



### Key Terms

Lesson 01: The Beginning of the British Empire		Lesson 05: Different Experiences of Empire	
<b>Prism</b>	A transparent object that distorts light. Used to mean the distortion from a certain viewpoint.	<b>Compliance</b>	Following rules and instructions, obeying without resistance
<b>East India Company</b>	A British company granted trade rights with India. It became the world's largest company.	<b>Geopolitics</b>	To do with how politics and power is influenced by geographical factors and locations
<b>Ideological</b>	To do with ideas, and beliefs.	<b>Trillion</b>	A thousand billion
<b>Economic</b>	To do with money and trade.	<b>Famine</b>	A period of time where food is in short supply, and people do not have enough to live
<b>Territorial</b>	To do with land under your control.	<b>Export</b>	To send goods abroad, rather than using them at home
Lesson 02: Exploiting the Empire		Lesson 06: Britain's Relationship with its Empire	
<b>Exploit</b>	Take advantage of for your own benefit	<b>Cape</b>	The southern tip of Africa – Cape Agulhas – in what is now the country of South Africa
<b>Commissioned</b>	Given a job by someone to produce something, e.g. a piece of art or a building.	<b>Dominion Status</b>	The right to act largely as an independent country, while remaining part of the British Empire
<b>Imperial</b>	To do with empire. Imperial is the adjective for anything to do with empire.	Lesson 07: Contemporary Perceptions of Empire	
<b>Province</b>	A territory which belongs to a country or colony but is locally governed.	<b>Controversial</b>	A topic on which people often have different views which they feel strongly about
<b>Subcontinent</b>	The region of Asia, including India, Pakistan, Bangladesh and Nepal.	<b>Treaty</b>	An agreement between two or more nations or groups, often relating to peace or trade
Lesson 03: Case Study – Sikhs in Punjab		<b>Longitude</b>	The measure of your east-west position on the earth
<b>Punjabi</b>	To do with Punjab, e.g. the people, language or culture.	Lesson 08: Changing Perceptions of Empire	
<b>Amritsar</b>	A holy city for Sikhs, located in Punjab. Home to the Golden Temple and Jallianwala Bagh.	<b>Perspective</b>	A view held by a person, sometimes depending on their status or position
<b>Bagh</b>	A Punjabi word for a park, or garden. Jallianwala Bagh was a resting spot for pilgrims.	<b>Contemporary</b>	From the time, e.g. someone writing at the time of empire would be a contemporary writer
Lesson 04: Case Study – Tasmania		<b>Perceptions</b>	What people think about a topic
<b>Transportation</b>	A punishment for criminals which involved sending them to Australia for forced labour.	Lesson 09: Current Debates about the Empire	
<b>Penal Colony</b>	A settlement for prisoners, used to isolate them from the general population.	<b>Narrative</b>	The way that a story is told – the narrative is often the dominant view about a topic
<b>Aborigine</b>	A person native to Australia or Tasmania. Aboriginal culture was tribal and nomadic.	<b>Democracy</b>	A form of government where the people choose their leaders and have an important role
<b>Intentionalist</b>	The belief that an action was planned from the beginning, e.g. a genocide.	<b>Polarised</b>	Moved further apart from each other. Polarised views will be very different to each other
<b>Functionalist</b>	The belief that an action was shaped by events and circumstances, instead of planning.	<b>Reparations</b>	Money paid from one country to another to compensate them for damage done

### Key Individuals

- Queen Victoria**  
British queen and Empress of India. Queen for 63 years at the height of the empire's power and influence
- Queen Elizabeth II**  
Ruled over the last days of the British Empire and oversaw independence and transition to the Commonwealth
- Rudyard Kipling**  
Poet and author born to a British family in India. A zealous defender of empire as a force for good
- Winston Churchill**  
British Prime Minister during World War II, also held positions as Minister for War, and Minister for the Colonies
- Warren Hastings**  
East India Company figure who was Britain's first Governor-General in Bengal, establishing British rule.
- Robert Clive**  
East India Company military leader whose victory at the Battle of Plassey established British control of Bengal
- Reginald Dyer**  
British Brigadier-General who gave orders to fire on the crowd in Amritsar – the Jallianwala Bagh massacre
- Sir Alfred Stephen**  
British Solicitor-General in Tasmania, responsible for establishing martial law leading to the Tasmanian genocide
- John Pope-Hennessy**  
British governor of Hong Kong, whose progressive, tolerant style saw him named 'Number One Good Friend'
- Hans Sloane**  
Anglo-Irish antiquities collector, whose collection formed the basis of the Natural History and British Museums.
- Edward Colston**  
Trader of enslaved people who has become the focus of the movement to remove statues linked to slavery

### Biography of Sathnam Sanghera

Sathnam Sanghera was born in 1976, to Punjabi parents in Wolverhampton. He started school unable to speak English but graduated from Cambridge University with a first class degree in English Language and Literature.

