



History: The Britons Peoples, Nation and Empire

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CURRICULUM

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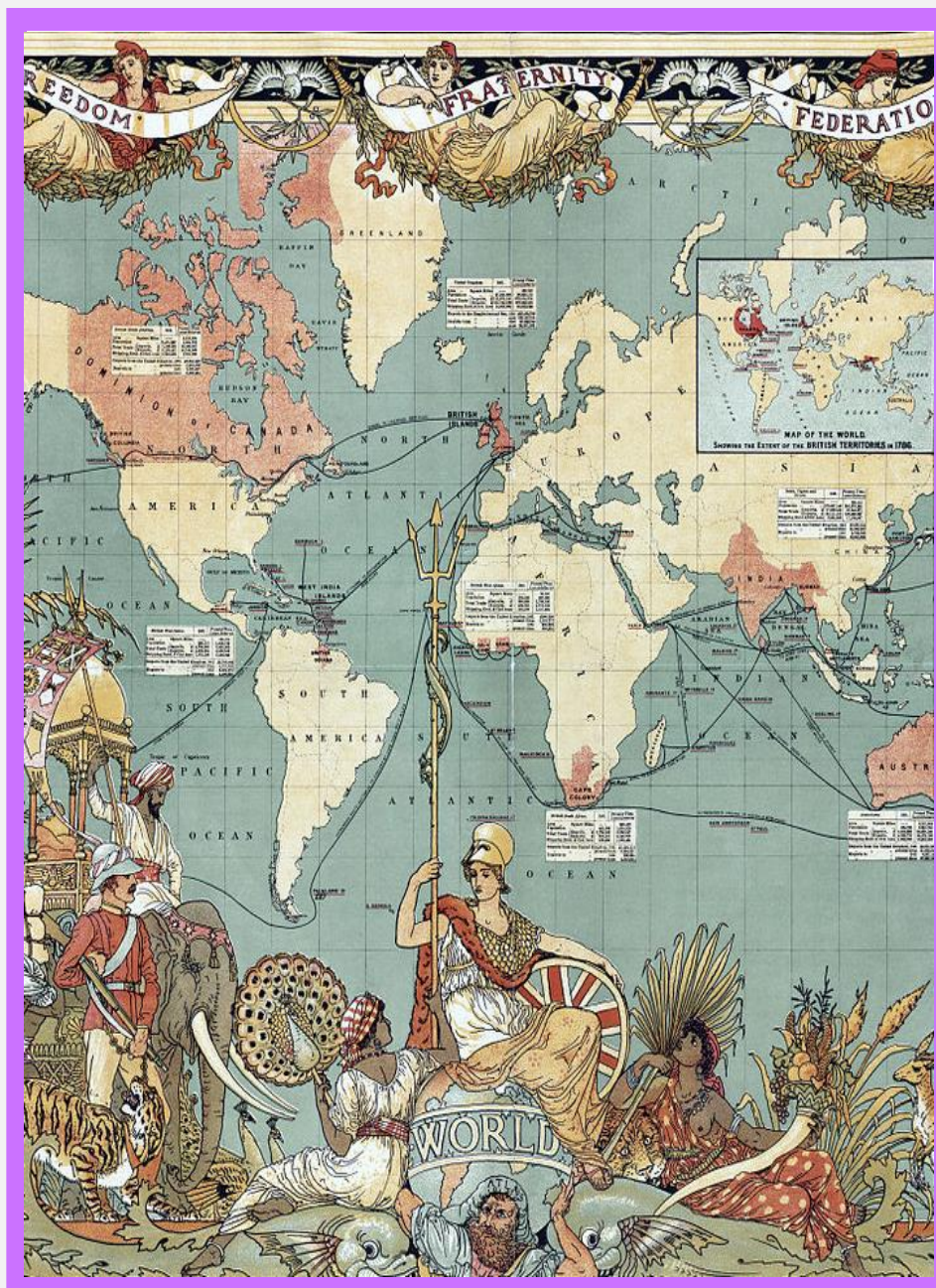
AO3

Assessment
Objectives

CONTENTS



6 Resources
Teacher Notes
Subject IAG



Contents

Part 1: Introduction

04	Welcome
05	University Skills
06	Information for Teachers
08	Introduction to the Topic
10	Meet the PhD researcher

Part 2: Resources

12	Resource 1
18	Resource 2
22	Resource 3
26	Resource 4
30	Resource 5
34	Resource 6

Part 3: Advice and Guidance

39	University Study Skills: Cornell Notes
41	University Study Skills: Key Instruction Words
43	Next Steps

PART 1: INTRODUCTION



Welcome!

To get into the best universities, you must demonstrate that you are intellectually curious, and will make the most of the wonderful academic opportunities available to you.

One of the best ways of demonstrating this, is by going above and beyond what is taught in school and studying something that is not on the curriculum.

This resource will give you exactly such an opportunity. You will have something interesting to write about in your application to university, something interesting to talk about in a university interview, and open whole new areas of study you might be interested in!

You will develop valuable academic skills as you go, that we have marked out with gold badges (see the next page on university skills). As you work through the resource you can look out for these badges so that you can explain which skills you have developed and what you did to demonstrate them. Developing these skills will help you get university ready!

If you have any questions while you are using the resources in this pack, you can contact your teacher or email us directly at schools@access-ed.ngo.

Good luck with your journey to higher education!



I am a historian and as a university student I became interested in how we understand the past. In fact, my curiosity took me to the USA where I completed my PhD. Did you know that in the 1730s the apprentices of a Paris printing shop hanged all the cats they could lay their hands on (and that people found this hilariously funny)? Find out more about The Great Cat Massacre and what we can learn about this strange event in a famous book by Robert Darnton (search for him on Google Books)!

Dr Rajbir Hazelwood Programme Director, AccessEd



I love listening to podcasts, and I highly recommend listening to weekly podcasts as it's a quick and interesting way to discover new ideas and hear experts speak about what they know best. I would recommend finding new episodes on historyextra.com that excite you. You could find out more about the history of manners, weather and medieval bodies

Michael Slavinsky Education Director, The Brilliant Club

University Skills



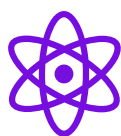
To complete this resource, you will have to demonstrate impressive academic skills. When universities are looking for new students, they will want young people who can study independently and go above and beyond the curriculum. All of these skills that you will see here will demonstrate your abilities as a university student – while you’re still at school! Every time you have to look something up, or write up a reference you are showing that you can work independently. Every time that you complete a challenging problem or write an answer to a difficult question, you might demonstrate your ability to think logically or build an argument. Every time that you evaluate the sources or data that you are presented with, you are showing that you can “dive deep” into an unfamiliar topic and learn from it.

