

The Warriner School Subject Curriculum Map



Subject: History	Year Group: 8	Unit: How did the British Empire start and end the Transatlantic Slave Trade?
Unit objectives: (NC Statements) Students will gain an understanding of the growth of the British Empire and the growth of the transatlantic slave trade		
Context for study: In this unit we will be looking at a very controversial time in British history – the British Empire. We will be looking at it's very early roots (the Elizabethan Era) all the way through to its peak under Queen Victoria. We will be looking at how it grew to be the size it did, how Britain benefitted and how the people under British rule were impacted. In this topic we will be studying the transatlantic slave trade, specifically focusing on it within America. We will be looking at its historical links to the British Empire but also how it transformed into a brutal system in which plantations continued to grow through using slave labour. We will also be looking at the experiences of the slaves: how they lived, the persecution they faced, the roles they were forced to do and the injustice of this system. We will finish by looking at how the abolition movement started in Britain and how it later influenced the end of the system in 1865.		

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- know what life was like in Africa before Western colonisation. Know different examples of African culture, independence, hierarchical life.
- know about the origins of the **Transatlantic** Slave Trade, why and how the transportation of slaves to Europe and the Americas began.
- Know how the **Triangular Slave Trade** worked and how the transportation of people and goods across **continents** made **merchants and traders** such a **profit**.
- know what life was like for slaves during the **Middle Passage**. For example, they need to understand the lack of **sanitation** on the ships which led to diseases such as **dysentery**.
- Know how to reference important relevant evidence like **Olaudah Equiano's** biography.
- Know what happened to the slaves once they reached the Americas, notably that they were **branded** and sold at **auction** to plantation owners. Know the different types of auctions. They were treated as if they were **property**.
- Know what life was like for the slaves on **slave plantations**. They need to understand the different jobs that slaves were forced to complete, from maids to **crop** collectors and how the slaves were treated. Know how the experience of slaves is difficult to explain when referring to something that happened to over 10 million people. A slave's experience was dependent on the individual owner. E.g., Mary Prince, Olaudah Equiano.
- **Tier 2 - Empire, Colonies, prejudice, trade, settlers, colonised, native, diverse, independence, slavery, rebellion, Christianity**
- **Tier 3- Abolitionist, overseer, abolition, field hand, Crop over.**

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.</p> <p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as Olaudah Equiano biography, story of Toussaint L'Overture. Abolitionists accounts.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Knowledge recall assessment on key features of slavery</p>	