MEONCROSS SCHOOL | HISTORY DEPARTMENT

EDITION 2026.1

HOW 'GLOBAL' WAS BRITAIN'S TRANSFORMATION BETWEEN 1450 AND 1750?

KS3: Early Modern World & Global Encounters (1450–1750)

Scholar: _____

Class: _____

PROGRESS & ASSESSMENT TRACKER TARGET GRADE: _____

Level	Emerging (1-2)	Emerging+ (3)	Expected (4-5)	Expected+ (6-7) / Greater Depth (8-9)

Lesson / Assessment Title	Effort	Level	Teacher Comments
L1: Who held global power in 1450?			
L2: How did religious conflict trigger global exploration (1517–1588)?			
L3: Trade or takeover: How did early encounters turn into empire?			
L4: James I and the Gunpowder Plot: Why was religious division so volatile?			
L5: Who controlled Britain? The Ideological Battle			
L6: Who controlled Britain? The Economic Shift			
L7: What were the mechanics of the Transatlantic Slave Trade?			
L8: How did enslaved Africans resist the Transatlantic Slave Trade?			
L9: How 'modern' was Britain by 1750? (Synthesis & Assessment)			
Final Unit Grade:			

L1: Who held global power in 1450?

LEARNING OBJECTIVES

- [ ] Identify the major global powers and trading hubs in the year 1450.
- [ ] Explain how the Ottoman Empire and West African kingdoms controlled global wealth.
- [ ] Evaluate why Western Europe was on the periphery (edges) of world trade in 1450.

Vocabulary Check

The Odd One Out: *Select THREE terms that share a close historical connection. Identify which ONE remaining term is the 'Odd One Out' in this lesson, and explain your historical reasoning:*

Ming Dynasty | Ottoman Empire | Songhai Empire | Silk Roads | Fall of Constantinople (1453) | Eurocentrism

Q1. Study Source A. What does this contemporary illumination suggest about the daily reality and living standards of ordinary people in Western Europe around 1450?

Q2. Study Source B. Why might a Venetian merchant like Nicolò Barbaro have had a biased and particularly panicked view of the Ottoman capture of Constantinople?

Q3. Study Sources C and D. How do these two sources challenge traditional Eurocentric assumptions that pre-colonial Africa was 'uncivilized' or poor?

Q4. Explain TWO reasons why a global traveler in 1450 would have considered Asia and Africa far more powerful and wealthy than Western Europe.

Assessment Practice: 12-Mark Explanatory Essay

Q5. Explain why Europe was not the centre of global wealth and power in 1450.

[12 marks • 15 mins]

Scaffolding & Hints:

- Point 1: Ming Dynasty China — porcelain, silk, Zheng He's massive treasure fleets, and Indian Ocean economic dominance.
- Point 2: The Islamic World & The Ottomans — Fall of Constantinople (1453) choking European overland access to the Silk Roads.
- Point 3: West African Wealth — The Empire of Mali (Mansa Musa's vast gold reserves) and the Kingdom of Benin (world-class bronze metallurgy).
- Point 4: European Marginality — Peripheral, agrarian, politically fragmented, and desperate to bypass Ottoman taxes.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L2: How did religious conflict trigger global exploration (1517–1588)?

LEARNING OBJECTIVES

- [ ] Explain how the Protestant Reformation shattered European unity after 1517 and turned overseas exploration into an ideological war.
- [ ] Analyze the role of Elizabethan privateers in challenging Catholic Spain's global silver monopoly.
- [ ] Evaluate how the defeat of the Spanish Armada (1588) marked a turning point in Britain's imperial ambitions.

Do Now Activity

Score: / 5

1. What was the overarching name for the ancient trade network connecting Asia to Europe?

2. Which major empire expanded to block overland European trade routes in 1453?

3. What city was captured by Sultan Mehmed II in 1453?

4. What West African kingdom was known for its detailed bronze plaques in the 15th century?

5. Why did the capture of Constantinople force European nations to look for new trade routes?

Vocabulary Check

The Golden Sentence: *Choose TWO terms from the word bank. Write ONE grammatically sophisticated, historically accurate sentence connecting them using a causal conjunction (because, although, or consequently):*

Protestant Reformation | Indulgence | Treaty of Tordesillas (1494) | Privateer | Spanish Armada (1588) | Circumnavigation

Q1. Study Source A and read Act 1. Why did the Protestant Reformation and the Pope's division of the world make violent naval conflict between England and Spain inevitable?