Here are the skills that you will develop in this course:

independent research	your ability to work on your own and find answers online or in other books
creativity	your ability to write something original and express your ideas
problem solving	your ability to apply what you know to new problems and challenges
building an argument	your ability to logically express yourself
providing evidence	your ability to refer to sources that back up your opinions and ideas
academic referencing	your ability to refer to what others have said in your answer, and credit them for their ideas
deep dive	your ability to go above and beyond the school curriculum to new areas of knowledge
source analysis	your ability to evaluate sources for bias, origin, purpose and utility
data interpretation	your ability to discuss the implications of what the numbers show
active reading	your ability to engage with what you are reading by highlighting and annotating



Resource Pack AccessEd Research-Based Curricula
History Key Stage 5
www.researchbasedcurricula.com



AIMS

The Research-Based Curricula Programme creates classroom resources that are based on cutting-edge academic expertise at local universities.

These resources are intended to encourage pupils to broaden their understanding of subjects and expose them to academic research, as well as supporting the development of core academic skills that boost exam attainment.

Teachers can use these resources to supplement activities in existing lessons, to design new lessons, or to stretch and challenge high-achieving pupils with extension work.

The aim of the programme is to support pupils to develop cognitive and non-cognitive skills that the research shows supports progression to university. This includes deep subject knowledge, critical thinking, and written and verbal communication.

EVIDENCE

The Research-Based Curricula Programme builds on the University Learning in Schools Programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015.

The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter of which is the sister organisation of AccessEd.

ULiS resulted in the design and dissemination of 15 schemes of work based on PhD research for teachers and pupils at Key Stage 3.

The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: [ULiS Evaluation](#).



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for Education**

TEACHERS

The Research-Based Curriculum is designed to be used flexibly by teachers to tailor extension activities for their students. Some teachers may choose to adapt the resources for groups of students during lessons.

The resources are designed to be completed individually or in small groups, so teachers can use them as class-based or homework tasks. Equally, teachers can give the pack to some students to work through independently when they have finished their normal class work or during an extra-curricular club.

The resources will challenge students to think deeply about specific content that may be beyond the confines of the exam curriculum, while informing them about cutting-edge research being carried out at local universities. All the resources can help develop specific skills required for GCSE examinations, which are referenced in the Teacher Notes throughout the pack.



PARTNERS

AccessEd is a non-profit organisation that works to increase university access for under-represented young people globally. We work in partnership with universities and schools to deliver programmes that mobilise researchers to share their academic expertise with young people and the public. Visit www.access-ed.ngo. Follow @_AccessEd

The Higher Education Progression Partnership South Yorkshire plus (HeppSY+) is part of a national programme to help school and college students aged 13-19 in South Yorkshire, who are most at risk of missing out on higher education. HeppSY+ is working in partnership with Sheffield Hallam University, the University of Sheffield, and South Yorkshire colleges and schools. Visit www.heppsy.org. Follow @HeppSYplus





Resource Pack AccessEd Research-Based Curricula
History Key Stage 5
www.researchbasedcurricula.com

The Britons: Peoples, Nation and Empire

This resource pack aims to address the history of the British nation in connection with the histories of the vast swathes of territories that became part of its ever-expansive empire. Whilst the fate of people living in these territories came to be shaped by Britain, life in Britain itself did not remain uninfluenced by the British nation's imperial experience. Taking cues from the historical scholarship from the 1990s onwards which sought to bridge the gap between the understanding of the British nation and its empire by viewing them as part of a unified experience, this resource pack touches upon the diverse facets of Britain's imperial encounter.

With topics broadly ranging from political to socio-economic and cultural, this resource pack enables us to engage with, yet think beyond prominent historical events thus leading to a comprehensive understanding of the British empire as well as highlighting its regional specificities.

As the political developments in our time bring the question of 'Britishness' in Britain more to the forefront, it would not be amiss to look back to its roots, as historian Linda Colley has pointed out, in its encounter with the 'other', that is, the empire. With the concerns about the ethics of empire becoming largely prominent in the present day, this resource pack is aimed at helping you to think deeply about Britain's imperial past which in turn, will help you to understand Britishness in the present day better.



Deep Dive

These are annotation boxes and include notes and questions on the reading.

Can you rewrite this first paragraph in your own words? We know it is difficult but want to challenge you to think about the key themes in this resource pack.

What do you think it means to 'think beyond prominent historical events'? How do you think a history which looks at topics that have not previously been studied might change what we know about the past?

For example, browse the research project, Ethics and Empire, based at the University of Oxford <http://www.mcdonaldcentre.org.uk/ethics-and-empire>

What does Britishness mean to you?

The variegated nature of the British empire as a subject matter provides an opportunity to undertake the study of different kinds of primary sources. The resource pack thus chiefly comprises of various kinds of primary source materials, ranging from a painting, a children's lullaby to a pamphlet, a novel and a map. This is to give you an overview of the diverse nature of sources that historians work.

Alongside source exercises, you will also get to experience different forms of analysis and interpretation that historians engage with. Throughout the pack you will find quotes from important thinkers and scholars, background information and factual details, a glossary of important terms, and suggestions for further readings. This will give you an opportunity to be an independent learner and further explore ideas and topics that most interest you.

If in 500 years a historian wanted to better understand your life and what was important to you, what sources do you think would be good for them to read and understand? For example, do you think your social media accounts are good sources for historians?

GLOSSARY

Allegory: An image or symbol that is decoded in order to understand political and cultural meanings. Adjective: allegorical.

Colonisation: The act of taking control and settling in a particular area by a group of people, and using and exploiting the natural and economic resources of that area.

Colony: The area taken under control.

Coloniser: The people taking control over an area.

Colonised: The indigenous people living in the area under control.

Deindustrialisation: Decline of industries.

Diwani: The Persian term for the right of collecting land revenues.

Imperialism: The idea of extending a country's political dominion over other territories, it can be both formal and informal in nature.

Trans-national: Extending beyond the confines of the boundaries of one nation, involving various nations and countries.

