



Scheme of Learning	Topic: The Abolition of Slavery
Learning outcomes	- Students will be able to explain how the slavery trade was first abolished before the practice of slavery was itself ended in 1833. - Students will be able to explain how slavery was abolished in the USA.
Key Question	- Why did support for the abolition of slavery grow in the late eighteenth century? - Who had a vested interest in the continuation of slavery? - Who were the key figures in the abolition of slavery? - How were the owners of enslaved people convinced to free them? - Why was the ending of slavery much more difficult in the USA? - What is the continuing legacy of the American Civil War?
Knowledge	- Students will understand the obstacles that made ending slavery difficult. For example, the importance of slavery to the British economy, the power of vested interest, anti-abolitionist propaganda and the impact of the French Revolution. - Students will understand that the slave trade was abolished via an act of Parliament in 1807. - Students will understand that the practice of slavery was abolished across the British Empire in 1834. - Students will understand that the British government had to give compensation to the owners of enslaved people to entice them to end the practice. - Students will understand that the practice of slavery was ending in the USA via a Civil War between the northern states who wished to end slavery and the southern states who wished to continue the practice.
Ongoing Assessment	Teachers will assess student's knowledge and understanding via in class questioning. Each lesson contains a number of opportunities to track and respond to student understanding.
Key Assessment	Students will complete the 'pulling the threads' together section at the end of the unit to check their understanding of the key points that need to be learnt.
Clear sequencing of content	The unit has been separated from the initial unit on slavery and after the unit on the industrial revolution. This has been done to help students better understand how long the practice of slavery existed and to encourage them to make links between its importance in fuelling the industrial revolution.
Links to Careers	The unit provides students with analytical skills which will be useful for all careers. Moreover, it enables them to synthesise large volumes of evidence and form opinions and judgements. This is useful for an array of careers, such as: law, journalism, marketing etc

NHSG Key Stage 3 Unit Overview for Y8 History



Diversity and Inclusion	• 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. • Where possible we try to avoid the use of the word slave and instead have used the term enslaved people.
Additional Support	• The booklets contain knowledge organisers and can act as a helpful revision guide for students. All resources are uploaded to the Sharepoint page for students to access. Tasks are scaffolded and modelled to support student learning.
Challenge	• The booklet contains links to podcasts and extended reading that can be undertaken by students to enhance their learning.