



Ark Globe
Academy

Year 9 History
Ark Globe Academy
Remote Learning Pack
Spring 1
Pack 2

Year 9 History

| Session | Date | Title | Work to be completed | Resource provided | Outcome | On-Line Support |
|---------|--|--|---|-----------------------|--|--|
| 1 | | How did Britain increase control over India? Part 1 | Do now – list 3 things 1. Read and take notes, then respond to the question in full sentences. 2. use information to green pen 3. complete the table 4. complete low stakes test https://forms.office.com/Pages/ResponsePage.aspx?id=dBTLADSljUaCn2NuzjLCTEVLQejAbX9IqzEf_t8VlqlUNFNONTdPT1dKWUk5No5JOTVBTjJQqjJITy4u | Work pack pages 4- 7 | Complete all tasks 1-2 sides of notes. | Email your teachers for any support: s.youssif@arkglobe.org m.malcolm@arkglobe.org o.everett@arkglobe.org o.taylor@arkglobe.org |
| 2 | | How did Britain gain control over India part 2 | Do now- answer in full sentences Task 1. Read and take notes 2. Read the information and complete the table tasks (a, b and c) 3. Explain your judgement to answer the question – use full sentences . | Work pack Pages 8-11 | 1 a page of notes Complete the table in the work pack. Save your work. | Email your teachers for any support: (emails linked in session1) |
| 3 | Block A – Thursday 21 st Jan p3 Block B – Monday 25 th Jan p2 | On-Line Lesson: How did Britain gain control over India – source q practice | MS Teams lesson will be scheduled on your calendar. | Online lesson | Complete all tasks – 1 side of notes | Email your teachers for any support: (emails linked in session1) |
| 4 | | Causes of the Indian Rebellion | Do now – create lists from image | Work pack pages 13-17 | One page of notes, | Email your teachers for any support: |

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| | | | <p>1. Look at map and answer questions</p> <p>2. read and take notes</p> <p>3. complete the table of causes of the rebellion</p> | | <p>complete the table,</p> <p>and 1 x PEE paragraph</p> <p>save your work</p> | (emails linked in session1) |
| 5 | | | <p>Task 1: complete the knowledge test using the forms link</p> <p>2. complete reading and take notes</p> <p>3. Complete the table</p> <p>4. 1 pee paragraph to answer the question.</p> | 18-19 | <p>One page of notes, complete the table,</p> <p>and 1 x PEE paragraph</p> <p>save your work</p> | Email your teachers for any support: (emails linked in session1) |
| 6 | <p>Block A – Thursday 28th Jan p3</p> <p>Block B – 1st February p2</p> | <p>On-Line Lesson: Source question practice</p> | <p>MS Teams lesson will be scheduled on your calendar.</p> | <p>Online lesson</p> | <p>Complete all tasks – 1 side of notes</p> <p>Save your work</p> | Email your teachers for any support: (emails linked in session1) |

Session 1: How did Britain increase control over India?

Key words: trading station, East India Company, spices, sub-continent, bartered

Do now: List 3 things you know about India. You can use the images below to help you.



Task 1:

A) Read and take notes

B) Answer the question with your thoughts

Today, India is the world's largest democracy with a population of 1.2 billion people.

Throughout India's history people from all over the world have settled in India or tried to conquer it.

The Persians and the Iranians settled there in ancient times, Genghis Khan and Alexander the Great both invaded it before the French and Dutch also attempted to claim parts of India for themselves.

The final group to invade and conquer India were the British who began to trade with India in the early 17th Century. India later became a part of the British Empire and remained a British possession until 1947.

Question – Why did all of these groups want to invade and settle in India? Think back to the video that was linked in session 6 of work pack 1 if needed.

Task 2: Read below and then use it to green pen task 1

European countries were attracted to India by its riches and resources such as gold, iron ore, silver and tea and the profit that they could make trading with them.

The trading relationship between India and European countries like Britain changed greatly between 1600 and 1750.

By 1757 Britain had begun to extend its influence over India from simply trading in India to ruling large parts of the country.

