

**KS3 History Ideas, Political Power, Industry and Empire: Britain, 1745-1901, a local study: Isle of Wight- an island of empire**

Curriculum Links	<ul style="list-style-type: none"> <li>• Extend and deepen chronologically secure knowledge and understanding of British, local and world history</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</li> <li>• Use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• Understand the methods of historical enquiry, including how different types of historical sources and evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; between cultural, economic, military, political, religious and social history</li> <li>• A study of a significant issue in world history (the transatlantic trade in tobacco, rice, rum and enslaved African people) and its interconnections with other world developments</li> </ul>			
Key Themes	<ul style="list-style-type: none"> <li>• Tobacco, Rice, Spirits and Smuggling: on the trade routes of empire</li> <li>• Bathing, Villas and Royalty: emergence of a political and leisured Island class</li> <li>• Wood, Sail, Steel and Speed: laying the foundations for building ships of empire</li> <li>• Forts and Firepower: defending the Island from becoming a staging post for invasion</li> </ul>			
<b>Suggested Learning Plan* (can be used as a basis to develop your own tailored learning and lesson plans)</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>School to Museum</b>
	<b>An island of empire, 1745-1901: introduction</b>	<b>An island of empire, 1745-1901: people stories</b>	<b>An island of empire, 1745-1901: object stories</b>	<b>An island of empire, 1745-1901: place stories</b>
Learning Objectives/ Outcomes	Extend their understanding of the chronology of events on the Isle of Wight in relation to national and	Understand how 6 very different lives all connect the Isle of Wight with the wider British empire.	Practice studying objects and documents as historical evidence	Gain historical perspective by visiting and experiencing some of the places in which this history happened:

	<p>international chronologies of empire</p> <p>Be able to talk about the Isle of Wight's history in relation to four themes of empire: Trade; Leisure; Shipbuilding; Defence</p> <p>Make connections between this history and the places around them today</p> <p>Learn to read historical paintings as evidence</p>	<p>Recognise that history can be written from a number of perspectives</p> <p>Be able to ask critical questions about what we can learn from history</p>	<p>Use the objects and documents to make connections between everyday life on the Isle of Wight and the themes and people stories previously learnt about.</p> <p>Understand how to write a short narrative for a particular audience</p>	<ul style="list-style-type: none"> <li>• Carisbrooke Castle (seat of power).</li> <li>• Museum of Island History and Historic Newport (seat of power and defence)</li> <li>• Classic Boat Museum and the Medina River (shipbuilding centre).</li> </ul>
Learner Activities	<p>Introduce the thematic chronology of events on the Isle of Wight as a resource for students to refer to during this exercise</p> <p>Introduce Thomas Rowlandson and his prints</p> <p>Students individually explore the digital map (cards if no digital map)</p> <p>Choose one illustration for each theme and write up to 100 words for each describing what the painting depicts and what</p>	<p>Look into history of 6 people stories and associated contexts – in groups research each one online, with starter resources:</p> <ul style="list-style-type: none"> <li>• Wahunsenacawh, Matoaka (Pocahontas) and the Shedden family of East Cowes</li> <li>• Thomas Sivell, Mary Sweetman and William Arnold</li> <li>• JS White and Blanche Thornycroft</li> <li>• Elizabeth Butler</li> <li>• Olaudah Equiano</li> <li>• Captain Urry</li> </ul>	<p>Explore the digital map using the activity quiz or play the map card game in the classroom</p> <p>Choose two objects you have found on the map.</p> <p>Write your own label about this object for the map. Your target audience is a chosen member of your family group. Using 100 words, tell them what the object is, why you have chosen it, and how it might relate to any of</p>	<p>See Lesson Plans (CCM to follow)</p>

	we can read from it about the Isle of Wight as part of the British Empire, 1745-1901	As a group, frame a question that you would like to ask your person if you could go back in time about their experiences of the British empire. Prepare a 5-minute presentation to share with the class about your question.	our themes of trade, leisured classes, defence and shipbuilding.	
Teacher Resources	Isle of Wight and National and International chronology – including Soton and Portsmouth  Digital map – Rowlandson images (with map card version) – including introduction to Rowlandson	Introductions to the 6 people stories, with starter online resources identified  Example questions to assist the teacher	Digital map Chronology Map card version  For quiz word answer: Elizabeth Thompson biography**	
Suggested Assessment	100 words on an illustration from each theme	Presentation	New map labels	

### **\*\*Elizabeth Thompson Biography**

Elizabeth lived in Bonchurch and Ventnor on the Isle of Wight in the 1860s and 1870s. She became a well-known artist painting military subjects, and one of her paintings (The Roll Call) was purchased by Queen Victoria. Elizabeth had West African ancestry. Her grandfather, Thomas, was born in Jamaica to a mother of West African descent and a father who was a sugar plantation owner. Wealth from this plantation business was left to her grandfather.

<https://www.rct.uk/collection/405915/the-roll-call>