

Year 8 - RGS History SUM1 – Assessment – British Empire. Focus on evaluation skills.

Required Knowledge and Skills

- Studying the 'British Empire' module, students undertake a depth study and ask 'was the British Empire a force for good?' Students will look at ideas about democracy, politics, trade, emigration and slavery in relation to the British Empire we will also look at famous people like Cecil Rhodes and Mary Prince etc. We will also look at day-to day life in the Empire 'on which the sun never set'.



Resource links to support learning

- <https://www.bbc.co.uk/bitesize/topics/z7kvf82>
- <https://www.bbc.co.uk/programmes/p016mtjx>
- <https://www.bbc.co.uk/programmes/p0167h3d>
- <https://www.bbc.co.uk/programmes/p0167h3l>
- <https://www.bbc.co.uk/programmes/p0167h2s>
- <https://www.natgeokids.com/nz/discover/history/general-history/british-empire-facts/>
- <https://www.historic-uk.com/HistoryUK/HistoryofBritain/Timeline-Of-The-British-Empire/>
- *Try to discuss at home the legacy of the British Empire in both positive and negative ways.*

Emerging	Developing	Secure	Mastering	Extending
Students show limited knowledge and can identify one positive and one negative factor in relation to the British Empire.	Students show basic knowledge of the British Empire and there is a limited overall judgement in relation to the legacy of the Empire.	Students show accurate and relevant information showing some knowledge and understanding of the legacy of Empire. An overall judgement is given but it is vague.	Students show information and show good knowledge The student starts to use second order concept words like significant, continuity and change. An implicit judgement is made.	The student makes accurate and sustained assertions showing clear knowledge with explicit links to the question. The student makes consistent links to the question throughout the essay making mini judgements.