Task 3: Read the information in the table about India below, then use this to -

- a) to summarise the different stages of the changing relationship between India and European countries like Britain.
- b) Then attempt to explain why this change took place.

To help you I have done the first box for you (in Italics)

India is **rich** in **natural resources**, iron ore, silk, copper, gold, silver, gemstones, tea and timber. Spices (which were very valuable in the Middle Ages) are common in India too. This meant that any country that made **strong trade links with India could potentially become very rich** and powerful.

Prior to **1497** there was **not** a clear route to India by sea, meaning that travel had to be undertaken by land, which limited trade.

| | What change is taking place compared to the previous stage? | Why has this change taken place? |
|--|---|---|
| <p>STAGE 1: After a route to India by sea was discovered by Portuguese explorer Vasco da Gama in 1497, European countries sent ships to India in order to trade.</p> <p>At first the ships simply reached an Indian port and bartered with local traders. This was fiercely competitive with traders trying to secure the largest and most valuable cargoes.</p> | <p><i>European traders trading with India via ports.</i></p> <p><i>Fierce competition to trade with India</i></p> | <p><i>New sea route to India found in 1497</i></p> <p><i>European traders could now send ships to trade</i></p> |
| <p>STAGE 2: The European traders wanting to secure more regular trade began to build trading stations on the Indian coast .</p> <p>They did this with the local Indian rulers' permission in return for a share of the profits.</p> <p>The trading stations were positioned all along the Indian coast, with Portugal, Britain, France, Holland and Denmark all having</p> | | |

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| <p>permanent trading bases in India by the mid 17th century.</p> | | |
| <p>STAGE 3: To protect the trading stations huge walls were built surrounding the stations and the warehouse were guarded by men with guns, sometimes the traders lived in the trading stations with their families.</p> <p>Some trading stations had factories where goods like Cotton could be woven by Indian weavers before being exported by the British in huge quantities.</p> <p>The trading stations became small towns, populated with European people within India.</p> | | |
| <p>STAGE 4: The British set up a company called the East India Company (EIC) in 1600 to control its trade across the world.</p> <p>The EIC ships carried cheap British goods and exchanged them for expensive goods in countries as far away as Japan and China. They then bought these expensive goods such as fine china, silk, coffee and spices back to Britain.</p> <p>Since India was en-route to Japan and China it became a base for some of Britain's global trading and became very important. Especially since the businessmen in charge of the company and the kings and queens they paid taxes to made a fortune from this trade and would do anything to protect it.</p> <p>The EIC set up trading posts in Surat (1612, Madras (1638)</p> | | |

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| <p>and Bombay in (1654). By the mid 17th Century the British dominated trade in India.</p> | | |
| <p>STAGE 5: Due to the money that the owners of the East India Company were making as well as the riches it was earning for the English Kings and Queens it was decided that the EIC would need its own army and navy to protect its transport ships from other traders or rival countries.</p> <p>This meant that the company had tis own troops to protect its interests if necessary. In 1670 King Charles II gave the EIC the power to mint its own coins, make war and peace as well as administer the law over the areas that it was in charge of.</p> | | |

Stretch – Why was the East India company so powerful?

Task 4: low stakes test: complete using forms link here

https://forms.office.com/Pages/ResponsePage.aspx?id=dBTLADSljUaCn2NuzjLCTEVLQejAbX9IqzEf_t8VlqlUNFNONTdPT1dKWUk5No5JOTVBTjJQQjJITy4u

Session 2: How did Britain gain control over India: Part 2

Key words; Robert Clive, Battle of Plassey, Warren Hastings, nabob, Government of India Act

Do now: answer in full sentences on your lined paper

1. How had the East India Company expanded its control over India before the 18th Century?
2. In what ways was the relationship between Britain and India more than a trading relationship?

Task 1. Read the information and take notes

By 1900 Britain's relationship with India had changed from one of trade **to total control**.

India was described as the '**jewel of Britain's empire**', its most important possession.

In the early 18th century Britain's role in India was dictated by the **East India Company**.