Meet the PhD Researcher: Apurba Chatterjee



Apurba Chatterjee was born and raised in Kolkata, India, and trained in the art of History in India and Sweden before she moved to the UK to pursue her PhD at the Department of History, The University of Sheffield. Her PhD research explores the intricacies of the crucial connection between political power and artistic representation in early British Indian empire.

This research goes beyond the traditional emphasis on written sources in historical studies and takes into account visual sources that gives important insight into the politics of culture in British imperialism. Her research interests include imperial history, history of early modern Europe, history of modern India, and histories of politics and ideas. She blogs for Sheffield Centre for Early Modern Studies and is an active postgraduate member of the British Society for Eighteenth Century Studies.

What is a PhD student? A PhD, or Doctor of Philosophy is the highest academic qualification awarded by most universities. PhD students conduct original research on a specific topic or question, producing a thesis that is typically 70,000 – 100,000 words long and defending their thesis to experts in their chosen field to obtain a PhD.

What is a PhD researcher? A PhD researcher, or post-doctoral researcher has already obtained their PhD qualification and has continued to work in their chosen field or a similar field.

What is a university department? A university department is a group of academics working in a similar area of interest including professors, lecturers, principal investigators (PIs), post-doctoral researchers, PhD students, masters and undergraduate students.

Did you know?

The Department of History at the University of Sheffield has a blog. Discover cutting-edge research, the history behind the headlines, and why we think history really matters. <http://www.historymatters.group.shef.ac.uk>

PART 2: RESOURCES



Politics, Policy, and Reform

Link to curriculum

Britain: losing and gaining an empire, 1763–1914

TEACHER NOTE

For A level History students should be enabled to:

1. Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
2. Improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds.
3. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
4. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

INSTRUCTIONS



1. Read the context for the source
2. Read and annotate the source
3. Complete the activities
4. Explore the further reading
5. Move on to Resource 2 in this pack

Data Source

This resource is aimed at giving you an insight into the political history of British imperialism. By the mid-1830s, the British empire had already become a formidable force, and very important in this context was the British domination of India. Britain's Indian empire was useful on various grounds. Firstly, Britain's strong political presence in India provided her with a solid base to extend its political and commercial influence in other parts of the world, for example, in Burma (Myanmar of the present times) and China. Secondly, the economic and financial resources extracted from India in the forms of land revenues and trade duties strengthened British power. And thirdly, India provided a huge ready market for goods produced in the industries in Britain. However, the British government in India fell short of improving the lot of the Indian populace. This lack of concern on the part of the British colonisers for the colonised Indians troubled even some of the Britons back home, and the result was the foundation of the British India Society in 1839. Soon were its various branches founded both in India and Britain. The resource below consists of a few pages from a pamphlet, titled Proceedings of a Public Meeting for the Formation of the Northern Central British India Society, held in the Corn Exchange, Manchester on 26 August 1840.



Source
Analysis

ADDRESS
OF THE COMMITTEE
OF THE
NORTHERN CENTRAL
BRITISH INDIA SOCIETY.

IN the inscrutable dispensations of Divine Providence, England is the arbitress of the destinies of Hindostan—one of the largest and richest empires on the face of the globe. A British Governor-General at Calcutta sways the sceptre of the Great Mogul. The British flag waves from the towers of Rangoon—far to the east of the Burrampoota, to the walls of Candahar, far to the westward of the Hydaspes; and from the furthestmost point of the Peninsular, to the base of the Himalaya mountains! The subjects of Britain, in India, are more than ONE HUNDRED MILLIONS; and the territory of Britain, in India, is the most fertile portion of the world, embracing every variety of soil, climate, and production. The people of India are intelligent, docile, and industrious; and the exports from India include many articles of prime necessity to the inhabitants of this country. Yet, the Natives of India are impoverished and wretched beyond example—doomed to periodical famines of the most horrible and desolating description; and the commercial intercourse between the *ruling* and the *subjugated* countries, contrasted with the natural circumstances of the latter, and the ability and wants of the former, are absolutely insignificant.

Data Source (continued...)

"territories in the East, and for all the inhabitants thereof, in as full and ample a manner as if that Act had not been passed,"* clearly demonstrate the strict propriety, and solemn duty, of calling upon the humane and benevolent portions of the British public to institute a strict and impartial inquiry into the government and affairs of India, and to adopt such measures as are necessary to induce the Legislature to consider, in a spirit of justice and impartiality, the claims of India, and to consult the interests and redress the grievances of our fellow-subjects—the Natives of that country.

The Committee, in the prosecution of the special work assigned to them by a resolution passed at the late public meeting, will exert themselves to obtain from the most authentic sources, information respecting the tenure, resources, and occupation of land in India, and will seek to secure the attention of Parliament to the subject, early in the ensuing Session.

The Committee regard this branch of the question as one of peculiar importance and urgency. It is asserted by the highest authorities, that one-third of the available land in India is in a state of jungle, while, owing to the oppressive and fluctuating nature of the land tax, and its grievous mode of collection, that which is occupied, yields scarcely a subsistence to the cultivators. They also learn, upon the best testimony, that the present system of revenue has had the effect of driving out of cultivation extensive tracts of fertile territory, and of reducing large numbers of industrious peasants to the condition of starving beggars. Believing that the restoration to the natives, of a permanent proprietary right in the soil, is essential to the general and lasting prosperity of India, the Committee will do all in their power to promote the present discussion and speedy settlement of this branch of the question.

The objects pointed out by the respectable inhabitants of Bengal, in a resolution passed at a great meeting in Calcutta, in December last, and forwarded to the British India Society, will receive, as they deserve, prompt and serious consideration, viz. :—

"1st. The prevention of the resumption of rent-free tenures.

"2d. The extension of the permanent settlement, or a measure of the same nature, to all British India.

"3rd. The reform of the Judicial, Police, and Revenue systems, for the better protection of all classes of the people.

* Vide 3 and 4 of William IV., cap. 85, clause 51.

Data Source (continued...)

vi

"4th. The granting of waste lands to occupants, on equitable terms, so as to encourage the application of capital to the soil of India."

The Committee hope to commence their labours without delay, by the holding of public meetings, the delivery of lectures, and the circulation of printed information in this and the surrounding towns. They expect also to be able to establish a dépôt for the sale of cheap and popular publications. The Committee deem themselves fortunate in having secured the services, as the Secretary of the Society, of a gentleman of well-known benevolence and zeal, who will conduct the correspondence of the Society, and be happy to coöperate with the friends of India throughout this part of the kingdom. They hope, besides, to have the benefit, for some time, of the labours of Mr. Geo. Thompson, the representative of the London British India Society.

