

# History HT2

## Year 8: Transatlantic Slave Trade

### What is the human cost of sugar?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 2– What is the human cost of sugar?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson:</p> <p><b>TBAT:</b> Explain how Liverpool played a role and benefitted from the slave trade.</p> <p>A focus on the whole school writing structure is in the lesson:</p> <p><b>TBAT:</b> Evaluate sources about the conditions on the Middle Passage.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, working with evidence and interpretations of the past and stories of the slave trade. Students will be able to articulate their own views towards this area and pose thoughtful questions.</p>

#### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”



## Year 8 History Department Curriculum 2024 – 2025

**Half Term 2 Scheme of Learning**  
**Focus: Transatlantic Slave Trade**

**Enquiry Question**  
**What is the human cost of sugar?**

### Intent of this scheme of learning

The intent of this scheme of learning is for students to learn about the transatlantic slave trade and the links between Europe, Africa and the Caribbean/USA. The slave trade is a complex story but necessary for students to recognise and understand exploitation and make links to the modern day.

### Prior learning and links to future learning

Students studied the British empire in HT1 and were introduced to the slave trade. Students will revisit the impact of the slave trade on Britain when they study the topic of Industrial Revolution in HT5. They will need to show links between the slave trade and the cotton industry in England. Students who progress to GCSE History will revisit the role of slavery in American history in a topic on Civil Rights in America.

### Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the cause/consequence and significance across the timescale.

#### **Interpreting the past**

Students will be exposed to the works of Historians and will learn to 'Think like a Historian' by looking at interpretations of the past, and in particular the work of:

**David Olusoga** - Black and British – Forgotten History

### Substantive Knowledge

#### **British Knowledge:**

- The economy and trade that developed from slavery
- Experiences in England
- Local Study – Liverpool Docks
- Role of the abolitionists

#### **Meanwhile elsewhere in Europe and/or the Wider World:**

- African Civilisations
- Slave Uprisings – Jamaica
- Slave Uprisings – Nat Turner's Rebellion

Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p><b>Assessment 2</b>– What is the human cost of sugar?</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, working with evidence and interpretations of the past and stories of the slave trade. Students will be able to articulate their own views towards this area and pose thoughtful questions.</p>	<p>Students will be respectful of each other’s views when learning about the slave trade and debating issues. Students will show compassion for the captured slaves and acknowledge the resilience of those involved in the uprisings and the courage required.</p>

<b>Tier 2 vocab</b>	<i>Misconception</i>	<i>Culture</i>	<i>Slavery</i>	<i>Resistance</i>	<i>Route</i>	<i>Benefit</i>	<i>Actions</i>	<i>Economic</i>	<i>Prioritise</i>	<i>Sources</i>
<b>Tier 3 vocab</b>	<i>Civilisations</i>	<i>Triangular Trade</i>	<i>Middle Passage</i>	<i>Slave Auctions</i>	<i>Slave Scramble</i>	<i>Plantations</i>	<i>Merchants</i>	<i>Petitions</i>	<i>Emancipation</i>	<i>Abolition</i>

Lesson Sequencing			
	Learning Intention	Knowledge	Skills
1	Describe African Civilisations	<ul style="list-style-type: none"> <li>• Mali Empire &amp; civilisations</li> <li>• African slave trade before European interference</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key misconceptions about African Civilisations</li> <li>• Describe aspects of African culture &amp; civilisations</li> <li>• Describe the role of the African slave trade</li> </ul>
2	Compare causes of the slave trade	<ul style="list-style-type: none"> <li>• British colonisation of America</li> <li>• Crops grown in America</li> <li>• Growth of international trade</li> </ul>	<ul style="list-style-type: none"> <li>• Identify reason why the Europeans turned to slavery as a trade</li> <li>• Compare the causes of the slave trade</li> <li>• Assess the significance of the growth in trade</li> </ul>

3	Evaluate sources about the conditions on the Middle Passage	<ul style="list-style-type: none"> <li>• Path of the triangle trade</li> <li>• Conditions in the Middle Passage</li> <li>• Evidence from the Brooks slave ship</li> <li>• Tight vs Loose packers – aims of the slave traders</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the path of the triangle trade</li> <li>• Describe the conditions of the Middle Passage</li> <li>• Evaluate sources about the conditions</li> </ul>
4	Describe the experience of slaves on plantations	<ul style="list-style-type: none"> <li>• Types of Slave auctions</li> <li>• Jobs on a plantation</li> <li>• House vs Field jobs</li> <li>• Slave culture (music, dancing, language)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe plantations</li> <li>• Examine sources about conditions on plantations</li> <li>• Describe the experience of slaves on plantations</li> </ul>
5	Evaluate the success of slave uprisings	<ul style="list-style-type: none"> <li>• Types of slave resistance (passive vs active)</li> <li>• Uprising in Jamaica</li> <li>• Nat Turner’s Rebellion in America</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key figures in slave rebellions</li> <li>• Describe the key rebellions</li> <li>• Compare the consequences of these rebellions</li> <li>• Evaluate the success of slave uprisings</li> </ul>
6	Explain how Liverpool played a role and benefitted from the slave trade	<ul style="list-style-type: none"> <li>• Liverpool based slave ships</li> <li>• Slave labour &amp; goods sold through Liverpool</li> <li>• Merchant links to the slave trade</li> <li>• Liverpool’s expansion as a city during the 17<sup>th</sup> &amp; 18<sup>th</sup> centuries</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how profit was made from the slave trade</li> <li>• Describe aspects of Liverpool related to the slave trade</li> <li>• Explain how Liverpool benefitted from the slave trade</li> </ul>
7	Evaluate the actions of the abolitionists	<ul style="list-style-type: none"> <li>• Events of the life of Olaudah Equiano</li> <li>• British Abolitionists (William Wilberforce)</li> <li>• Role of women in the abolition movement</li> <li>• Beliefs of the anti-abolitionists</li> <li>• Abolition of Slavery Act (1833)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the actions of abolitionists</li> <li>• Compare the actions</li> <li>• Evaluate the actions of the abolitionist</li> </ul>