Increasingly through the 18th century the **British government** had more of a say **over British interests in India**.

This was due partly to the influence of men called '**Nabobs**' who made a fortune out of the trade between India and Britain and used this money to **gain influence** in both countries.

Nabob's were British East India Company officials who made huge amounts of money in India and used this to influence politics in India and Britain.

They copied the **British aristocracy**, which led to suspicion from the ruling classes as many of the Nabobs had started off from the bottom of British society. The Nabob's were looked down upon by the Aristocracy, as they were seen as 'new money' and were often lavish in their spending. They often brought back to England elements of Indian or Asian culture, which further increased suspicion.

Two Nabobs would play a **key role in increasing British control** over India: **Robert Clive**, and **Warren Hastings**



However, British control over India **was not** just due to the role of the Nabobs (Clive and Hastings).

There were other factors that had a significant impact; these included

- Military battles
- Weakness of the Indian states
- Role of the British government

Task 2: How did Britain gain control over India?

- a) Read information in the table, underlining key information about how Britain gained control over India
- b) In the table, **categorise the information** to show what factor increased British control over India You can use the categories below;
- c) Stretch – explain how, using key information
 - Military battles
 - Weakness of the Indian states
 - Role of the British government
 - Nabob influence: Robert Clive
 - Nabob Influence: Warren Hastings

NB. I have done the first section for you.

| Information | How did Britain increase control? |
|---|---|
| <p>The rulers of India in the late 1600s and early 1700s were the Mughal Emperors.</p> <p>The <u>Mughals had united India</u> under one Emperor and for the most part had done so peacefully.</p> <p>However, <u>one Emperor called Aurangzeb</u> was a fanatical Muslim and <u>persecuted followers of India's other religions.</u></p> <p><u>This caused wars to break out</u> all over India and the <u>Mughal's began to lose control.</u></p> <p><u>The British and the East India Company</u> took advantage of the chaos created by war in India to increase their control</p> | <p><i>Weaknesses of the Indian states.</i></p> <p><i>A Mughal emperor, Aurangzeb, persecuted non-Muslims in India. This caused war to break out</i></p> <p><i>This made it easier for Britain to take control, and the people were not united. Britain took advantage of the chaos created by war to increase their control</i></p> |
| <p>To make the most of this chaos in the early part of the 1700s European powers helped certain Hindu princes with weapons and soldiers in the wars that they were fighting.</p> <p>They could then demand rewards from the princes that they had supported.</p> | |

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| <p>This could be in the form of land or goods. If the prince refused to pay, the European powers could simply take his land anyway.</p> | |
| <p>In 1757, Robert Clive helped the British win one of these wars against an Indian prince.</p> <p>At the Battle of Plassey around 3000 East India Company troops, led by Robert Clive, defeated an army of 40,000, led by local prince Siraj-ud-Duala.</p> <p>This allowed the EIC to take over Bengal, one of the richest areas of India.</p> <p>It also allowed them to take over the trading posts of other European nations such as the Dutch – removing the threat of European rivalry.</p> | |
| <p>In 1765, Robert Clive secured a very important agreement from the Mughal emperor Shah Alam II in the Treaty of Allahabad.</p> <p>In this treaty the British were given the right to collect taxes in Bengal, allowing them to become not just traders, they were now the government in Bengal, which was India's most populated province.</p> | |
| <p>By 1773 the East India Company despite making huge profits in India was losing money and was in danger of going bankrupt (largely because of a decline in trade with America at the time).</p> <p>As a result, the British government stepped in to stop the company going bankrupt. The government passed a Government of India Act which stated that the British government and the East India Company would control India jointly.</p> <p>This ensured that the British government now had a say in governing India. A governor general was given the job of controlling the territory.</p> <p>Warren Hastings was given this job.</p> | |
| <p>Warren Hastings tightened the British control over India whilst he was Governor General by reorganising tax systems and tightening anti-corruption laws.</p> <p>However, he was a firm believer that Indian traditions and systems should be preserved in order to make ruling over the Indian people easier.</p> | |
| <p>Warren Hastings continued Robert Clive's success of using the East India Company's army to control more and more Indian states during his time as Governor. This also made him</p> | |

