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| **Year 8 Autumn 1.2**  **Should Britain say sorry for the Slave Trade?**  **Why are we studying this unit of work? Knowledge we need now** This study, which meets the requirements of the NC ‘Ideas, political power, industry and Empire 1745-1901,’ allows pupils to investigate Britain’s role in the Transatlantic Slave Trade. Students consider the negative implications of empire. Students will make connections between historical events and contemporary issues e.g. how this links to what was happening in Britain and the factories during this time. Gaining this knowledge will allow students to gain a better understanding of the British Empire as a whole before considering whether it is something our nation should be proud of. Students will develop disciplinary knowledge through using sources to support/contradict claims and use interpretations from multiple time periods to come to their own conclusions about the past.  **How does this unit build on students’ prior learning?**  This unit builds directly on previous learning as students have considered the impact of empire at home with the study of the Industrial Revolution. Students have acquired knowledge of how people’s lives changed (socially, economically and politically) as a result of the Empire, and considered the positive and negative changes on ordinary people’s lives. This unit will allow pupils to compare experiences of people within the British and consider the negative implications on those living in British colonies. The Core Concepts of conquest and control from Y7 will be built upon through this study and the Y8 Core concepts of Empire and Conflict are key in understanding the unit. Students disciplinary knowledge will be built upon through the complex evaluation of sources based on content and provenance and evaluating a range of historical interpretations.  **How does this unit provide a foundation for future learning?**  **Knowledge we need later** This unit provides a foundation for future learning as the Y8 Core Concepts of empire and conflict, which influence this unit through the ways in which the empire leads to internal conflict, are built upon in studies through the rest of KS3, KS4 and KS5 ( See Core Concept document). Students will also develop disciplinary knowledge which is essential for future learning e.g. in future units they will go onto assessing multiple sources to assess utility and will evaluate multiple interpretations before coming to their own conclusions.  **Summative assessment:** Students will be frequently assessed and will receive frequent feedback to track progress and aid improvement in pupil’s substantive and disciplinary knowledge. Students will complete an end of unit quiz to assess substantive knowledge and assessments will allow staff to assess pupil’s disciplinary knowledge. Assessments in this unit will focus on source evaluation, interpretation evaluation and comparison. Future assessments in KS3 will assess the long-term retention of key concepts from this unit.  **SMSC:** Throughout the unit students develop an understanding of how society changed during the Slave Trade and the impact of this on people. Pupils are encouraged to develop an ethical code by looking at controversial issues such as slavery and the role of the British Empire during this period. The unit provides a strong emphasis on the shaping of British values it focuses on the rule of law when investigating treatment an oppression of enslaved people. CIAG is referenced through the use of the Skills builder each lesson and linked to appropriate careers.  **Fundamental British Values:** The unit provides a strong emphasis on the shaping of British values and the British judicial system, it focuses on democracy and how it has been achieved over time for different racial groups. Tolerance is taught throughout when assessing the mistreatment of groups, particularly those forced into slavery, this encourages students to reflect on own beliefs and morals.  **Literacy:** Reading and Writing is developed through the use of SMART Reading and Writing. Literacy apps are embedded and used in lessons and ambitious vocabulary is taught through the use of FRAYER and PUSH. There are frequent opportunities to address issues with SPAG and whole school literacy foci is embedded into lessons. Opportunities to develop literacy/ oracy in lessons are highlighted in red.  **CC links:**  *Art- Black Heritage in America-Diagonal and horizontal- sources and imagery e.g., on plantations.*  *English-Equality-Diagonal (Year 9 term 2)- colonialism-abolition*  **DO MORE: Milestone assessment end points**   |  |  |  |  | | --- | --- | --- | --- | | **8** | **Extending and deepening chronological understanding**, **acquisition of knowledge and historical vocabulary.**  Can put events within a time period into chronological order in a simple structure.  Can use a range of historically relevant vocabulary within a given historical time period e.g. Empire  **Source/interpretation**  Make simple inferences from a source to learn/ make conclusions about the Empire.  Identify basic similarities and differences between sources about plantations and begin to describe how the source(s) supports this.  **Conceptual understanding**  Give general descriptions, showing basic knowledge of the Middle Passage.  Starting to provide some structure to extended work. | **In addition to the basic response students can:**  **Extending and deepening chronological understanding**, **acquisition of knowledge and historical vocabulary.**  Understand time is divided into time periods and shows an understanding of this in descriptions/ by putting events over multiple time periods into chronological order.  Beginning to understand terms such as ‘The 20th Century’ or ‘The Industrial period.’  Can remember historical vocabulary for more than one historical period and are beginning to transfer language to different situations e.g. persecution.  **Source/interpretation**  Make substantiated/supported inferences and apply some knowledge to a historical sources about the empire.  Describe similarities and differences of two sources together, supporting the comparison with details from both sources about plantations.  **Conceptual understanding**  Describe or give simple explanations of the Middle Passage.  Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions. | **In addition to the clear response students can:**  **Extending and deepening chronological understanding**, **acquisition of knowledge and historical vocabulary.**  Can fit chronological knowledge into a simple structure of historical understanding e.g. I know that this was when Britain was an imperial power.  Make simple connections between time periods and begins to describe what has come before to deepen understanding of events.  Can use a range of historical vocabulary and is a clear feature of learner’s work. Shows an understanding of context when using specific terms across time periods.  **Source/interpretation**  Make substantiated/supported inferences from historical sources about the empire. and can apply relevant knowledge using some specific facts to assess source utility. Describe the impact that the provenance can have on source utility in simple detail.  Describe similarities and differences of two sources together, supporting the comparison with details from both sources about plantations. Starting to compare the source provenance to understand the impact.  **Conceptual understanding**  Give explanations of the Middle Passage.  Can structure work by organising second order concepts into categories and can explain reasons for and against interpretations and conclude with own judgement. | | | | | | |