The friends of the cause may be assured, that all the measures of the Committee will be in accordance with the benevolent character of their undertaking, and with the most sacred and honoured principles of the British constitution. They will studiously avoid all voluntary personalities, all sectional predilections, all political partizanships, all mercenary speculations. Though they intend to be active and energetic, they intend at the same time to be circumspect and deliberate. While they will maintain with uncompromising firmness the rights of the Natives of India, they will be found equally ready to recognise and commend whatever is liberal and beneficent in the conduct, intentions, and plans of those who are more immediately connected with the administration of public affairs. While their statements will be distinguished by the sternness of truth, and the inflexibility of justice, they trust they will ever be found to be uttered in a fair, a courteous, and a candid temper. While they will strive to strengthen, rather than repress, the spirit of commercial enterprise now directed to India, they will constantly bear in mind that their paramount duty is to originate and extend a *philanthropic interest* in the condition of the Natives, and to render all other efforts subservient to their elevation and happiness. In this cause, however, the Committee are confident that the interests of this country and the interests of India are identical, and that while they are engaged in the promotion of the welfare of their Native-Indian fellow-subjects, they are gratifying their purest and most ardent aspirations after the wealth, strength, and greatness of their own country.

Data Source (continued...)

44

them: (Loud cheers.) He was proud of the opportunity which that meeting gave him of rendering his tribute of thanks to his honourable and revered friend. He (Mr. Brotherton) had long had the means of witnessing Mr. O'Connell's conduct in reference not merely to India or to England, but as the friend of freedom to every man of every clime and colour, and in the cause of peace and happiness to all mankind. (Loud cheers.) It was but by mere accident that he (Mr. Brotherton) had heard of that meeting a few hours before. He had not attended to teach, but to learn; and he had learnt that the subject which had brought them together could not be exaggerated in importance. They had all, he thought, been impressed with the important truth, that India had been misgoverned; that there were many and great grievances to remedy, and that it was their duty to do all in their power to redress those grievances, and to promote the welfare of the Indian people. He would contend, moreover, that by doing justice to India they would at the same time be promoting their own welfare, and the commercial prosperity of England. (Hear.) They had seen that India was capable of being improved to an indefinite extent, and of producing in abundance all which constituted the chief articles of manufacture and consumption in England; and it had also been stated, that if we were to receive from India our supply of the various articles which had been already enumerated—such as sugar, cotton, indigo, &c.,—we could obtain them at an annual saving of 20 millions upon what we had been in the habit of paying for such articles. (Hear.) Then India contained 100 millions of inhabitants; what a field was here opened to our manufactures and commerce! Thus, as he had before observed, in doing justice to India,—in encouraging the immense population of her plains to be producers and consumers,—we should, in a most eminent degree, be promoting the prosperity of our own particular district. (Hear.) By improving their physical condition, we should advance the moral and social interests of the people of India, and increase both their knowledge and happiness. Thus, whether as patriots, philanthropists, or legislators, it was incumbent upon us to see to the condition of the natives of India. Let them, then, unite heart and hand in that great cause. He was of opinion that the people only required to know their true interests, in order to pursue them, but the fact was, that hitherto they had been ignorant of the real state of India; it had been a sealed book to them; and to Mr. O'Connell and Mr. Thompson belonged the honour of making the condition and claims of India known to the people at large. (Hear.) He would not detain them longer, but would beg formally to propose the resolution:—

“That the warmest thanks of this Meeting be given to DANIEL O'CONNELL, Esq., M.P., for the unvarying interest he has exhibited in the cause of the oppressed natives of British India, and for his valuable and spontaneous assistance on the present occasion.”

Sir THOMAS POTTER, Mayor of Manchester, said that he fully agreed in the sentiments which had been expressed by their excellent

The pages from the pamphlet as presented above tell us three things:

- The discussions and deliberations on policy-making and reform often had a 'trans-national' character within the British empire.
- The concerns about empire often became a national question. Whilst the primary emphasis is on the needs of reform in India, the pamphlet highlights its intrinsic connections with the fate of the Britons themselves.
- Most prominent here is the presence of Irish politician Daniel O'Connell, the ardent advocate of Catholic emancipation. Here, he is highlighting the problems of the British rule of India. This can be understood as people from various parts of the British empire trying to make a common cause in critiquing British imperialism.

Activity



Discussion: Snowball

Question: Why did the thinkers at the meeting consider it important for the Britons to be mindful of the misgovernment of their Indian territories? What were the reforms that they suggested?

1. Read the excerpts carefully and try to produce an individual answer to the question. Try to think along two lines:

What the thinkers designate as bad in terms of British imperial rule, and why?

What do they consider as important for the Britons to consider in terms of their imperial interests in India?

2. Then share your answer with a partner and turn your two answers into one agreed upon answer.
3. And, finally, join up with another pair and repeat the process. By doing this, you will be synthesising four answers into one.

Further Reading

Maurice J. Bric (2016) 'Debating empire and slavery: Ireland and British India, 1820–1845' in *Slavery & Abolition*, 37:3, 561–577.



Resource Pack AccessEd Research-Based Curricula
History Key Stage 5
www.researchbasedcurricula.com

Culture of Power, Representation And Display

Link to curriculum
 Britain: losing and gaining an empire, 1763–1914

TEACHER NOTE

For A level History students should be enabled to:

1. Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
2. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
3. Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.
4. Develop the ability to ask relevant and significant questions about the past and to research them.

INSTRUCTIONS



1. Read the context for the source
2. Read and annotate the source
3. Complete the activities
4. Explore the further reading
5. Move on to Resource 3 in this pack

Data Source

The aim of this resource is to focus on how political power and culture are closely linked. It is important to keep in mind that the manifestation of political power is often aided by culture. Art, in this respect, should be understood as an important tool that helps make the ideas of political power visible. Although historians have not paid adequate attention to art objects and artefacts, we should remember that it is through these items as preserved in the museums and art galleries that people get to experience the past in the first place. Even in the past itself, more people can be expected to have seen artistic objects than letters or official documents. Thus, it is important to study the role of art in the politics of the British imperialism.