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| <p>fabulously rich. In 1784, he had amassed around £200,000 to take back to England (The equivalent of £1 billion today).</p> | |
| <p>Hasting's power and fortune was resented by many in England who were suspicious of his lowly origins and of the power that nabobs like him had gained in Parliament.</p> <p>As a result, he was put on trial in 1784 for corruption.</p> <p>After nine years he was cleared but by this time Hastings' reputation was in shreds and he resigned.</p> <p>From this point the British Government decided that the EIC could not be trusted with ruling India. Parliament passed the 1784 India Act which gave Parliament the power to choose the Governor General.</p> <p>Nabobs would no longer have so much power over Indian affairs.</p> | |
| <p>Following the India Act, the government appointed men like Lord William Bentinck as Governor General.</p> <p>These men believed in the ideas of Lord Macaulay who felt that India should be transformed with English ideas about education, government and morality introduced into India.</p> <p>The aim for this was to create as Macaulay put a race of 'brown Englishmen' in India.</p> | |
| <p>By the 1830s and 40s the British were attempting to impose direct control over all of India.</p> <p>They used different tactics to do this. One was the Doctrine of Lapse, which meant that is an Indian ruler died without a natural heir his lands would pass to the British.</p> <p>Normally an Indian ruler would have adopted an heir, but the British banned this practice.</p> | |

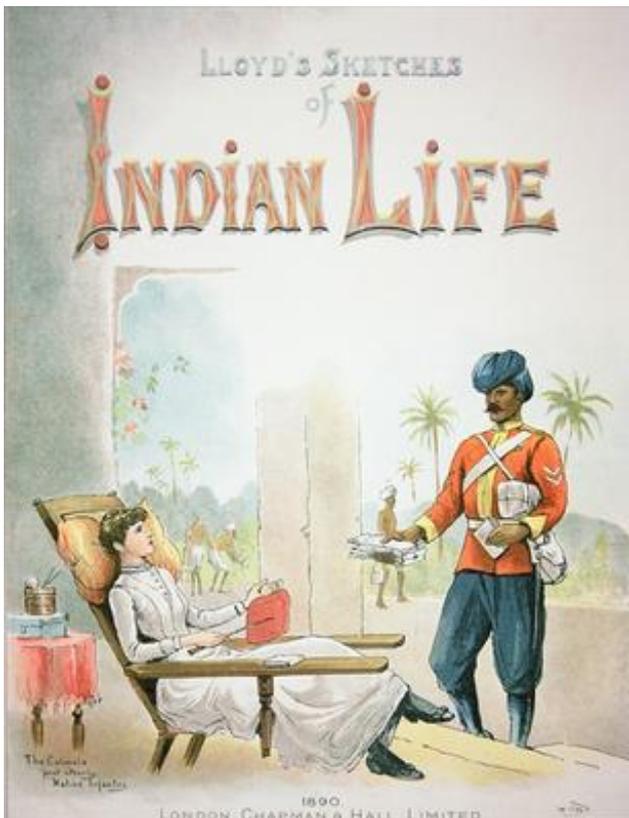
Task 4: Overall – What factor was the most important in explaining how Britain increased their control over India? Explain your view

Session 3: Online lesson

Session 4: Causes of the Indian Rebellion

Key words; Sepoy, Meerut, Enfield rifle, cartridge, Doctrine of Lapse, Sati

Do now: Look at the source below. It is image from the cover of Lloyd's sketches of Indian Life, published in 1890, showing an Indian soldier waiting on a British women.