His third book, *'Empireland'* became an instant bestseller upon its release in 2021, was named the non-fiction Book of the Year at the 2022 British Book Awards, and inspired *Empire State of Mind*, an acclaimed two-part documentary for Channel 4. Presenting this documentary earned Sathnam a Best Presenter shortlisting at the 2022 Grierson Awards.

He has won numerous awards for journalism, including Young Journalist of the Year at the British Press Awards in 2002, Media Commentator of the year in the 2015 Comment Awards and the Edgar Wallace Trophy for Writing of the Highest Quality at the 2017 London Press Club Awards. He has also been awarded the Pride of Pothohar Award in 2018 for his contribution to the Sikh community.



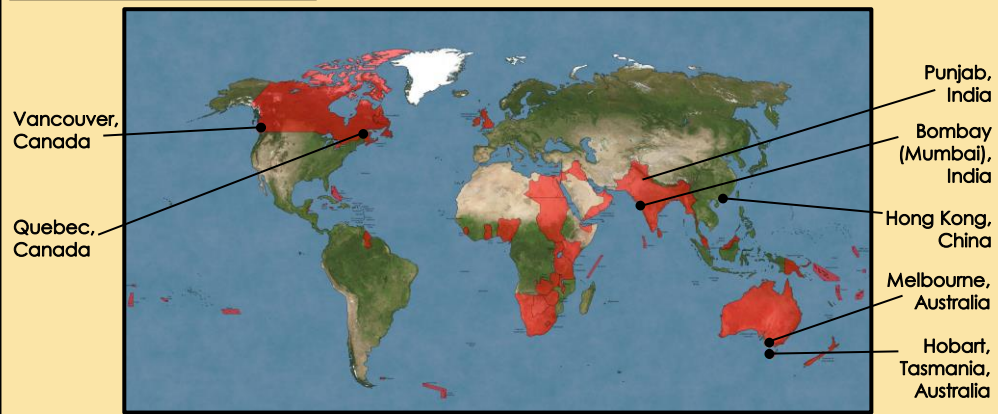
### Empireland



How Imperialism Has Shaped Modern Britain  
SATHNAM SANGHERA

### Map of the British Empire

● Locations mentioned in 'Big Steamers'



### Key Objects



**Akan Drum, Ghana**  
Ceremonial drum taken on a slave ship to America, acquired by Sir Hans Sloane



**Feather Helmet, Hawaii**  
Sacred red and yellow helmet indicating wealth. Acquired by British in 1778



**Chronometer, Britain**  
Instrument used to calculate location at sea, this one came from Darwin's HMS Beagle



**Bark Shield, Australia**  
Shield used by Aboriginal Australians around the time of their colonisation by Britain



**Tea set, Britain**  
Decorative Wedgwood tea set probably owned by Britain's Queen Adelaide.



**Deerskin Map, America**  
Native American (Piankashaw) map used as part of a negotiation with British traders



**Buffalo drum, Sudan**  
Instrument from south Sudan, which moved north as part of a slave trade route. Captured by the British from the Mahal, a Muslim leader in Sudan

# The British Empire

## Advance Organiser



The British Empire included colonies such as Australia, Canada, India, the Caribbean and much of Africa, from 'Cape to Cairo'. Often, these territories were gained through a mixture of military might, and economic influence. This led to increased political control, initially through organisations such as the East India Company, and then directly by the British government. The East India Company, and others fulfilling similar functions elsewhere in the world, transferred huge quantities of wealth and resources from the colonies to Britain. British control also had other consequences for these colonies, such as the genocide during the 'Black War' in Tasmania.

The question of when the British Empire began is surprisingly complex, and depends upon the prism, or lens, you choose to view the question through. Possible options include the ideological argument, based upon when the initial intent to expand became clear; the economic argument, based on the increased control of resources, and the territorial argument, when major gains of land began to be made.

The British Empire was hugely varied and diverse, which makes it very hard to arrive at clear judgements about its moral role. Experiences in places like Ireland, Rhodesia, India and Canada were very different, due to factors like resources, race, geopolitics and compliance. People have very different opinions about the legacy of the empire, both positive and negative, and influenced by factors including current events, and the perspective from which they look at the empire.