Q2. Study Source B and the written evidence. How did the Spanish Catholic perspective of Francis Drake differ from the English Protestant perspective, and what does this reveal about the religious nature of the conflict?

Q3. Explain TWO main reasons why the Spanish Armada failed to invade England in 1588, evaluating whether the defeat was caused primarily by English tactical skill or Spanish misfortune.

Q4. Study Source D (The Armada Portrait). How does the artist use specific visual symbols in this painting to project Elizabeth's royal authority and announce England's arrival as a global maritime empire?

Think-Pair-Share: Q5 Why did Elizabethan propaganda and later history textbooks emphasize the 'patriotic glory' of captains like Francis Drake, while ignoring the grim reality that over half of ordinary sailors died from scurvy and malnutrition?

1. My Thoughts (Think)	2. Partner's Thoughts (Pair)

Assessment Practice: 12-Mark Explanatory Essay

Q6. Explain how religious conflict between Catholics and Protestants pushed England into global exploration and naval rivalry with Spain between 1517 and 1588.

Scaffolding & Hints:

- Point 1: The Protestant Reformation & Papal Monopoly (1517–1534) — Martin Luther, Henry VIII's break with Rome, and papal decrees (Treaty of Tordesillas 1494) locking Protestant England out of the New World.
- Point 2: Elizabethan Privateering as Holy War (1568–1585) — San Juan de Ulúa ambush, Francis Drake's circumnavigation on the Golden Hind, and raiding Spanish silver fleets with royal Letters of Marque.
- Point 3: The Climax of the Spanish Armada (1588) — King Philip II launching 130 warships to restore Catholicism, shattered by English fireships off Calais and the "Protestant Wind".
- Point 4: Ideological & Imperial Rebirth — The Armada Portrait symbolizing England's claim over North America and Richard Hakluyt's call to establish a Protestant overseas empire.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L3: Trade or takeover: How did early encounters turn into empire?

LEARNING OBJECTIVES

- ☐ Explain how joint-stock corporations (like the East India Company and Virginia Company) funded early English expansion.
- ☐ Compare the early English colonial encounters in North America (Jamestown) with mercantile trade in Mughal India.
- ☐ Evaluate the turning point where peaceful commercial trade shifted into territorial takeover and empire.

Do Now Activity

Score: / 5

1. In what year did Martin Luther post his 95 Theses?

2. What name was given to English sailors, like Francis Drake, who were given legal permission to attack Spanish ships?

3. What was the name of the Spanish King who launched the Armada against England in 1588?

4. What weather event destroyed much of the fleeing Spanish Armada off the coast of Scotland?

5. Why did Queen Elizabeth I use privateers instead of the Royal Navy to challenge Spain in the Americas?

Vocabulary Check

Conceptual Classification: *Categorise the terms from the word bank into the two historical boxes below:*

Joint-Stock Company | East India Company (EIC) | Royal Charter | Factory (Trading Post) | Mughal Empire | Jamestown (1607)

Power, Governance & Warfare	Economy, Trade & Society

Q1. Study Source A and read Act 1. Why did the English Crown rely on private joint-stock companies (like the Virginia Company and East India Company) to explore the world, and how did these companies market their ventures to investors?

Q2. Study Source B (Plan of James Fort) and read Act 2. What does the triangular, heavily armed design of James Fort reveal about why early English encounters in North America rapidly shifted from trade into territorial takeover?

Q3. Compare Source B (James Fort in Virginia) and Source C (Emperor Jahangir). Why did early English encounters in North America result in immediate fortified takeover, whereas in Mughal India the English were forced to remain humble, polite traders?

Q4. Study Source D and read Act 4. How do historians disagree over whether the British Empire developed "accidentally" through peaceful trade, or as an "inevitable takeover" driven by corporate greed and military force?