a) List what you can see happening in the image

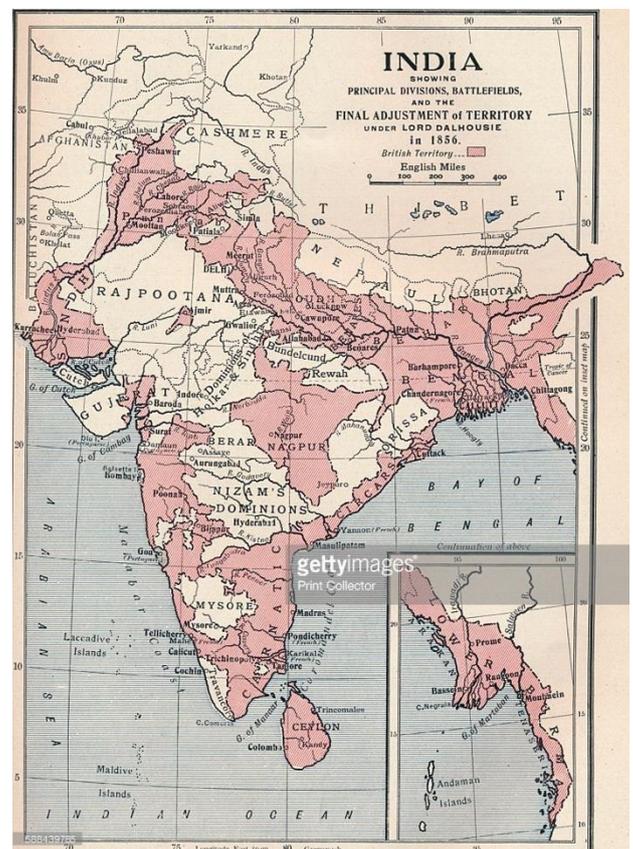
b) List the reasons it shows why the Indian population might be unhappy with British rule

Task 1: Look at the map. This map shows the British territory (pink) in India in 1856.

The British directly governed the areas in pink, with the bits in between governed by Indian princes who ruled with the support of the British

A) What does the map suggest about the nature of British power in India in 1856?

B) What would the British need to do to keep this power?



Task 2: Read and take notes on your lined paper

By the **1850s most** of India was ruled by the **East India Company (EIC)**, the officials who worked for the company made great fortunes from India's riches.

In order to protect its Empire and expand into new areas, the EIC had an **army**. This army was **mostly made up of Indian men** called **Sepoys**.

The Sepoys were **commanded** by British officers. There were **300,000 sepoy**s in the Company army by 1856.

¾ of the Sepoys were Hindus whilst the remaining **quarter** were **Muslim**. Sepoys were used because they had a reputation as **excellent fighters** and tended to be **taller and stronger** than the British, who could not cope in the Indian heat.

Despite being part of a British army the **sepoys kept their own religion** and observed the Hindu practice of not eating beef and the Muslim practice of not eating pork

On **10th May 1857** Sepoys working for the British in Meerut, Northern India, shot dead a number of British soldiers who worked alongside them.

This act of rebellion spread across the whole of Northern India, with battles between Sepoys and British troops taking place across all of India. This became known in Britain as **the Indian Rebellion**.

Task: But what caused this rebellion? Make a prediction on your lined paper (or think back to year 8...can you remember why?)

Task 3.

- Read the information about the causes of the Indian rebellion
- Categorize the causes – were the **economic** (to do with money) **religious, political** (to do with who has power) or was it a **'spark'** that was the trigger cause of the rebellion?

| Information | Category of cause |
|--|-------------------|
| There were underlying causes of resentment which helped rebellion break out. One possibility is the political reforms that the British had adopted in the 50 years prior to the rebellion. The British had enacted several reforms which were designed to increase their | |