This is an allegorical oval shaped ceiling piece titled, *The East Offering its Riches to Britannia*, that the British East India Company commissioned for the Revenue Committee room in East India House in Leadenhall Street in London in the year 1778 from the famous artist Spiridione Roma. This painting was produced in a period when following the grant of Diwani by the Mughal emperor Shah Alam II in 1765, the political and economic power of the East India Company was constantly on a rise. This painting should thus be understood as a celebration of British imperial power.

Activity



Discussion: Think, Pair and Share

Questions: Before you answer the questions given below, look at the image carefully and write down the following:

- Which figures can you see in the painting? What are they doing?
- Which objects can you see in the painting?
- What do the actions of the figures, and the objects in the painting represent?

Now, try to answer the following questions:

1. How do you think the Britons manifest their political and commercial prowess in the eastern seas in this painting?
2. What does the place of display of this image tell us about the nature of British imperial power?

- Begin by thinking about an answer to these questions independently.
- Work with the person next to you and share your answers with each other.
- Then, in groups, present your answers to the rest of the class.

Further Reading

Try to look up the website www.artuk.org in order to locate art commissioned by the British East India Company which are now housed in the British Library in London.

Study Skills – Flash Revision

How to write better essays: 'nobody does introductions properly'

As the government begins its crackdown on essay mill websites, it's easy to see just how much pressure students are under to get top grades for their coursework these days. But writing a high-scoring paper doesn't need to be complicated. We spoke to experts to get some simple techniques that will raise your writing game. Tim Squirrell is a PhD student at the University of Edinburgh, and is teaching for the first time this year. When he was asked to deliver sessions on the art of essay-writing, he decided to publish a comprehensive (and brilliant) blog on the topic, offering wisdom gleaned from turning out two or three essays a week for his own undergraduate degree.

"There is a knack to it," he says. "It took me until my second or third year at Cambridge to work it out. No one tells you how to put together an argument and push yourself from a 60 to a 70, but once you get grips with how you're meant to construct them, it's simple."

Poke holes

The goal of writing any essay is to show that you can think critically about the material at hand (whatever it may be). This means going beyond regurgitating what you've read; if you're just repeating other people's arguments, you're never going to trouble the upper end of the marking scale.

"You need to be using your higher cognitive abilities," says Bryan Greetham, author of the bestselling *How to Write Better Essays*. "You're not just showing understanding and recall, but analysing and synthesising ideas from different sources, then critically evaluating them. That's where the marks lie."

But what does critical evaluation actually look like? According to Squirrell, it's simple: you need to "poke holes" in the texts you're exploring and work out the ways in which "the authors aren't perfect".

"That can be an intimidating idea," he says. "You're reading something that someone has probably spent their career studying, so how can you, as an undergraduate, critique it?"

"The answer is that you're not going to discover some gaping flaw in Foucault's *History of Sexuality* Volume 3, but you are going to be able to say: 'There are issues with these certain accounts, here is how you might resolve those'. That's the difference between a 60-something essay and a 70-something essay."

[Read the full article here:](https://www.theguardian.com/education/2017/mar/07/how-to-write-an-essay)

<https://www.theguardian.com/education/2017/mar/07/how-to-write-an-essay>



War, Diplomacy, and Expansion

Link to curriculum
Causes and consequences
of Boer War

TEACHER NOTE

For A level History students should be enabled to:

1. Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
2. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
3. Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
4. Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate.

INSTRUCTIONS



1. Read the context for the source
2. Read and annotate the source
3. Complete the activities
4. Explore the further reading
5. Move on to Resource 4 in this pack



Data Source

As historian Charles Tilly suggested, 'war made the state and the state made war'. Whilst wars of conquest remain central to political expansion in British imperialism, the decisions for warfare were not unanimous. Ideas, causes as well as consequences of wars, generated debate, not only among the officials and policy-makers of the British government, but also beyond the official circle, most prominently among the literati, and the authors themselves. One of the prominent examples are the excerpts from Olive Schreiner's novel, *An English-South African's View of the Situation: Words in Season*, published in 1899 on the eve of the First Boer War as presented below:

'If it be asked, why at this especial moment we feel it incumbent on us not to maintain silence, and what that is which compels our action and speech, the answer may be given in one word- WAR!'

'Has our race in Africa and our race in England interests so diverse that any calamity so cataclysmic can fall upon us war! Is any position possible that could make necessary that mother and daughter must rise up in one horrible embrace, and rend, if it is possible, each other's vitals?'

'Who gains by war?

What is it for? Who is there that desires it? Do men shed streams of human blood as children cut off poppy heads to see the white juice flow?

Not England! She has a great young nation's heart to lose. She has a cable of fellowship which stretches across the seas to rupture. She has treaties to violate. She has the great traditions of her past to part with. Whoever plays to win, she loses.

Nor Africa! The great young nation, quickening to-day to its first consciousness of life, to be torn and rent, and bear upon its limbs into its fully ripened manhood, the marks of wounds-wounds from a mother's hand?'

'Not we the Africans, whose hearts are knit to England. We love all. Each hired soldier's bullet that strikes down a South African does more; it finds a billet in our hearts. It takes one African's life- in another it kills that which will never live again'.

'The greatest empire upon earth, on which the Sun never sets, with its five hundred million subjects may rise up in its full majesty of power and glory, and crush those thirty thousand farmers. It may not be a victory, but at least will be a slaughter. We ought to win. We have the ships, we have the men, and we have the money. May there not be something else we need?'

Data Source (continued...)

'The man of whom South Africa has need to-day to sustain England's honour and her empire of the future is a man who must possess more than the knowledge and wisdom of the intellect'.

'We look further, yet with confidence, from the individual to the great fierce freedom-loving heart of England is not dead yet.'

'On our great African flag let us emblazon these words, never to take them down, "FREEDOM, JUSTICE, LOVE"; great are the two first, but without the last they are not complete'.

Olive Schreiner was a novelist of English origin, born in South Africa in the mid-nineteenth century.

Her work is reflective of the concerns of her times and her distaste towards warfare that made her critical of the British role in her native land of South Africa. Here is a short timeline of the Boer Wars and the history of British imperialism in the southern part of Africa:

1866 – Discovery of Diamonds in Kimberley, near borders of British colony of Natal as well as Republic of Transvaal and Orange Free State, two independent states controlled by Dutch Boer settlers.