Think-Pair-Share: Q5 How does this ecological detail ("The Invasion of the Pigs") change our historical understanding of why Native Americans became hostile toward the Jamestown settlers?

1. My Thoughts (Think)	2. Partner's Thoughts (Pair)

Assessment Practice: 12-Mark Explanatory Essay

Q6. Explain why early English global encounters between 1600 and 1750 shifted from peaceful mercantile trade into armed takeover and empire.

[12 marks • 15 mins]

Scaffolding & Hints:

- Point 1: The Joint-Stock Corporation & Commercial Motive (1600–1606) — Virginia Company and East India Company pooling private capital and needing constant financial returns for shareholders.
- Point 2: The North American Model (Jamestown 1607) — Land hunger for tobacco farming, fortified palisades (James Fort), and displacing the Powhatan Confederacy.
- Point 3: The Asian Model (Mughal India 1615) — Initial mercantile subservience under Sir Thomas Roe, coastal factories at Surat, and respecting Mughal economic and military superpower status.
- Point 4: The Tipping Point to Territorial Conquest (1707–1757) — The collapse of central Mughal authority, private company armies (sepoys), and Clive's victory at Plassey (1757) seizing Bengal's tax revenues (the Diwani).

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L4: James I and the Gunpowder Plot: Why was religious division so volatile?

LEARNING OBJECTIVES

- ☐ Explain how the Elizabethan legacy and King James I's broken promises heightened Catholic desperation by 1604.
- ☐ Analyse the conspiracy hatched by Robert Catesby and Guy Fawkes beneath Parliament and evaluate the discovery through the Monteagle Letter.
- ☐ Evaluate competing historical interpretations regarding whether Robert Cecil discovered or manufactured the conspiracy.

Vocabulary Check

Spot the Deliberate Error: *Read the statement below. One historical fact or vocabulary concept has been deliberately falsified. Underline the error and explain the accurate historical reality below:*

Recusant | Divine Right of Kings | Undercroft | The Rack | Penal Laws | State Entrapment

> *"In 1605, King James I abandoned the Divine Right of Kings and rewarded every Catholic Recusant with seats in Parliament, completely eliminating the need for Penal Laws."*

Q1. Study Source A and read Act 1. Using paragraphs [1.2] and [1.3], explain why English Catholics felt deeply betrayed by King James I, and how this deepened religious volatility in Jacobean England.

Q2. Study Source B and read Act 2. Using paragraphs [2.1] and [2.2], explain Robert Catesby's operational plan, and analyse how the visual representation in Source B shaped public perceptions of Catholic conspirators.

Q3. Study Sources C and D alongside Act 3. Using paragraphs [3.1], [3.2], and [3.3], analyse how the discovery of the Monteagle Letter and the forensic evidence of Fawkes's signatures illuminate the methods used by the Jacobean state to investigate and punish high treason.

Q4. Study Act 4 and compare Interpretation 1 and Interpretation 2. Using paragraphs [4.1] and [4.2], explain which historian's argument provides a more convincing explanation of Robert Cecil's role in the Gunpowder Plot.

Assessment Practice: Historical Interpretation (12 Marks - Historians' Debate)

Q5. How far do you agree with Interpretation 1 that the Gunpowder Plot was a genuine, independently hatched Catholic conspiracy, rather than an entrapment scheme orchestrated or manipulated by Robert Cecil?

Scaffolding & Hints:

- Structure your answer into four clear sections: (1) Introduction defining the historical debate, (2) Detailed arguments supporting Interpretation 1 (Genuine Plot), (3) Detailed arguments supporting Interpretation 2 (Cecil's Entrapment/Manipulation), and (4) A sustained, criteria-based conclusion evaluating which interpretation is more convincing.
- To support Interpretation 1, deploy specific historical knowledge: Robert Catesby's deep religious fanaticism, Guy Fawkes's military sapping experience in Flanders, the logistics of ferrying 36 barrels across the Thames from Lambeth, and the desperate armed shootout at Holbeche House on 8 November 1605 where Catesby died fighting.
- To evaluate Interpretation 2, examine the suspicious circumstances: Robert Cecil's tight state monopoly over gunpowder supplies, his extensive network of undercover double-agents and informers, the remarkably convenient delivery and staging of the Monteagle Letter, and the immense political profit Cecil gained by crushing the Catholic lobby and securing parliamentary funds.
- In your conclusion, make a clear distinction between Cecil "inventing" the plot (for which there is little evidence) versus Cecil "monitoring and exploiting" an existing plot for political advantage.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L5: Who controlled Britain? The Ideological Battle

