1857 they faced the Indian Mutiny. The British government then ruled India – "British Raj"
	Indian people were often treated with disrespect – Salt Tax/ Sati	The first Indian MP was elected in 1891 in Finsbury.	During WWI many Indians fought for the British. 74,000 died.
	Gandhi used a tactic called Satayagraha – non-violent civil disobedience.	In 1930 he led the Salt March and was imprisoned after making salt illegally.	In 1919 the British shot at least 379 Indians at Amritsar during a massacre.
	In WWII the British were once again supported by the Indians who volunteered to fight.	In 1942 the British agreed to leave India after WWII – "Quit India Campaign".	Noor Inayat Kahn was a wireless operator for SOE. She was captured and murdered by the Nazis in 1944.
	After WWII Britain had a new Labour government. It did not want an Empire any more as it was expensive.	India was divided into three new countries; India, Pakistan and Bangladesh, largely for religious reasons.	There was a significant amount of violence. Ten million people were refugees and 1 million died. Many came to Britain as they were British citizens.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.

**READ**

[The Patient Assassin by Anita Anand review – massacre, revenge and the Raj | History books | The Guardian](#)

**WATCH**

[Unremembered - Britain's Forgotten War Heroes - All 4 \(channel4.com\)](#)

**LISTEN**

[Resistance in the British empire | History Extra podcast on Acast](#)

# Writing good History: Key skills

**Chronology**  
The order in which events happen. The big "story".

**Change/ Continuity**  
Whether things have changed or remained the same over time.

**Similarity/Difference**  
What events or situations have in common, and how they are different.











**Cause**  
The reasons that something happens- long term or trigger cause.

**Consequence**  
Things that happen as a result of an event. Can be good or bad.






**Significance**  
Whether an event is important or not. The impact it has had on people. How it has changed the world.

**Sources**  
Information that comes from the time studied, or that was produced by someone who was there at the time.

**Interpretations**  
The views of people who were not there at the time but have researched the event.

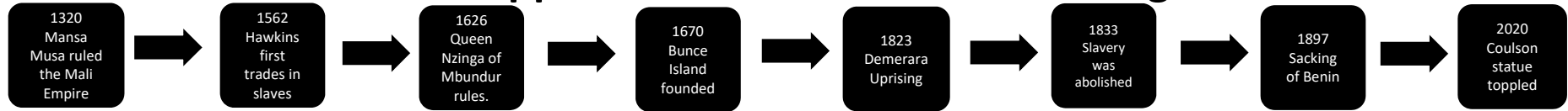
EXTENDED WRITING: What do I need to know?		USING SOURCES: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.		Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.		Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the <b>CONTENT</b> of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.		Utility- You next need to look at the <b>PROVENANCE</b> of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?		If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.		Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

Suggested Vocabulary: What do I need to know?		
To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...

USING INTERPRETATIONS: What do I need to know?	
	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?



# What happened to turn Africans into “Negroes”?



	Key Word	Definition
✕	Abolition	The action of ending a system or a practice.
💰	Compensation	Money given to somebody in recognition of a loss.
🗣️	Culture	Ideas, customs and social behaviour of a group of people.
👤	Discrimination	Treat people differently based on skin colour, religion or nationality.
🔑	Enslaved	To make someone a slave.
🔪	Emancipation	The process of being set free/ receiving rights.
🔗	Manacle	Chains that enslaved people wore.
🚢	Middle Passage	Journey between Africa and America across the Atlantic Ocean.
🏠	Maroon	Escaped enslaved people.
📄	Petition	A formal request signed by many people to appeal to the authorities.
🌿	Plantation	A farm that only grows one crop e.g. sugar, cotton, tobacco.
✊	Rebellion	Rise up against monarch or master.
🌐	Transatlantic	Journey from Africa to the Americas.

As a child, I was taught that Britain had been the first nation to abolish slavery. I began reading articles and books and was quickly shocked at how little I knew. That it had been British captains commanding British boats operated by British sailors who had transported around 2.8 million captive Africans to the British Caribbean. That it was British families who owned plantations in the Caribbean run by British managers and overseers where hundreds of thousands of enslaved men, women and children were forced to work and die.  
*Thomas Harding "White Debt"*



	Knowledge Milestones	Extra Knowledge	Expert Knowledge
👑	Africa was a vibrant continent before the Europeans arrived.	Mansa Musa was the richest man who ever lived. It is estimated he was worth \$400 billion.	Queen Nzinga fought the Portuguese for control of her land.
🚢	The Triangular Slave Trade enabled huge profits to be made as goods & people were traded across the globe.	Enslaved people were often kidnapped or sold as prisoners of war. They were taken to slave forts like Bunce Island.	The Middle Passage was the journey to America. Up to 20% died. There were often rebellions on board ship.
🌿	Life on a plantation was harsh with long hours and little food.	Enslaved people grew tobacco, sugar and cotton.	This fuelled the Industrial Revolution in England.
✊	Enslaved people often rebelled. In 1804, a rebellion in Haiti led to independence for the enslaved people.	In 1823 there was a rebellion of enslaved people in Demerara which was controlled by the British.	Maroons, in places like Jamaica, escaped from enslavement. They wove topographical maps into their hair.
📄	These rebellions played a very important part in the abolition of enslavement.	Many British people opposed enslavement. There were many anti-slavery societies.	In 1807 the trade in enslaved people was abolished. In 1833 enslavement was abolished.
🔪	In 1897 seven British soldiers were killed whilst on an expedition in Benin.	In response the British Army went into Benin and sacked it. At least 10,000 objects were stolen.	There are still at least 900 items in the British Museum and one item in Exeter Museum.
🗿	From 1689 Edward Coulson was in charge of the Royal African Company.	During this time 84,000 people were traded as slaves, 19,000 died during the Middle Passage.	In 1895 a statue was raised in his honour. In 2020 it was pulled down by a large crowd.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.



**READ**

[White Debt by Thomas Harding review – the history they didn't want you to know | History books | The Guardian](#)



**WATCH**

[British slave owners in the 1830's | History - Britain's Forgotten Slave Owners - YouTube](#)



**LISTEN**

[BBC Radio 4 - Homeschool History, Mansa Musa](#)



# Writing good History: Key skills

**Chronology**  
The order in which events happen. The big "story".

**Change/ Continuity**  
Whether things have changed or remained the same over time.

**Similarity/Difference**  
What events or situations have in common, and how they are different.











**Cause**  
The reasons that something happens- long term or trigger cause.

**Consequence**  
Things that happen as a result of an event. Can be good or bad.

**Significance**  
Whether an event is important or not. The impact it has had on people. How it has changed the world.






**Sources**  
Information that comes from the time studied, or that was produced by someone who was there at the time.

**Interpretations**  
The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?		USING SOURCES: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.		Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.		Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the <b>CONTENT</b> of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.		Utility- You next need to look at the <b>PROVENANCE</b> of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?		If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.		Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

Suggested Vocabulary: What do I need to know?		
To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...



USING INTERPRETATIONS: What do I need to know?	
	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?