1877 – Theophilus Shepstone annexes Transvaal for the British empire, taking advantage of Boer weakness in face of the threatening Zulu Kingdom. British tensions with Zulus increase.

1879 – Anglo-Zulu War: British victorious, consolidating their dominion over Transvaal.

1880–81 – First Boer War: British lose decisively, agreeing to peace on terms where Boers regain independence in the Transvaal.

1886 – Gold found at Witwatersrand, near Republic of Transvaal's capital Pretoria. Cecil Rhodes, a British businessmen investing in mineral mining, begins to campaign for imperial expansion.

1895 – Jameson Raid: Attempt by British imperialist Leander Starr Jameson to encourage an uprising of non-Boers in the Transvaal, by leading a small invasion force of British colonial policemen and diamond-mining company employees.

1899 – Tensions escalate as British forces amass on borders of Republic of Transvaal and Orange Free State.

1899–1902 – Second Boer War: Intense guerrilla fighting between British and Boers. British transport Boer civilian families to concentration camps. Boers surrender and both Transvaal Republic and Orange Free State are annexed as colonies for the British Empire with some self-government.

1910 – Union of South Africa created as a dominion of the British Empire, with some privileges of self-government for white settlers.

Activity

The activity for this topic is close reading of the text, after which each pupil would individually undertake writing a summary of the piece between 250–500 words. In doing so, focus on the following points:

- Demerits of war as highlighted by the author.
- The author's idea of the British empire.
- The author's idea of the nation of Africa.
- The links between Africa and British empire according to the author.



Further Reading

Ronald Robinson and John Gallagher, with Alice Denny, *Africa and the Victorians: The Climax of Imperialism* (New York: Doubleday. 1968)



Resource Pack AccessEd Research-Based Curricula
History Key Stage 5
www.researchbasedcurricula.com

State, Society, and Family

Link to curriculum

Britain: losing and gaining an empire, 1763–1914

TEACHER NOTE

For A level History students should be enabled to:

1. Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
2. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
3. Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
4. Improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds

INSTRUCTIONS



1. Read the context for the source
2. Read and annotate the source
3. Complete the activities
4. Explore the further reading
5. Move on to Resource 5 in this pack

Data Source

The aim of this resource is to highlight the links between British imperialism, and the wider social and familial world. The British empire was often seen as a moral authority, aimed at rescuing the colonised populations from centuries of degeneration, resulting in the idea of the 'civilising mission'. The notion of the 'civilising mission' found expression in school books, novels, board games, and even in soap labels. Take a moment to think about the popular video game of 'Call of Duty' that many of you play regularly. What does it mean to follow the American, British and Russian forces in the pursuit of the German army in the settings of World War II? Plots of this kind stand as a reminder of the past, as well as one's own position in relation to the past. Well, going back in time by a few centuries, the people were not very different. They also had their ways of understanding what was going on around them and their place in history.

The source material for this topic is a lullaby titled, *Papa's Keepsake*, which was composed by George Swindon whilst serving the British government in India, for his children in Britain and was published in 1829. The lullaby largely addresses Swindon's encounter with the India's natural environment and its wilderness. Ultimately, it is a narrative of the glorification of British nationhood in humanising and civilising India. Note that the idea of 'civilising mission' of the British empire tended to become increasingly prominent in the nineteenth century, and came to be largely deployed in order to cast the colonised as backward and underdeveloped. This richly illustrated text bears the testimony of how empire came to be brought home in the nineteenth-century cultural imagination.



Activity

Whilst the entire text is important and provides an interesting read, for the purposes of analysis, we will be focussing particularly on pages 4, 7, 15, 21 and 22. In this activity known as jigsawing, the entire class will be divided into three groups. All the groups will be focussing on the lullaby (most importantly, pages 4, 15, 21 and 22), but the groups will be allocated a different question each:

- What is the author's opinion about the British responsibility in the colony?
- How are animals being described and treated?
- How do the Britons express their love and pride for their country?

After the first round of discussions, tutor will allocate students from one group into two other groups where discussions would continue based on exchanges of perspectives based on the contributions of students.

Further Reading

William Dalrymple, *White Mughals. Love and Betrayal in Eighteenth-Century India* (Harper Collins, 2002).



Studying History at Sheffield: Top Tips from Students

'Even though first year marks don't count to your degree, university essays are quite different to A-Level ones so I would strongly advise you approach your essays as if they do count, both to find out what essay-writing style suits you best and as good practice for the all-important second and third years.'

- Chris Polechonski, History.

'Don't be shy or frightened to contribute to seminars. Everyone's interpretation is welcome.'

- Chris Baker, History.

'Take advantage of tutors' office hours, 5 minutes alone can be all the difference in whether the penny drops with regard to essay writing techniques at university level.'

- Pete Hutcheon, History.

'Make the most of all the opportunities you have. Seek out help, extra information and anything else that you need. Tutors are here to help you'

- Amy Fedeski History and Politics.

'Having to achieve a minimum of 2.1 in first year to go abroad helped me motivate myself to try harder in first year. Level 1 may not count towards your overall mark, but I have used scholars I found through first year reading in second and third year work. Set your own targets in first year and build your end result from day one.'

- Jon Montgomery, History.

'My main advice for first years would be to make sure they do their seminar work as thoroughly as possible. If you annotate journal articles with the key points as you go along it will save you so much time when it comes to exams!'

- Lauren Newman, History and Sociology.

Find out more here:

https://www.sheffield.ac.uk/polopoly_fs/1.398835!/file/Studying-History-UG-L1-Handbook-Final.pdf



Trade, Industry, and Economy

[Link to curriculum](#)

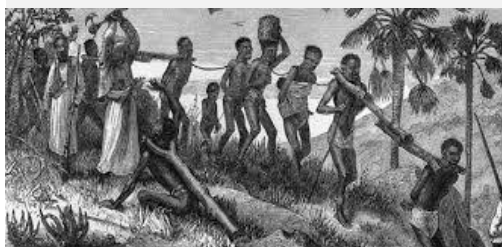
Losing and gaining an empire, 1763–1914,

TEACHER NOTE

For A level History students should be enabled to:

1. Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
2. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
3. Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
4. Build on their understanding of the past through experiencing a broad and balanced course of study.

