

YEAR8 – History week 26

Subject	History
Class/ Division	Year 8 A-F
Week	26 (21 st Feb – 25 th Feb)
Work send to students via	Group email / Google classroom
Total number of lessons per week	2
Unit	Trade and Empire: Food and goods, Patriotism
Lesson 1 Task Resource	<p>Learning objective: To understand the impact of the Empire on their daily lives with the availability of foods and other goods.</p> <p>Refer pg 62 -64 and answer the following questions:</p> <ol style="list-style-type: none"> 1) Name the two big soap firms. 2) What was ‘Annuals’? What did it contain? 3) From which parts of the Empire did Britain import large quantities of cheap frozen meat and dairy products. How this was made possible? 4) Look at source 13. <ol style="list-style-type: none"> a) What connection does source 13 suggest between the Empire, the people of Britain, steamships and warships? b) What do you think pupils in 1911 learn about the Empire when they read this poem? <p>Learning Outcome: Students gain information on the different countries that Britain imported food and other goods.</p> <p>Synchronous Live lesson</p> <p>Zoom session, PPT / History Resource File</p>

<p>Lesson 2</p> <p>Task</p> <p>Resource</p>	<p>Learning objective: To understand how the British people developed interest and pride in the nation.</p> <p>Read and understand Source 16 on page 66.</p> <p>Refer pg :64 and 65 and answer the following questions:</p> <p>Look at source 14,15 and 16</p> <ul style="list-style-type: none"> a) How do they show that people were interested in and proud of the army, navy, Britain and the Empire? b) How did they help to increase that interest and pride? c) Look at the information in the text? Cigarette cards made people : <ul style="list-style-type: none"> i) interested in ii) Proud of the Empire. How did they do this? <p>Learning Outcome: Students gain information on the different way that British people became aware of the Empire.</p> <p>Asynchronous lesson work will be assigned in the GC class.</p> <p>History file / Google classroom</p>
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