LEARNING OBJECTIVES

- [ ] Explain how Charles I's belief in the Divine Right of Kings and eleven years of Personal Rule provoked civil war with Parliament.
- [ ] Analyse how the creation of the New Model Army transformed the war and led to the unprecedented trial of the King for high treason.
- [ ] Evaluate the revolutionary consequences of the Regicide and the establishment of the English Commonwealth.

Vocabulary Check

The Odd One Out: *Select THREE terms that share a close historical connection. Identify which ONE remaining term is the 'Odd One Out' in this lesson, and explain your historical reasoning:*

Personal Rule | Divine Right of Kings | New Model Army | Regicide | The Commonwealth | Levellers

Q1. Study Source A and read Act 1. Using paragraphs [1.1] and [1.2], explain how King Charles I's belief in the Divine Right of Kings and his financial policies during his Personal Rule alienated the English political nation.

Q2. Study Act 2. Using paragraphs [2.2] and [2.3], explain why the creation of the New Model Army was a military and ideological turning point in the English Civil War.

Q3. Study Source C and read the Death Warrant extract alongside Act 3. Using paragraphs [3.1] and [3.2], explain Charles I's constitutional defence during his trial, and analyse why the execution sent shockwaves across Europe.

Q4. Study Act 4. Using paragraphs [4.1], [4.2], and [4.3], explain whether the establishment of the Commonwealth and Protectorate achieved genuine political liberty for the people of England.

Assessment Practice: Consequence & Political Change (8 Marks - Edexcel Paper 2 Format)

Q5. Explain two consequences of the trial and public execution of King Charles I in January 1649. []

[8 marks • 10 mins]

Scaffolding & Hints:

- Focus strictly on TWO distinct, developed consequences. Do not write a continuous narrative of the Civil War.
- Consequence 1 (Constitutional Transformation): Explain how the Regicide led directly to the abolition of the monarchy and House of Lords, creating the English Commonwealth and setting a precedent that monarchs are accountable to law.
- Consequence 2 (Military Authoritarianism & Political Division): Explain how the execution radicalised politics, leading to the suppression of democratic movements (Levellers) and the rise of Oliver Cromwell's military Protectorate.
- Use the PEEL structure (Point, Evidence, Explanation, Link) for each of your two paragraphs, explicitly showing the direct causal result of the January 1649 execution.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L6: Who controlled Britain? The Economic Shift

LEARNING OBJECTIVES

- [ ] Explain how Oliver Cromwell's Navigation Acts (1651) established a state policy of mercantilism and challenged Dutch naval hegemony.
- [ ] Analyse how the founding of the Bank of England (1694) and the National Debt created a powerful Fiscal-Military State.
- [ ] Evaluate the extent of economic change and continuity in Britain's domestic wealth and global colonial exploitation by 1720.

Vocabulary Check

The Golden Sentence: *Choose TWO terms from the word bank. Write ONE grammatically sophisticated, historically accurate sentence connecting them using a causal conjunction (because, although, or consequently):*

Mercantilism | Navigation Acts | Fiscal-Military State | Bank of England | Royal African Company | Consumer Revolution

Q1. Study Source A and read Act 1. Using paragraphs [1.1] and [1.2], explain how Oliver Cromwell's Navigation Act of 1651 reflected mercantilist economic theory, and analyse how this changed England's maritime position.

Q2. Study Source B and read Act 2. Using paragraphs [2.1] and [2.2], explain how the Royal Exchange and coffee houses created a new financial ecosystem that altered the nature of wealth in seventeenth-century England.

