Year 8
Subject: History
Topic/Unit: What did 'colonisation' mean to the indigenous people of three places in the British Empire?
When: Autumn Half term 1

Huntington School
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Overview: This unit examines the expansion of the British Empire and its profound impact on indigenous populations in North America, India, and Aotearoa (New Zealand).

Why this? Why now? By focusing on the lived experiences of these nations, students gain a critical understanding of how colonisation shaped the modern world. This study is essential for providing the historical context required to later explore the British transatlantic slavery and the eventual decolonisation of the empire.

Building on...building to: This unit builds upon earlier studies of global power in Y7, such as the Byzantine Empire, and the origins of English expansionism during the Elizabethan era. It serves as a foundation for future enquiries into the development of the British Empire, the movement to abolish slavery, and the long-term consequences of imperial rule.

Sequence summary:

1. **The Powhatan and Jamestown:** Investigating pre-colonial life and the impact of English settlers in Virginia, using the life of Pocahontas to explore cooperation and conflict.
2. **The Wampanoag and Plymouth:** Analysing the survival of the Pilgrims and the subsequent loss of Wampanoag land, leading to modern debates regarding Thanksgiving.
3. **India and the East India Company:** Examining the shift from trade in Bengal to territorial control, culminating in the causes and outcomes of the 1857 Indian Rebellion.
4. **Aotearoa and the Māori:** Studying Māori society, the conflicting interpretations of the Treaty of Waitangi, and varied forms of resistance, including the non-violent struggle at Parihaka.
5. **Comparative Analysis:** Students will synthesise the common threads of violence, trade, and resistance across different regions, developing their similarity and difference skills, before answering the overall enquiry.

Key Vocabulary:

- **Empire, Colonisation, Indigenous, Sovereignty, Resistance, Treaty**

Assessments: Regular retrieval tasks using whiteboards to define key terms and identify historical issues. Students will also produce analytical paragraphs which will compare indigenous experiences. Knowledge and skills from this unit will be formally assessed in History Assessment 1.

Able and interested: Students will evaluate complex historical interpretations, such as comparing Disney's portrayal of Pocahontas with historical evidence. They will also explore the global legacy of non-violent resistance, linking the Māori ploughmen of Parihaka to the later methods of Mahatma Gandhi.

Inclusion, Personal Development and Wider Skills: Lessons utilise scaffolded worksheets and visual sources to support diverse learning needs. The curriculum promotes empathy by asking students to consider the impact of indigenous peoples being ruled by foreign powers. Links to modern citizenship are made through discussions on discrimination and civil rights.

Homework and Independent Learning: Independent tasks include researching the "Unthanksgiving Day" perspective.