| Time | Non negotiables- SEN | | | Adapt to the needs of the class | |
| Key Idea | Content | Key Vocabulary | Suggested approaches to learning and resources - Concentration to stay the same for each class. | Suggested Feedback |
| WK 1  1 | What was the British Empire? | Know more: What is meant by Empire?  How did the Empire rise and fall?  Do more: Assessing historical sources based on content and provenance  Go further: Aiming high through improving source evaluations | Frayer: Empire | Connect: Introduction to new unit.  Content: Introduce Empire  Frayer- Empire  Think, pair,share: of image/source – oracy.  Read the timeline and answer the questions – questioning. Staff to provide instant feedback after each question.  Checkpoint: Progress Check-Hinge questioning/whiteboard quiz.  Concentration: COP evaluation of source usefulness.  Consolidation: Self assess source- literacy focus too.  **Challenge:**  **Support:** | Instant feedback from think, pair, share discussion.  Live feedback on questions  Class feedback from think pair share  Self-Assess source application |
| WK 2  1 | Who would benefit from the Slave Trade? | Know more: What was the Slave Trade Triangle? What were the stages? Who would give/get what? Do more: Using explanation to state who benefitted the most.  Go further: Problem solving by finding a range of solutions when assessing the Slave Trade Triangle. |  | Connect: Retrieval quiz- substantive and disciplinary knowledge/Use model to improve from last lesson  Content: Think. Pair, share – oracy. Image, video clip showing process- record what is happening.  Smart Reader  Checkpoint: Whiteboard quiz 3,2,1  Concentration: Explanation-PEE- We do, you do if needed  Consolidation: Exit ticket  **Challenge:**  **Support:** | Feedback from written piece/ Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Instant feedback from think, pair, share discussion.  Exit ticket |
| WK 2  1 | How horrific was the Middle Passage? | Know more: What was the Middle Passage? What was the journey like?  Do more: Using interpretations to describe how horrific the Middle Passage was.  Go further: Aiming high by | Push: Enslaved | Connect: Retrieval quiz- substantive and disciplinary knowledge/Exit tiket feedback  Content: Recap on what was the middle passage  Introduce PUSH word, verbal feedback. Watch video answer 2 questions on slide <https://www.youtube.com/watch?v=PmQvofAiZGA> .  Concentration: Rread sources fill in table.  Consolidation: Prediction question.  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions/Exit ticket feedback  Verbal class feedback  Self assess application  Whole class feedback |
| WK 3  1 | How were slaves sold? | Know more: How slave traders prepared slaves to maximise their profits  What ways slaves were sold?  Do more: Understanding empathy and whether it was morally/ethically correct,  Go further: Problem solving by analysibng the causes and effects |  | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Source – think,pair,share (oracy & questioning)  Read the information answer the comprehension questions. Watch the video – can they add anything to answers (self-assess)  <https://www.youtube.com/watch?v=TnHKwtXEVTQ->  Checkpoint: Progress Check-Hinge questioning/whiteboard quiz.  Concentration: Find a historical interpretation about slave auctions- what do we learn from this interpretation/Why are they saying this?  Consolidation:  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Class feedback from video |
| WK 4  1 | What was life like on plantations? | Know more: How did slaves live? What jobs did they do? How could they be punished? What would they do in their free time?  Do more: how interpretations differ by using own knowledge.  Go further: Problem solving by analysing how sources differ. |  | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: introduced to interpretations to analyse conditions-how are the different – think,pair,share (oracy).  Read the information summarise in 3 bullet points on page. Self-assess  Watch video – can they add to 4 boxes? <https://www.bbc.co.uk/bitesize/clips/zn64q6f>  read the sources answer questions on provenance.  Checkpoint: Self-assess table.  Concentration: How and Why do the interpretations differ Question-Use a model to self-assess  Consolidation: Use model to improve answer  *Art- Black Heritage in America - sources and imagery e.g., on plantations*  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Whole class feedback on interpretation comparisons |
| WK 5  1 | How did enslaved people resist? | Know more: How did enslaved people resist slavery using passive and active resistance?  Do more: How useful is the source in explaining slave resistance?  Go further: Problem solving by analysing problems using logic and reasoning to identify utility of sources |  | Connect: Use model to complete improvements from WCF on interpretations  Content: Group work –scenario ‘How would you resist?’(oracy). Paired work -Card sort-Active and Passive resistance  Checkpoint: Active or passive quiz  Concentration: How useful is this interpretation question.  Self-assess  Consolidation: : Recap – should Britain say sorry for the slave trade?  **Challenge:**  **Support:** | Self Asses  Class discussion  Verbal feedback for consolidation |
| WK 7  2 | Why was slavery abolished? | Know More: Who were the key abolitionists and how did they achieve abolition?  Do more: Understanding interpretations as part of a group work to present to the class.  Go further: Using teamwork to work with and avoid unhelpful conflicts | Push: Abolished | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: introduce AV, Group work-six groups looking at one person/group  Present and fill in table  Checkpoint: Progress Check-Hinge questioning/whiteboard quiz.  Which was the most effective?  Concentration: Present work to class as part of a group- Speaking/Presenting  Consolidation: Reflect on progress and improve via written response  *English-Equality-Diagonal (Year 9 term 2)- colonialism-abolition*  **Challenge:**  **Support:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Verbal feedback through application  Peer assess through group work |