Q3. Read the Bank of England Royal Charter extract alongside Act 3. Using paragraphs [3.1] and [3.2], explain why the founding of the Bank of England and the creation of the National Debt gave Britain a military and financial advantage over its European rivals.

Q4. Study Act 4. Using paragraphs [4.1] and [4.2], explain how the activities of the Royal African Company fueled Britain's domestic Consumer Revolution, and evaluate the moral contradiction at the heart of Britain's commercial expansion.

Assessment Practice: Change & Continuity (12 Marks - Financial & Commercial Revolution)

Q5. Explain why Britain underwent a financial and commercial revolution between 1651 and 1720. []

[12 marks • 15 mins]

Scaffolding & Hints:

- Structure your response into three thematic PEEL paragraphs and a sustained conclusion: (1) Mercantilist state policies and the Navigation Acts, (2) The Financial Revolution, Bank of England, and the National Debt, and (3) Overseas colonial trade monopolies (Royal African Company and East India Company) and the Consumer Revolution.
- For Paragraph 1, deploy specific historical details: the 1651 Navigation Act passed by Cromwell, competition with the Dutch Republic, protective shipping laws, and the expansion of the Royal Navy battle fleet.
- For Paragraph 2, analyze the institutional innovations: William Paterson's proposal, the 1694 Bank of England charter, parliamentary guarantees for the National Debt, and paper banknotes creating a Fiscal-Military State.
- For Paragraph 3, connect transatlantic trade to domestic consumption: the Royal African Company (1672), Caribbean sugar plantations, London coffee houses (Lloyd's), and the rise of the moneyed interest.
- In your conclusion, evaluate the extent of change: emphasize that while financial mechanisms and global trade exploded (major change), political and economic power remained tightly concentrated in the hands of a wealthy mercantile and aristocratic oligarchy.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L7: What were the mechanics of the Transatlantic Slave Trade?

LEARNING OBJECTIVES

- ☐ Explain the three stages of the Triangular Trade and analyse how British manufactured commodities fueled human trafficking on the West African coast.
- ☐ Analyse the physical and psychological brutality of the Middle Passage using forensic primary evidence from the Brookes slave ship diagram.
- ☐ Evaluate the utility of contemporary sources and plantation records for investigating the dehumanisation and industrial exploitation of enslaved people in the Caribbean.

Vocabulary Check

Conceptual Classification: *Categorise the terms from the word bank into the two historical boxes below:*

Triangular Trade | Middle Passage | Barracoon | Chattel Slavery | The Plantation Complex | Branding

Power, Governance & Warfare	Economy, Trade & Society

Q1. Study Sources A and A2 and read Act 1. Using paragraphs [1.1], [1.2], and [1.3], explain how the mechanics of the First Leg and coastal slave castles transformed captive human beings into trade commodities.

Q2. Study Source B and read Act 2. Using paragraphs [2.1] and [2.2], explain what Source B reveals about the physical reality of "tight-packing" during the Middle Passage, and assess its usefulness for a historian investigating British slave ships.

Q3. Read the eyewitness account of the Kingston slave scramble alongside Act 3. Using paragraphs [3.1], [3.2], and [3.3], explain how slave auctions and the Barbados Slave Act completed the legal and psychological transformation of humans into chattel property.

Q4. Study Source C and read Act 4. Using paragraphs [4.1], [4.2], and [4.3], explain why sugar plantations were described as "agro-industrial factories", and explain why the death rate of enslaved laborers was so catastrophic.

Assessment Practice: Source Utility (8 Marks - Edexcel Paper 1 Format)

Q5. How useful are Source B (The Brookes Slave Ship Diagram) and Source C (The Antigua Sugar Plantation Engraving) for an enquiry into the brutal mechanics of the Transatlantic Slave Trade? []

[8 marks • 10 mins]

Scaffolding & Hints:

