

Implementation: Scheme of Learning

Subject: History

Year: 8

Unit Title: Slavery & Black Power

Summary of unit: Ideas, political power, industry and empire: Britain, 1745-1901

The first part of this unit will explore slavery following on from Year 8's study of empire building and colonisation in India. The six key questions for this unit are as follows:

1. What was the slave trade triangle?
2. How were slaves captured?
3. What was the Middle Passage?
4. What happened at slave auctions?
5. What was life like on plantations?
6. How was slavery abolished?

In the second part of this unit, pupils will learn about Black Tudors. The intention behind this is to give Black people their narrative and interpretations of their history that is usually taught only under the concept of slavery and colonisation. This part of the unit is based on Miranda Kaufman's *Black Tudors* biography. Pupils will be able to make links with their prior learning of Tudor monarchs and Tudor society.

Pupils will study the lives of three individuals with an overall focus on how Miranda Kaufman uncovered more about their lives. This will allow pupils to understand and apply the investigative skills required in working with historical evidence and sources.

Key Concepts: cause and consequence; significance; chronological understanding; interpretations of history; cultural, ethnic and religious diversity.

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment:
Significance: abolishment or justification of slavery (TBC)

End of Unit assessment:
Black Tudors: knowledge
Black History: designing a statue

<p><u>Links to future learning/key stage 4:</u></p> <p>Academic writing</p> <p>Interpretations (GCSE Paper 3)</p> <p>Source usefulness</p> <p>Describe two features (GCSE Paper 1 and 2)</p> <p>Civil Rights movement (GCSE: USA: conflict at home)</p> <p>Empire building in the New World – Elizabethan England</p> <p>Sir Francis Drake and circumnavigation (GCSE)</p> <p>Chronological understanding of Britain’s development</p> <p>Forms of protests (GCSE – USA)</p> <p>Memorials – (Holocaust)</p>	<p><u>Links to prior learning:</u></p> <p>Academic writing</p> <p>Source usefulness</p> <p>Interpretations (British Empire – force of good or bad in India)</p> <p>Chronology: development of Church, state and society in Britain 1509-1745 (Civil Wars, Tudor and Stuart reign (Year 8)</p> <p>Development of Britain, ideas, political power, industry & empire (1745-1901) – British Empire</p> <p>Empire building in the New World – Elizabethan England, Sir Francis Drake and circumnavigation.</p>	<p>RWCM: Reading: identification of key words from passages after reading; using dictionaries to find definitions of key words; wider reading and research tasks to find evidence online; use of keywords to summarise learning; comprehension tasks; reading to infer meaning; skimming; teacher modelling reading strategies</p> <p>Writing: discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing; extended writing including narrative; imaginary non-fiction (articles and diary extracts); provision of writing frames; use of mnemonic; comprehension questions; summarising and note taking;</p> <p>Communication: communicating historical knowledge in essay writing; creative tasks e.g. posters and creative writing, comprehension questions; ordered debates; use of videos and podcasts; pupils given choice of ‘most appropriate’ method of presentation for their work; student-led learning with pupils playing role of teachers; drama (re-enactments and news); SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks</p> <p>Mathematics: identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; code breaking in plenaries and starters; construction and interpretation of timelines, graphs and maps; comparing numerical data; data handling: concept of bias; arguments and reasoning based on historical evidence; use of maps.</p>
<p><u>Cross Curricular Links:</u> (see RWCM and links to prior learning for History) Further: English e.g. extended writing tasks such as writing to argue and unit on representation of black and Asian authors and poetry from different cultures; Geography e.g. map labelling.</p>		<p>Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history</p>

& other subjects.

Strategies to Support & Stretch: less challenging text readings vs. more challenging text reading; option to choose activity of choice in starters, main tasks & plenaries; independent collection of data; word bank; sentence starters; model answers; teacher modelling class work; scaffolded questioning in class discussions and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; extension tasks e.g. can you come up with your own words to test the class; multiple and varied teaching and learning strategies such as writing songs, creating posters, word bingo, extended writing tasks, oral activities, complete the grid activities, colour coding; teacher support

Specific examples of different strategies from this SoW include (but not limited to):

- Challenge: does slavery still exist today
- Think-pair-share: what does slavery mean?
- Video on the slave triangle
- 3-2-1 slave trade
- Visual learning: how were slaves captured?
- Differentiated learning outcomes
- Discussion opportunities: what do you notice about the slavers/why was it so easy to capture people as slaves?
- Sentence starters and modelled examples e.g. how conditions for field slaves were different to house slaves.

SMSC & British Values

Social: Pupils are expected to work together cooperatively to complete tasks and problem solve. Think-Pair-Share template given to ensure pupils are utilising discussion time wisely.

Moral: Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability. Pupils will study

Cultural Capital

Examples from this S.O.W include (though not limited to):

- David Olusoga's film
- African diaspora C16
- Equal rights in pay

significant figures from the past such as the individuals listed above and consider their contributions to society. Pupils will also have the chance to evaluate the actions of slavers both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop tentative answers to difficult questions.

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms. Pupils will consider religious, social, political and economic factors when assessing cause, consequence and significance.

SMSC:

Examples from this S.O.W include (but not restricted to):

- Empathetic perspectives about slavery
- European justifications for slavery
- Moral and ethical dilemmas pertaining to slavery
- Celebrating achievements of black historical individuals
- Commemoration of empire and slavery – ethical and moral
- Discussion and debate opportunities embedded within lessons

- **Wider reading opportunities**
- **Black lives matter movement**
- **Bristol Bus Boycott**
- **Current affairs and literature related to Black History and Black culture**

- Exercising right to protest