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| <p>own power at the expense of the Indian population.</p> | |
| <p>The most important of these was the Doctrine of Lapse, which prevented Indian rulers from adopting heirs if they had no children of their own. This used to be a common practice in India, but by banning this the British ensured that they inherited any lands that did not have an heir to take over them. Additionally there was a great deal of resentment by Indian officials who were unable to be promoted to the top jobs in the East India Company which almost always went to white British men.</p> | |
| <p>Whilst political reforms were important, they are closely linked to the economic measures that the British introduced which further increased resentment.</p> <p>The British in India had become fabulously wealthy from their rule in India, however very little of this wealth was shared with the Indian people.</p> <p>The British interfered with the Indian rulers right to collect taxes on their land which meant that the rulers became impoverished themselves and were often forced to sell their land to British merchants.</p> <p>This created a group of powerful Indians who would be keen to see the end of British rule.</p> | |
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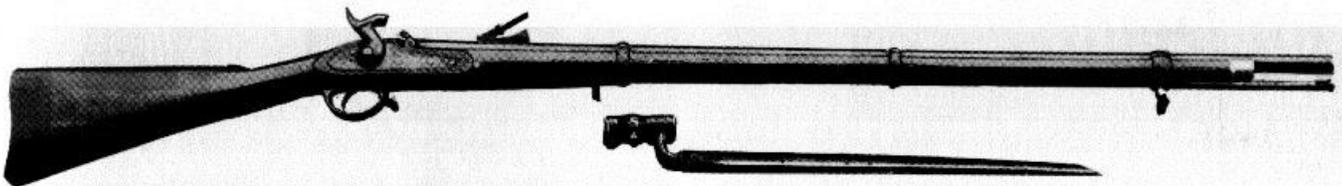
| | |
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| <p>The sepoys were unhappy under British rule. They weren't treated very well, were paid lower than white soldiers, and had little hope of being promoted in the army. On top of that, they were often sent into the most dangerous places before white soldiers!</p> | |
| <p>The sepoys were also unhappy that they were being pressured into converting to Christianity. $\frac{3}{4}$ of sepoys were Hindu, and $\frac{1}{4}$ were Muslim. The Hindu and Muslim sepoys guarded their faith and religious practices fervently. However, as the nineteenth century progressed the British threatened Hindu and Muslim practices and therefore increased mistrust and made rebellion more likely. This can be seen in the introduction of Christian missionaries into India to try and convert the population. This anger bubbled over in 1857 when the new Enfield rifle was introduced</p> | |
| <p>The Enfield Rifle's ammunition was a bullet that was neatly contained in a paper cartridge, however the rifle was somewhat complicated to fire. In order to load the rifle the top of the cartridge had to be bitten off, so that gunpowder could be poured down the barrel before the bullet and the rest of the cartridge was rammed down.</p> <p>The problem arose when it was revealed that the cartridges were greased in (probably) beef and pork fat in order to allow the cartridges to slide down the barrel easily. Putting beef products in their mouths was unacceptable to</p> | |

Hindus, whilst the Muslim Sepoys saw the possibility of pork being used as unacceptable.

85 sepoy refused to use the cartridges on 9th May 1857. They were arrested by the British and sent to jail for 10 years. The next day a group of sepoy broke into the jail, freed the sepoy and set fire to the barracks, killing the British officers. This action then spread rebellion across India.

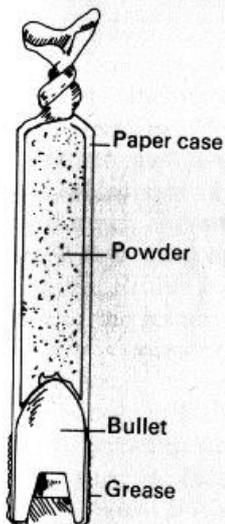
Task 4: look at the diagram (next page) showing how to load the Enfield Rifle: Explain why the Enfield Rifle was a key cause of the Indian rebellion. **1 PEE paragraph minimum**

The Enfield rifle



This percussion-lock rifle was produced in the British Ordnance Factory at Enfield near London. It came into use in the British army in 1853. Shortly afterwards it was sent out for trials for the Company army in India. The 'rifling' on the inside of the barrel made the shot more accurate and gave the weapon a greater range. It was an enormous improvement on the Brown Bess smooth-bore flintlock musket which had been the standard weapon of all British forces since the early eighteenth century.

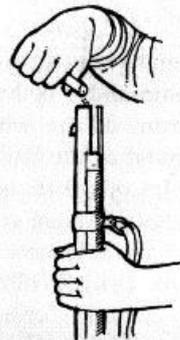
A greased cartridge



How it was loaded



1. The soldier tears open the end of the cartridge with his teeth.



2. He pours the powder down the muzzle of his rifle. Then he thrusts the bullet, still wrapped in the cartridge paper which makes it a tight fit, into the muzzle.