- Evaluate BOTH sources thoroughly using a balanced structure: one detailed paragraph on Source B, one detailed paragraph on Source C, and an overarching comparative conclusion.
- For each source, assess three crucial dimensions: (1) Content (what specific historical information does the source provide?), (2) Provenance (who made it, when, why, and how does its purpose affect its usefulness?), and (3) Contextual Knowledge (deploy specific facts about tight-packing, diseases, mortality rates, and plantation gangs to test the source's accuracy).
- For Source B (Brookes Diagram): Note that while commissioned by the Plymouth Abolitionist Society to mobilize anti-slave trade campaigning, its dimensions were based on official parliamentary surveys by Captain Parrey under the 1788 Act, giving it immense technical reliability.
- For Source C (Plantation Engraving): Note that it shows the gang labor system and whip, but point out what it omits: it presents an orderly, sanitized tropical scene, concealing the horrific reality of boiling house mutilations and the brutal mortality rate.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L8: How did enslaved Africans resist the Transatlantic Slave Trade?

LEARNING OBJECTIVES

- [ ] Analyse the "spectrum of resistance" and explain how covert defiance, cultural preservation, and work slowdowns enabled enslaved people to maintain their humanity.
- [ ] Evaluate the military significance of Queen Nanny and the Jamaican Maroons, who forced the British Empire into signing peace treaties in 1739.
- [ ] Assess the historical agency of Black abolitionists, focusing on Olaudah Equiano and the Sons of Africa, in shifting British public opinion against the slave trade.

Vocabulary Check

Spot the Deliberate Error: *Read the statement below. One historical fact or vocabulary concept has been deliberately falsified. Underline the error and explain the accurate historical reality below:*

Spectrum of Resistance | Maroons | Covert Resistance | Guerilla Warfare | Sons of Africa | Abolitionism

> *"Enslaved Africans never engaged in the Spectrum of Resistance, while the Maroons supported the British Army to ban Abolitionism across the Caribbean."*

Q1. Read the extract from Thomas Thistlewood's diary alongside Act 1. Using paragraphs [1.1], [1.2], and [1.3], explain why covert resistance was essential for the psychological survival of enslaved people and how it undermined the plantation economy.

Q2. Study Source A and read Act 2. Using paragraphs [2.1], [2.2], and [2.3], explain how Queen Nanny and the Jamaican Maroons utilized guerrilla tactics to defeat the British Army, and evaluate the historical significance of the 1739 peace treaty.

Q3. Study Act 3. Using paragraphs [3.1], [3.2], and [3.3], explain why shipboard mutinies and the Stono Rebellion of 1739 demonstrated the unceasing desire of enslaved Africans for freedom, and analyse how colonial authorities reacted.

Q4. Study Sources B and C alongside Act 4. Using paragraphs [4.1], [4.2], and [4.3], explain the significance of Olaudah Equiano and the Sons of Africa in shifting British public attitudes, and analyse how their eyewitness testimonies supported the parliamentary campaign.

Assessment Practice: Historical Significance & Agency (12 Marks)

Q5. Explain the significance of enslaved resistance (both covert defiance and Maroon guerrilla warfare) in challenging the British plantation complex before 1750. []

[12 marks • 15 mins]

Scaffolding & Hints:

- Structure your response into three substantive PEEL paragraphs and a sustained, criteria-based conclusion: (1) Covert daily resistance and economic sabotage, (2) The military brilliance and autonomy of the Jamaican Maroons under Queen Nanny, and (3) Armed insurrections (Middle Passage mutinies and Stono Rebellion) challenging white authority.
- For Paragraph 1, deploy specific historical details: work slowdowns, tool breakage, poisoning of overseers, and spiritual resistance through Obeah recorded in overseer journals like Thomas Thistlewood's.
- For Paragraph 2, analyze the significance of the First Maroon War: Queen Nanny's use of camouflage and the abeng horn, guerrilla warfare in the Cockpit Country, and the monumental 1739 treaty conceding Black freedom and self-governance.
- For Paragraph 3, evaluate the psychological and physical impact of open rebellions: the statistic that 1 in 10 slave ships experienced mutinies, and Jemmy's 1739 Stono Rebellion prompting the repressive Negro Act of 1740.
- In your conclusion, assess historical agency: directly challenge the myth of passive victimhood, arguing that constant African resistance forced the British Empire to expend massive military and financial resources merely to sustain the slave system.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

L9: How 'modern' was Britain by 1750? (Synthesis & Assessment)

LEARNING OBJECTIVES

- ☐ Synthesise political transformations from absolute divine monarchy to constitutional parliamentary oligarchy following the 1689 Bill of Rights.
- ☐ Contrast the extraordinary imperial, mercantile, and financial power of London with acute domestic poverty, the Bloody Code, and the Gin Craze.
- ☐ Formulate a sustained, nuanced historical judgement evaluating whether Britain by 1750 can genuinely be characterized as "modern".