INSTRUCTIONS



1. Read the context for the source
2. Read and annotate the source
3. Complete the activities
4. Explore the further reading
5. Move on to Resource 6 in this pack

Data Source

The source for this topic is a Coggle mind map. The mind map is attached as a separate file, but as the mind map might come across as complicated in the first glance, the points as featured in it are being summarised in a table here:

Economic Critique of British Colonialism	
1.	Colonialism was the main obstacle to the development of India.
2.	Indian economy was made subordinate to that of British through foreign investment, free trade. it transformed India into supplier of raw goods and market of British traders and companies.
3.	Foreign capital and free trade caused the ruin of the traditional industries in India.
4.	The progressive decline of traditional handicraft industry was not an accident, rather it was result of deliberate policy guided by interest of foreign manufactures against Indian. the nature of import and export went a drastic change under British rule in India.
5.	Foreign capital was evil, which replaced and suppressed Indian capital and further strengthened British hold on India.
6.	The political harmfulness of foreign capital: Foreign capital made interests, demands and security of investors more important making foreign rule strong.
7.	
8.	Modernisation, Indian capitalist enterprise and industrialisation was primary requirements for economic development.
9.	Industrialisation should be initiated from Indian capital not foreign.
10.	The British finances were criticised. It was argued that taxes were often raised that overburden poor and let many foreign capitalists go tax-free. The reduction of land revenues, removal of salt tax and imposition of income tax and import duties on luxurious goods which rich and middle classes consumed were demanded.
11.	A large sum of wealth and capital was drained to Britain in the form of salaries and pensions of British civil military officials working in India, interest on loans taken by the Indian government, profits to British companies, home charges, and expenses of the Indian government in Britain.
12.	The expenditure on army and vast expenses of expansion overseas was condemned. There was very less expenditure on welfare. British took pride in their contribution to Indian in regard of railways and telegraph network. but it only further accelerated drain of national wealth by reaching even farther inside India, and India didn't have any benefit of backward linkage benefit of railways, for example, the development of iron and steel industry. Telegraph only further helped maintain law and order better thus strengthening the hold of the British rule even more.

Data Source (continued...)

The Coggle mind map brings together the views of the Indian nationalists like Dadabhai Naoroji, R.C. Dutt, M.G. Ranade, etc. in the second half of the eighteenth century regarding the British impact on Indian economy. Broadly known as the economic critique of colonialism, it emphasised on how Indian economy was subordinated to the demands of England which included the deindustrialisation as well as the 'drain of wealth' in terms of taxes and revenues from India to England, and as a result, India became ruralised and underdeveloped.

Activity

Debate: You have now gained information about the economic critique of British colonialism in India and have also gathered knowledge about the specific points raised here. Based on the information provided in the Coggle mind map (and its simplified version in the table above), and your own prior knowledge of British history, you are going to debate on the Britain’s economic relations with her colonies.

Proposition: Britain gained massive economic benefits from her colonies.

Opposition: Britain did not benefit economically from her colonies.



Further Reading

Tirthankar Roy, The Economic History of India, 1857–1947. Third Edition (New Delhi: Oxford University Press, 2011).



Nationhood, Identity, and Diversity

Link to curriculum

Losing and gaining an
empire, 1763–1914

TEACHER NOTE

For A level History students should be enabled to:

1. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
2. Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
3. Develop the ability to ask relevant and significant questions about the past and to research them.
4. Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional.

INSTRUCTIONS



1. Read the context for the source
2. Read and annotate the source
3. Complete the activities
4. Explore the further reading
5. You can share any work you produce with the researcher who created this pack by sending it to assignments@access-ed.ngo
6. Find out more about studying Psychology at university

Data Source



The source for this topic is Walter Crane's Imperial Federation Map of the World Showing the Extent of the British Empire in 1886, retrieved from Cornell University's digitised Persuasive maps: PJ Mode Collection. Published during the Colonial and Indian Exhibition of 1886, this map celebrates the expansiveness of British control over vast territories and varied peoples. According to historian Mathew Edney, maps can be understood as representations of their makers' perceptions of political reality. It is important to note that by this time, the nationalist voice against British rule had gradually begun to be raised, as in the case of India where Indian National Congress was founded in 1885. In such a milieu, championing the spirit of British empire as one of freedom, fraternity and federation helped generate an air of confidence that bolstered the imperial self-image. Furthermore, various races and different kinds of flora and fauna have been represented which are unified by Britannia sat on the 'top of the world'. In his seminal text, *Orientalism*, cultural theorist Edward Said has pointed out that the 'Orient' or the eastern world was a creation of European mind. Thus, the representation of varied peoples and flora and fauna here can be understood as a reflection of British perceptions of race and hierarchy of civilisations. Also, nations that developed as a result of the independence from the yoke of British rule very often continued to have the territorial divisions and borders as had existed under the Britons.



Activity

In groups of four, try to identify and write down keywords on the topic using alphabets A-Z based on the source material provided here. The groups would need to justify their choice of keywords through proper contextualisation and reasoning.



Further Reading

Burton, A. (1997), 'Who Needs the Nation? Interrogating 'British' History' in the *Journal of Historical Sociology*, 10: 227–248.

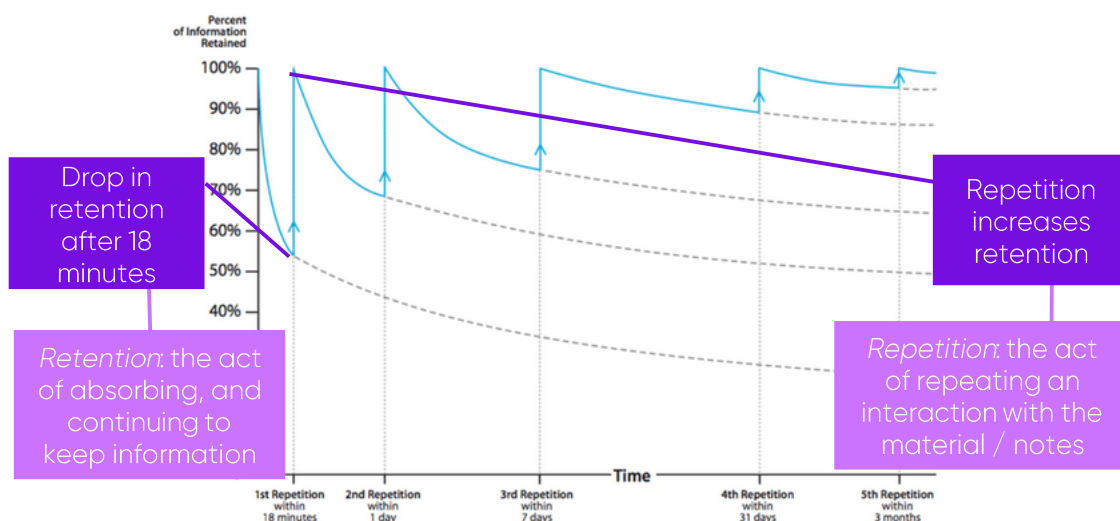
PART 3: ADVICE AND GUIDANCE

University Study Skills: Cornell Notes

Why is good note taking important?