3. He takes his ramrod from its slot beneath the rifle barrel, and rams paper, bullet and powder to the bottom of the barrel.

Session 5: What was the significance of the Indian rebellion, 1857?

Key words: revenge, reorganisation, respect, resistance movements.

Do now: list 3 cause of the Indian Rebellion, 1857

Task 1: Read through the events of the Indian Mutiny below, and **take ½ page of notes**

The rebellion began in May 1857 after the arrest of 85 Sepoys who had refused to use the Enfield rifles. They were arrested and sent to jail for 10 years! This shocked India.

The next day, a group of Sepoys broke into revolt, in Meerut. They killed British officers, freed the imprisoned Sepoys, and set fire to army barracks and the homes of British civilians living in the area! Soon other Sepoys also rioted in support, and soon the whole of northern India was engulfed in this rebellion.

The main battles were fought in Delhi and Cawmpore. The massacre of 200 British women and children in Cawmpore in July 1857 outraged the British. In Britain the public were shocked and called for harsh revenge on the Indian Sepoys. Even Queen Victoria was horrified!

The Indian rebellion ended in **1858**, when **70,000** fresh British troops arrived with new revolvers. Revenge was violent, bloody, and swift.

Task 2: Consequences of the mutiny

- a) Read through the Consequences of the Mutiny.
- b) Sort the responses into your own evidence table
- c) Colour code your table to show the **negative** and **positive** consequences of the Indian Mutiny
 - The British took revenge on the mutineers
 - Queen V sent 70 000 extra British troops
 - Muslims sewn into pig skins and hanged
 - 130 rebels were hanged on one tree
 - Other rebels were fired from cannons
 - Rebels were humiliated: forced to lick blood off the floor
 - The British were a lot more careful about how they governed India.
 - The British decided to interfere less with religious matters
 - The British gave Indians jobs in government, allowing them to join the Indian Civil Service
 - Running of India was taken away from the EIC.
 - The British government ruled India directly.
 - A new government department, the India Office was set up.
 - A viceroy was put in charge of India on behalf of Queen Victoria
 - After the mutiny, the British avoided recruiting soldiers from the Bengal region (which they blamed from the rebellion).
 - The army focused on regions that had remained loyal to the British e.g. Gurkhas

| Revenge | Led to respect | Led to reorganisation |
|---------|----------------|-----------------------|
| | | |

Task 3: How did Indian Mutiny also lay the foundations for the nationalist resistance movement against the British Empire?

- a) **Read** the information
- b) **Answer the questions** at the bottom of the information

After the Indian Mutiny, Indians had the opportunity to join the Indian Civil Service. Indians were encouraged to travel to Britain to seek education. Many years later quality Universities were set up in Calcutta, Bombay and Madras.

As more and more Indians became educated they began to argue for Indian independence. The educated Indians had learned about strikes, political parties and protests. More and more Indians questioned why Britain should rule over India. In 1885, an organisation was set up called the Indian National Congress.

In 1921, Mahatma Gandhi, became the leader of the Indian National Congress. Gandhi had attended UCL and trained to be a lawyer. He became the leading voice of the Indian National Congress and called on the British to “Quit India”, leading protests for many years. In 1947 the British granted Independence to India.

In India, the 1857 rebellion is most often referred to as the ‘War of Independence’ or the ‘Great Rebellion’. It is seen as the first step in the Indian struggle against the British for Independence which was eventually achieved in 1947. Whereas in Britain, it is known as the ‘Indian Mutiny’ or the ‘Sepoy Rebellion’.

Answer the questions

- a) How did the Indian Mutiny affect education in India?
- b) How did the growth of education affect British rule in India?
- c) Who was Gandhi?
- d) How do views of the 1857 rebellion differ?

Task 4: What *should* we call the events of 1857-1858? The Indian Rebellion? Or the First War of Indian Independence? **Give 1 PEE paragraph to justify your view**

Session 6: Online lesson