



Scheme of Learning	The Transatlantic Slave Trade and local area case study
<p><b>Learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to explain that the practice of slavery has existed across the world for thousands of years with the intention that they do not see slavery has been associated with Africa solely.</li> <li>• Students should be able to explain the beginnings of the Transatlantic Slave Trade and make some comparisons with other examples of slavery covered.</li> <li>• Students will be able to explain what is meant by the Triangle Trade. They will know what was traded on each stage of the journey and how the relationship worked in a reciprocal manner with each group benefiting.</li> <li>• Students will be able to explain that though Britain was not the only participant in the slave trade, and that the practice was begun by Portuguese traders, Britain would later embark more slaves than any other nation.</li> <li>• Students will also be able to explain other key features of enslaved people, for example, the likely gender, age and the probability by which they would survive the middle passage crossing.</li> <li>• Students will be able to explain the nature of life for an enslaved person aboard a slave ship and then on the plantations in the West Indies and America when they arrived. They should be able to explain the nature of the work undertaken and why it was important to the economies of America and Britain.</li> <li>• Students will be able to explain how slavery was not something that happened far away in America and the West Indies. They will be able to use evidence to identify how slavery contributed to our local economy, with a focus on the snuff mills in Carshalton. They will be able to explain the importance of slavery as a source of income for the Taylor family by examining source evidence that helps explains their diminishing wealth following the end of the practices of slavery.</li> <li>• By the end of the unit they will understand that there were enslaved people such as Samuel Mudian residing in our local area during the first part of the nineteenth century. They will be able to use source evidence to follow his life, including his emancipation and later marriage to a white woman and residence in the local area. From the sources, students will be able to make a variety of inferences about life for non-white people in Britain during the nineteenth century, understanding why his marriage was not conducted locally and the relationship between himself and his owner.</li> </ul>
<p><b>Key Question</b></p>	<ul style="list-style-type: none"> <li>• What do we mean by the Transatlantic Slave Trade?</li> </ul>



	<ul style="list-style-type: none"> <li>• What is the Triangle Trade?</li> <li>• Who profited from the Transatlantic Slave Trade?</li> <li>• What was the nature of work conducted by the enslaved people in America and the West Indies.</li> <li>• What were the conditions that were experienced by enslaved people?</li> <li>• What was the impact of the Transatlantic Slave Trade on our local area?</li> <li>• How can the legacy of the Transatlantic Slave Trade be seen in our local area?</li> </ul>
Knowledge	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• The unit focuses student's ability to use a variety of different source materials to explore the Transatlantic Slave Trade. Students will determine the validity of accounts around the Transatlantic Slave Trade and understand that the victims voice is less prominent.</li> <li>• Students will also use source material to track the experiences of an enslaved local man, Samuel Mudian. Students will use material such as wills and census material to piece together his life experiences. Students will also use source material to track the value of slavery to a local family, the Taylors. They will be able to understand how many slaves the family owned and how they profited from slavery.</li> </ul> <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Domestic Servants</b> – People employed to work within a house, cooking, cleaning or looking after children</li> <li>• <b>Plantations</b> – large farms producing products such as cotton and tobacco. Enslaved people were made to work on plantations in America</li> <li>• <b>Slavs</b> – The name often given to people from Eastern Europe</li> <li>• <b>Chattel Slavery</b> – A type of slavery in which the person is bought and treated as the property of the owner for life</li> <li>• <b>Commodity</b> – Something to be bought, sold and owned</li> <li>• <b>Middle Passage</b> – The journey taken by enslaved people from Africa, across the Atlantic Ocean to America and the Caribbean</li> <li>• <b>Disembarked</b> – Getting off a mode of transport</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Embarked</b> – Getting aboard a mode of transport</li> <li>• <b>Ships Logs</b> – All ships will have a list of what they are carrying, the route a ship has taken and the length of the journey</li> <li>• <b>Abolitionist</b> – A person who wanted to abolish (end) the slave trade</li> <li>• <b>Fumigated</b> - Disinfect or purify (an area) with the fumes from chemicals</li> <li>• <b>Mansions</b> – A large house</li> <li>• <b>Overseer</b> - a person who supervises others, especially workers. During the period of slavery in America, an overseer would have watched over the work of enslaved people on the plantations handing out punishments to those who were not working hard or fast enough</li> <li>• <b>Bermudian</b> – someone originating from the island of Bermuda or more someone from the Caribbean</li> <li>• <b>Lodging house</b> – accommodation where somebody can rent a room to live</li> <li>• <b>Social hierarchies</b> – when groups of people are ranked based upon their background or status</li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>• Throughout the series of lessons teachers have a list of multiple choice and longer answer questions which are intended to draw out the key misconceptions associated with the unit.</li> <li>• Homework tasks included within the booklet. We are conscious that much of the material in this unit needs to be dealt with sensitively and under the guidance of the teacher so there is less homework in this unit.</li> </ul>
Key Assessment	<ul style="list-style-type: none"> <li>• The unit concludes with a ‘bringing the threads together’ assessment testing students understanding of the topic.</li> <li>• Students will write a response based on the source evidence collected as to how the Transatlantic Slave Trade has impacted our local area.</li> </ul>
Clear sequencing of content	<ul style="list-style-type: none"> <li>• The unit has been sequenced between units on empire and the industrial revolution to better draw out the links between them. We want students to understand that the Transatlantic Slave Trade helped to fund the industrial revolution by providing cheaper raw materials for the textile mills. A lesson in the industrial revolution unit makes this link explicit.</li> <li>• The unit is part of a wider thread that considers the impact of the migration as well as units that draw on ‘genocidal’ experiences. In our final unit in Y9, students will be able to counter the narrative of politicians such as Enoch Powell who argued that non-white migration was new following WW2.</li> </ul>

## NHSG Key Stage 3 Unit Overview for Year 8 Spring Term



Links to Careers	<ul style="list-style-type: none"><li>Students will develop their skills of interpretation and enquiry, looking at primary and secondary sources and questioning them effectively. Such a skill is useful in an array of careers and industries, most notably within the law or other careers that require independent research and forensic questioning of material.</li></ul>
Diversity and Inclusion	<ul style="list-style-type: none"><li>The unit has a unique focus on the experiences of black Africans. Consideration of the usage of appropriate language and terminology has been determined to ensure that representation is dealt with in a respectful manner.</li><li>We should avoid the use of the word slave and instead look to use the term enslaved people.</li></ul>
Support	<ul style="list-style-type: none"><li>Booklets contain knowledge organisers, key vocabulary ect. All resources are uploaded to the SharePoint.</li></ul>
Challenge	<ul style="list-style-type: none"><li>Booklet contains links to podcasts and academic history literature.</li></ul>