



Year 6 Big question: Should Britain return the Parthenon Marbles?

Big Idea
Historical eras end but they leave a legacy for future generations and this legacy can still cause controversy.

Content
The British Empire

National Curriculum Objectives

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

To begin this unit, the children should have already learnt:

The learning in this unit will prepare the children to learn these things in the future:

Experiences other history units about specific individuals and era of time.
Be aware that History dates thousands of years rather than the most recent.
Exposure to myths and legends.
Things change over time.
To describe differences from then and now.
Recognise some similarities between past and present.
Children can talk about past and present of their own lives.
They know about similarities and differences between themselves and others, among families, communities and traditions.
To understand that not all historical evidence is accurate and reliable.
How to seek out and analyse a source based on a number of key factors, such as date, author, political or personal bias, media, primary or secondary source.
Apply their knowledge to create a justified argument.
Make judgements on the information they have been provided with.
The significance of one moment in a historical era.
How sources of information can affect the choices of those in history. Primary and secondary we have previously looked at retrospectively. How would it affect someone's decision making in the moment?
Make connections between numerical information and making these decisions.
Be able to justify an opinion on why they believe a specific moment was a turning point in history.

Understand arguably the most influential and far-reaching dimension of British history post-1066 – that of the establishment, expansion and ultimate decline of the largest empire the world has ever seen.

The British Empire reached its peak in 1921

Encourage pupils to appreciate not only the geographical extent of British imperialism at that time, but also to evaluate the major reasons why Britain wanted and sought dominion over what grew to encompass a quarter of the world's land area and its population.

Enable pupils to consider the factors that contributed to the decline of the British Empire,

Study what remains of the British Empire.

Pupils are able to consider the causes and effects of the war

Handling sources of evidence and on using them to reach conclusions and judgments about significant questions about the British Empire.

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE


Show understanding of a concept using key vocabulary correctly

By the end of this unit, the children at the expected standard will know:

Tier 2 and Tier 3 vocabulary explicitly taught:

<ul style="list-style-type: none"> ● Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony; ● Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant; ● Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared; ● Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation. 	<p>Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions.</p>
<p><u>Common Misconceptions</u> Some children may think:</p>	
<p><u>Resources for this unit</u></p>	

Potential trip:

	<p>Year 6 History Key Concept - Historical eras end but they leave a legacy for future generations and this legacy can still cause controversy.</p>	<p>UNIT BIG Question – Should Britain return the Parthenon Marbles?</p>
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Homework opportunity:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>1921 it was said that the sun never set on the British Empire</p> <p>Raw materials such as wood and minerals (including gold, copper, aluminium)</p>	<p>During this time what sorts of materials were sort after and therefore part of the reasons for gaining more territory?</p>	<p>What is the commonwealth and how was it formed?</p>	<p>What religion did Britain believe it could convert other countries to? Why do you think they did this?</p>	<p>What was said about the British Empire in 1921?</p>	<p>Quiz questions linked to key vocab and key facts.</p> <p>What Empires do you know of? How do they compare?</p>

<p>and iron ore) were needed by factories in Britain</p> <p>Raw cotton was imported from the colonies to be processed for middle class homes in Victorian Britain</p> <p>Britain thought they could convert people around the world to the Christian religion.</p> <p>Slavery was abolished in 1833 in Britain, however many millions of slaves were captured in the colonies of the British Empire.</p> <p>The more land Britain controlled and the more people that formed part of the British army</p> <p>49 former colonies joined the Commonwealth of Nations</p>				<p>Possible philosophy aspect to lesson. Could take whole lesson and additional work can be shifted to next lesson.</p> <p>Is it possible for the Sun to never set? What was meant by this term?</p> <p>Does this way of thinking explain Britain's views on what was theirs and their rights to gain more land?</p> <p>What is your opinion of Britain at this time?</p>	Is it ethical to build an empire?		
				<p>What countries were part of the British empire?</p>	<p>In your opinion what was the most important gain for Britain in building an empire?</p>	Why did the British Empire change?	
				<p>What is meant by the term empire?</p>	<p>What is to gain from an empire?</p>	<p>Explain the difference between two maps.</p>	Who do the Parthenon Stones belong to?
				<p>Why was it said that the sun never set on the British Empire?</p> <p>Use connected resources here.</p> <p>What does the word empire mean?</p> <p>Remind the pupils of their investigation about the Romans invading Britain in AD 43</p> <p>So what does being part of another country's empire actually involve? These nations are often known as colonies.</p>	<p>Why did Britain build an empire around the world?</p> <p>Use connected resources here.</p> <p>Reasons why Britain wanted to occupy other countries. What did they get in return?</p>	<p>What happened to the British Empire?</p> <p>Use connected resources here.</p> <p>Comparing maps of the British empire and how they have changed.</p>	<p>The British Empire acquired many valued items over time. Does this mean they belong to Britain?</p> <p>Find out about the Parthenon stones and where they originate from. Who took them and when? Where are they now? How long have Britain had claim over them?</p> <p>Link to philosophy – is it ok to take something? Does something become yours if you take it? Is there a time limit on this?</p>