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| **Unit: Slavery** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| I can describe the difference between slavery and freedom |  |  |  |
| I can explain the experiences of slaves and slavery was multi-faceted IE) house slaves and field slaves. |  |  |  |
| I can describe how slavery was absolved. |  |  |  |



High Tunstall College of Science Curriculum Intent

Subject: History Year: 8 Half term 5 : 5

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What is the meaning of freedom and slavery? | Regular recall, Formative Questioning. | Freedom, slavery, forced labour, servitude. |
| **2** | The Slave triangle: Capture, Journey and Sale | Formative questioning, Regular Recall, ILO – Explain why. | Slavery, slave trade, cash crops, West Africa, Caribbean, Colonial powers, Northern colonies, weapons, three-part journey, Americas. |
| **3** | The Middle Passage: the 5 W’s | Formative questioning, Regular Recall. | Forced, voyage, enslaved, Atlantic Ocean, New World, knives, guns, ammunition, cotton cloth, tools, and brass dishes, Europe, Africa, overcrowded, raw materials. | **1** | Describe Chartism | Regular recall, Formative Questioning. | Parliament, politics, class structure, working class, social injustice. |
| **4** | What would it have been like to experience a slave auction? | Formative questioning, regular recall, ILO – Describe two features of a slave auction. | Slave, auction, sale, scramble, auction, the buyer, the seller, the slave, humiliation, oil and the cork. | **2** | Why was there a drive for equal rights for women in the early 20th century? | Formative questioning, , Regular Recall, **ILO – Describe two protests of the 19th century.** | Suffragettes, equality, women, social injustice, politics, democracy, voting. |
| **5** | Life as a slave on the plantation. | Formative questioning, regular recall. | Routine, plantation, master. | **3** | Who were the suffragettes? | Formative questioning, Regular Recall. | Suffragettes, equality, British Women's Social and Political Union (WSPU) |
| **6** | House Slave vs. A field Slave: What were the differences? | Formative questioning, regular recall. | Cotton, wheat, targets, strict, whips, guns, community, overcrowded, beatings, maintain, women, ‘Big House’, mistresses, |  |  |  |  |
| **7** | What punishments did slaves face? | Formative questioning, regular recall, ILO – Source evaluation, or narrative account style question. | Plantation, cost, whipping, sexual abuse, lynching and burning, torture instruments, anti-escape devices, salting a wound, amputation, castration, branding, obscure punishments. |
| **8** | The Underground Railroad: Slave Resistance. | Formative questioning, regular recall. | Passive, active, arson, underground railroad, Harriet Tubman, conductor, escorted, slaves. |
| **9** | Abolition: the end of slavery? | Case Study: William Wilberforce, Oladulah Equian, Thomas Clarkson, the civil war, etc | Fought, abolition, the civil war, emancipation. |
| **10** | The Civil War: the end of slavery? | Cast Study: ‘A nation divided?’ | Civil war, Confederate states, union states, union territories, the northern view, the southern view, plantation, freed, dependent, inferior, new states, cotton. |