If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

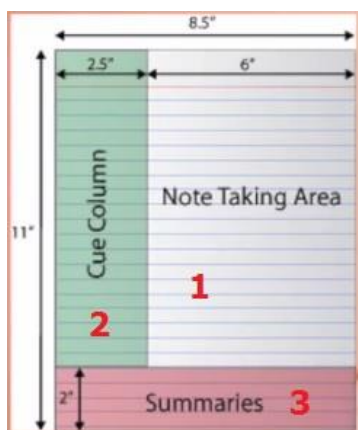
If we take notes effectively, however, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:



Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.

Step 1: Note-Taking



1. Create Format: Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date, and topic at the top of the page.

2. Write and Organise: You then take your notes in the area on the right side of the page. You should organise these notes by keeping a line or a space between 'chunks' /main ideas of information. You can also use bullet points for lists of information to help organise your notes.

Step 2 Note-Making

1. Revise and Edit Notes: Go back to box 1, the note taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour

2. Note Key Idea: Go to box 2 on the left hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:

- Which is most important / significant reason for...
- To what extent...
- How does the (data / text / ideas) support the viewpoint?
- How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella:

Questions:	Notes:
How does C's mother die?	<ul style="list-style-type: none">• Cinderella is an only child• Cinderella's dad might <u>spoil</u> her• Cinderella's Step-Mother is <u>jealous</u> of her beauty• Maybe Cinderella becomes the <u>woman of the house</u>
Why does C make the Step-M so angry?	↳ BUT then the Step-Mother wants that <u>position</u> !
↓ what language shows this?	* <u>Key point</u> → fairy tales teach us <u>morals</u>
* What is the moral of 'C'?	
How do I know?	• Cinderella is <u>kind</u> → her Step-M is not
Is this just one side of the story?	• Is there a <u>reason</u> for C to be badly be treated?

Step 3 Note-Interacting

1. Summary: Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

Summary:	Because C is an only child, she takes over as 'woman of the house' when her real M dies. Her Step-M is jealous and angry. We only get C's side of the story so it is difficult to know whether C is really badly treated for no reason.
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Give the Cornell Note Taking System a try and see if it works for you!



University Study Skills: Key Instruction Words

These words will often be used when university tutors set you essay questions – it is a good idea to carefully read instruction words before attempting to answer the question.

Analyse – When you analyse something you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.

Comment on – When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.

Compare – To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.

Contrast – When you contrast two subjects you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.

Compare and contrast – To write a compare and contrast essay you would examine the similarities and differences of two subjects.

Criticise – When you criticise you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.

Define – When you define something you show, describe, or state clearly what it is and what it is like, you can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.

Describe – To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.

Discuss – To discuss in an essay, consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

Evaluate – When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to **assess**.

Illustrate – If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.

Interpret – In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Basically, give an explanation of what your subject means. Similar to **explain**.

Justify – When asked to justify a statement in an essay you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.

Outline – Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.

Prove – When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.

Relate – To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.

Review – When you review, critically examine, analyse and comment on the major points of a subject in an organised manner.



Exploring Careers and Study Options

- ✓ Find job descriptions, salaries and hours, routes into different careers, and more at <https://www.startprofile.com/>
- ✓ Research career and study choices, and see videos of those who have pursued various routes at <http://www.careerpilot.org.uk/>
- ✓ See videos about what it's like to work in different jobs and for different organisations at <https://www.careersbox.co.uk/>
- ✓ Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at <https://www.prospects.ac.uk/>
- ✓ Explore job descriptions and career options, and contact careers advisers at <https://nationalcareersservice.direct.gov.uk/>
- ✓ Discover which subjects and qualifications (not just A levels) lead to different degrees, and what careers these degrees can lead to, at <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

Comparing Universities

- ✓ <https://www.whatuni.com/>
- ✓ <http://unistats.direct.gov.uk/>
- ✓ <https://www.thecompleteuniversityguide.co.uk/>
- ✓ Which? Explorer tool – find out your degree options based on your A level and BTEC subjects: <https://university.which.co.uk/>

UCAS

- ✓ Key dates and deadlines: <https://university.which.co.uk/advice/ucas-application/ucas-deadlines-key-application-dates>
- ✓ Untangle UCAS terminology at <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- ✓ Get advice on writing a UCAS personal statement at <https://www.ucas.com/ucas/undergraduate/getting-started/when-apply/how-write-ucas-undergraduate-personal-statement>
- ✓ You can also find a template to help you structure a UCAS statement, at <https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- ✓ How to survive Clearing: <https://university.which.co.uk/advice/clearing-results-day/the-survivors-guide-to-clearing>

History at University



- ✓ Studying History allows you to explore great events, extraordinary documents, remarkable people, and long-lasting transformations.
- ✓ Covering anything from the history of the world, to different religions, the writings of different philosophers and archaeological science techniques this subject area covers a diverse range of disciplines.
- ✓ You can find out more about different courses and entry requirements by exploring the UCAS History Guide online: <https://wwwucas.com/ucas/subject-guide-list/historical-and-philosophical-studies/>
- ✓ You can find out more about the different careers by exploring the UCAS History Careers online; <https://wwwucas.com/job-subjects/history>

A Deeper Look Into History

- ✓ **Listen:** Stuff you Missed in History Class podcasts: <https://www.missedinhistory.com/podcasts>
- ✓ **Listen:** History of Our World podcasts: <http://podcasthistoryofourworld.libsyn.com>
- ✓ **Read:** BBC History Magazine: <https://www.historyextra.com/bbc-history-magazine/>
- ✓ **Read:** Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way) by Sue Macy
- ✓ **Browse:** The Royal Historical Society <https://royalhistsoc.org>
- ✓ **Browse:** The Historical Association <https://www.history.org.uk>



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