

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	The British Raj: An Introduction	Students will be able to evaluate the reasons for and consequences of British imperialism in South-East Asia.	To evaluate the reasons for and consequences of the establishment and expansion of the British East India Company.	Meta-thinking Analysing Empathetic Hardworking Collaboration Critical Thinking
	2	Resistance to British The Revolt of 1857 Suppression and consequences of the revolt	Students will be able to explore how and why Indians opposed the British rule.	To explore why and the consequences of The Revolt of 1857.	Hard working Linking Analysing Empathetic Collaboration Critical Thinking
	3	The British Crown took control of its 'jewel' (1858-59); The Indian Civil Service (ICS) and the role of Indian functionaries as junior civil servants and administrators	Students will be able to explore how and why the British crown took control of India and the 'creation' of the British Raj.	To explore the British crown's control of the British Raj.	Hard working Linking Analysing Collaboration Collaboration Critical Thinking
	4	Indirect rule and the princely states; Indian society and religion	Students will be able to explain reasons for and differences between direct and indirect rule; understand the nature of Indian society and changes incorporated under the Raj.	To explain the reasons for and differences between direct and indirect rule; understand the nature of Indian society and changes incorporated under the Raj; To determine the changes incorporated under the Raj.	Hard working Linking Analysing Meta thinking Collaboration Critical Thinking

Term 1.2	5	The Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876. The reforms associated with Ripon and Ilbert 1880–84.	Students will be able to identify the main elements of repression and reform through The Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876. To analyse the impact of the reaction on different sections of society.	To be able to identify the main elements of repression and reform through The Royal Proclamation and the Government of India Act 1858, the Indian Councils Act 1861 and the Royal Titles Act 1876. To analyse the impact of the reaction on different sections of society	Hard working Linking Analysing Meta-thinking Collaboration Critical Thinking
	6	The reforms associated with Lord Curzon as Viceroy 1898–1905; the Morley-Minto reforms 1905–10; the Montagu Declaration (1917) and the Government of India Act 1919	Students will be able to identify the main elements of repression and reform through the actions of Lord Curzon (partition of Bengal); the impact of the Morley-Minto reforms 1905–10; the Montagu Declaration (1917) and the Government of India Act 1919.	To analyse how and why Lord Curzon partitioned Bengal. To assess the impact of the Morley-Minto Reforms.	Hard working Linking Analysing Meta-thinking Collaborative Collaboration Critical Thinking
	7	Resistance to British rule: The origin of the Indian National Congress; the Moderates and rise of Extremism, Lord Curzon.	Students will be able to explain how and why British policies contributed to the rise of Indian nationalism.	To explain how British policies contributed to the rise of Indian nationalism.	Hard working Linking Analysing Meta thinking Realising Collaboration Critical Thinking

	8	Partition of Bengal: Causes, consequences, and the protests. (1905-11)	Students will be able to explain how the actions of Lord Curzon contributed to the rise of Indian nationalism.	To explain the reasons for and impact of the Partition of Bengal (1905)	Analysing Meta thinking Hard working Linking Realising Collaboration Critical Thinking
	9	The impact of the First World War on nationalism;	Students will be able to analyse the reasons for and consequences of India's involvement in WW1	To assess the impact of WW1 on the British Raj and people.	Hard working Linking Realising Collaboration Critical Thinking
	10	The campaigns against British Rule 1920–47: Arrival and significance of Gandhi	Students will be able to understand and evaluate the early campaigns of Gandhi.	To assess the impact of Gandhi and the INC's early campaigns through group research and presentations.	Hard working Analysing Linking Collaboration Critical Thinking
	11	The campaigns against British Rule 1920–47: Arrival and significance of Gandhi.	Students will be able to explain Gandhi's aims, beliefs and role.	To explain how and why Gandhi became a significant figure in the Indian national movement?	Hard working Analysing Linking Meta thinking Collaboration Critical Thinking
	12	The campaigns against British Rule 1920–47: the importance of Nehru and the significance of Jinnah's beliefs and aims.	Students will be able to analyse and assess the significance and role of Jinnah and Nehru in the Indian national movement.	To create a research project on the aims, beliefs and contributions of Jinnah and Nehru to Indian national movement.	Hard working Analysing Linking Creating Collaboration Critical Thinking