

**Scheme of Work: History**

**Key Stage 3**

**Year 8: Unit 3a Thematic Study: Sugar, Empire and Slavery Through Time.**

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| **About the unit:**  This is a thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.  It is inspired by the work of the historian, James Walvin and his book, ‘How sugar corrupted the world’ (2017).  It puts further flesh on the chronological spine of British history that we first mapped out in Year 7 in the thematic study of water. This enquiry has a broader geographical scope and covers a narrower date range.  The topics of slavery and empire are vitally important as substantive concepts and also as factors that affect the lives of so many people around the world.  It allows students to discern causes and consequences and see links between developments in different societies.  It is content rich. Any one of these lessons could be developed in different and worthwhile directions, but this study remains focused on the sugar industry and its impact in order to make sense of a very complicated story. The exception is where the chronological pattern is dropped in order for us to dwell on the nature of slavery and on the abolition movement.  Short and focused thematic studies such as this are one of the best ways to develop chronological understanding and awareness of the broad arc of time. |
| **Learning Outcomes**  This thematic study will help students to develop:   * The close relationship between sugar production and slavery. * The origins of the transatlantic slave trade and its impact on enslaved Africans. * How Britain benefitted from the slave trade. * The key features of the abolition movement. * Links between sugar and the modern obesity crisis.   At the end students will know about:   * The changing nature of sugar production and consumption over time. * How sugar production and consumption helped change the course of European and world history. * How European empires colonised the New World * How the transatlantic slave trade began and why it grew. * Britain’s role in the slave trade. * The imapct of slavery on Africa, the Caribbean and on England.   Students will be able to:   * Describe and explain changes in the production, trade and consumption of sugar. * Describe and explain the impacts of sugar on different groups. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:   * **Key terms:** Abolitionists; Anti-slavery movement; Boycott; Convenience foods; Fructose; Indentured workers; Industrialisation; Irrigation; Islamic world; Middle Passage; Obesity; Rationing; republic; Slavery; Soltitee; Sugar beet; Sugar cane; Sugar refineries; Sugar tax; Transatlantic slave trade; Triangular trade; Uninhabited; Watermills.   **Assessment Opportunities**  The end of enquiry final task is a supported piece of extended writing that will reveal:   * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of each period * Reveal their understanding of change over time. * Reveal their understanding of causes.   Every lesson offers oppprtunity for formative assessment, for example, spelling checks, quick quizzes, source analysis. |
| **Links to 2014 National Curriculum**  Content knowledge:   * A study of a significant issue in world history and its interconnections with other world developments. * Britain’s transatlantic slave trade: its effects and eventual abolition.   Disciplinary knowledge:   * Extend and develop chronologically secure knowledge and understanding of world history to provide a well-informed context for wider learning. * Identify significant events, make connections, draw contrasts and analsye trends within periods and over long arcs of time. * Use historical terms and concepts (for example trade or slavery) in increasingly sophisticated ways. * Pursue historically valid enquiries. * Create relevant, structured and evidentially supported accounts. * Combine overview and depth studies to help understand both the long arc of development and the complexity of specific aspects of the content.   **Links to future learning at KS3:**   * Builds on Year 7 thematic unit- building a sense of chronology and the periodisation of history. * Builds on the exploration of the new world and Elizabethan adventurers- units which describe European and English interest in the new World. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Migration, empires and the people: c790 to the present day; Britain and Health: public health; Elizabeth I- the voyages of discovery. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  Understand how the sugar trade spread.  **Key Terms:**  Sugar, sugar cane, Islamic World, Europe, Caribbean, solititee, slavery, uninhabited, transatlantic trade, triangular trade. | Teacher points out that of course everyone loves sugar however the history of sugar is shocking.  Ask students to consider how much sugar is consumed in a day. | In this enquiry students will gather information in order to prepare a narrative account of how the sugar trade changed over six different periods.  Students complete tasks from slide 6 and 7.  Teacher shows students the portrait of Jonathan Tyers and his family- the image includes a sugar bowl- sugar was a symbol of wealth.  Teacher explains the triangular trade. Students complete tasks from slide 8. | Students are shown BBC clip ‘What was the role of money and trade in the British Empire?’ | Power-point, information cards- slides 6,7,8. | Completed tasks. | Enquiry- asking historical questions, empathy.  Literacy- reading, note-making.  Geography- mapping the trade in sugar. | Black Lives Matter- understanding the transatlantic slave trade. |
| **Lesson 2 WALT:**  To be able to describe the experiences of the Middle Passage.  Be able to explain how Africans were dehumanised on the Middle Passage.  **Key Terms:**  Middle Passage, dehumanise, slavery, Olaudah Equiano, kidnapped, enslaved. | Students are shown a re-enacted image of slaves on a slave ship. Students are asked for three words to describe what they see and how it makes them feel. | Teacher discusses what the term ‘dehumanise’ was. This should promote a class discussion on why slave traders felt it was important to dehumanise kidnapped slaves.  Students hear the account of Olaudah Equiano.  Students complete worksheet explaining whether each method of dehumanising slaves was ‘mental’ or ‘physical’ and why.  Students complete the next part of their narrative account ‘The Slave Trade’ using their understanding from the lesson and the notes from slide 10. | Why is it important that we study the experiences of individuals like Olaudah Equiano? | Power-point, information card- slide 10, dehumanisation card task. | Teacher questioning, class/ peer discussion. Completed tasks. | Enquiry- asking historical questions, empathy.  Literacy- reading, note-making.  Geography- mapping the trade in sugar. | Black Lives Matter- understanding the transatlantic slave trade. |
| **Lesson 3 WALT:**  Be able to explain how and why slavery was abolished.  **Key Terms:**  Abolish, abolition, abolitionist, slave trade, slave rebellions, anti-slavery movement, campaigners | Students imagine they were living in 18th/ 19th Century Britain. They should think of a slogan to go with their anti-slavery campaign. | Students will investigate the work of various abolitionists. They will make a decision about which individual should appear on a new five- pound note.  Students will add notes on the Anti-Slavery Movement to their narrative accounts. | Teacher draws attention to the blue plaque and stained-glass window at Holy Trinity Church in Clapham referencing the work of William Wilberforce. | Power-point, information card-slide 6, slavery abolitionists table, £5 template. | Teacher questioning, class discussion, completed abolitionists table, £5 design, completed narrative account. | Enquiry- asking historical questions, empathy.  Literacy- reading, note-making.  Art/ Design- £5 | Black Lives Matter- understanding the transatlantic slave trade. Protest movements. |
| **Lesson 4 WALT:**  Understand the effects on the sugar trade of indentured labour, sugar beet and industrialisation.  Understand how sugar consumption reached the working classes.  Understand the impact of sugar on people’s health from 1900 to the present.  **Key Terms:**  Indentured workers, industrialisation, sugar beet, sugar refineries, convenience foods, fructose, obesity, rationing, sugar tax. | Students assess an image of enslaved Africans working on a plantation in Antigua. | Students write the title and make notes following class discussion using information from slides 4-8.  Class discussion- students consider the impact of sugar through to the present day. Students receive a copy of the road map to the present and complete the final written task. There are images available for illustration. | Students create a slogan to be used by the government encouraging school children to reduce their sugar intake. | Power-point, information cards, road map to present, images. | Teacher questioning, class discussion, completes notes, completed final task. | Source analysis, enquiry-asking historical questions, literacy- reading/ note-making, extended writing.  Citizenship/ Science. | Public Health education. |