Vocabulary Check

The Odd One Out: *Select THREE terms that share a close historical connection. Identify which ONE remaining term is the 'Odd One Out' in this lesson, and explain your historical reasoning:*

Constitutional Monarchy | Rotten Borough | The Bloody Code | Gin Craze | Urbanisation | The Enlightenment

Q1. Read the Bill of Rights extract alongside Act 1. Using paragraphs [1.1], [1.2], and [1.3], explain how Britain's constitutional settlement created political stability while simultaneously entrenching aristocratic privilege and social control.

Q2. Study Source B and read Act 2. Using paragraphs [2.1], [2.2], and [2.3], explain how Britain transformed from a peripheral island in 1450 into a global maritime superpower by 1750, and analyse the ironic message in the anthem "Rule, Britannia!".

Q3. Study Sources A and A2 alongside Act 3. Using paragraphs [3.1], [3.2], and [3.3], analyse how William Hogarth's Gin Lane exposes the "dark side" of eighteenth-century urbanisation and commercial expansion.

Q4. Study Act 4. Using paragraphs [4.1], [4.2], and [4.3], explain why historians hold competing interpretations regarding whether Britain by 1750 was truly "modern", and evaluate which historical perspective you find more convincing.

Assessment Practice: Overarching Synthesis Enquiry (16 Marks + 4 SPaG)

Q5. ‘By 1750, Britain had become an enlightened, modern global superpower.’ How far do you agree with this statement? [+ 4 SPaG]

[16 marks • 20 mins]

Scaffolding & Hints:

- Structure your response into four balanced analytical sections and a sustained conclusion: (1) Political & Institutional Modernity (Constitutional Monarchy, Bill of Rights, Bank of England), (2) Global Maritime Supremacy (Royal Navy, East India Company, colonial commerce), (3) Counter-argument: Domestic Inequality & Squalor (Rotten Boroughs, The Bloody Code, Hogarth’s Gin Lane), and (4) Counter-argument: Transatlantic Chattel Slavery (Royal African Company, Middle Passage, Caribbean sugar plantations).
- Deploy precise historical facts throughout: the 1689 Bill of Rights, Old Sarum, over 200 hanging offenses under the Bloody Code, 14 gallons of gin consumed per year in the Gin Craze, the 1694 Bank of England charter, and the 212,000 captive Africans trafficked by the Royal African Company.
- Explicitly deconstruct the word "modern": does modernity mean financial and naval sophistication, or does it require human rights, democracy, and equality?
- In your conclusion, reach a nuanced, criteria-based historical judgement: evaluate whether Britain was truly modern, or whether its modernity was a thin veneer built on top of domestic inequality and imperial violence.

General Notes

☐ Emerging (1-2) ☐ Emerging+ (3) ☐ Expected (4-5) ☐ Expected+ (6-7) ☐ Greater Depth (8-9)

Teacher Comment:

End of Unit Reflection & Pupil Voice

Unit: Early Modern World (1450–1750)

Instructions: Now that you have completed your final assessment, take 10 minutes to reflect on your learning across this entire unit. Be honest—this is your chance to use your **Pupil Voice** to help your teacher plan future lessons.

1. What Went Well (WWW)

What topic or skill did you find most engaging or easiest to understand in this unit?

2. Even Better If (EBI)

What did you find most challenging? Are there any concepts you are still confused about?

3. Effort & Target Setting

Circle your effort level for this unit: **1 (Low)** **2** **3** **4** **5 (Excellent)**

What is one specific target you want to set for yourself in the next unit?

Teacher Feedback & Coaching

(To be completed during live marking / feedback lessons)