



# YEAR 8, 2023-2024 Summer TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic:

### Slavery

### Industrial Revolution



<b>Curriculum Intent</b>	<b>Pupils will be taught, following National Curriculum guidelines, the following this term:</b>
<b>Skills/National Curriculum Links</b>	<p><u>What was the legacy of slavery?</u></p> <p>Understanding the legacy of slavery helps students grasp the immense suffering endured by enslaved individuals, recognise the long-lasting consequences of slavery, and appreciate the ongoing struggle for equality and justice. By studying this history, students can develop empathy, promote social justice, and contribute to building a more inclusive and equitable society.</p> <p><u>To what extent did working conditions improve over the 19<sup>th</sup> century?</u></p> <p>In this enquiry students will consider the working conditions for people throughout the Industrial period, considering change over time.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p>Studying the slave trade and working conditions during the Industrial Revolution provides valuable opportunities for spiritual, moral, social, and cultural development. It helps students develop empathy, reflect on ethical considerations, foster a sense of social responsibility, and appreciate cultural diversity. These understandings contribute to the holistic growth and development of students, preparing them to be empathetic, socially conscious, and ethically responsible individuals in an interconnected world.</p>
<b>Numeracy</b>	<p>Chronological order of key events. Key statistics.</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> protest, democracy, suffrage, massacre, trade unions, reform, monarchy, taxation, society, 3 estates, clergy, guillotine, execution.</p> <p><b>Vocabulary Tier 3:</b> Cause and consequence.</p> <p><b>Reading:</b> Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p><b>Writing:</b> Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources.</p> <p><b>Oracy:</b> Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
<b>Becoming future ready</b>	<p><b>Careers/Employability:</b> A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, Political analyst, Heritage manager, Business consultant, Historian or a career in law.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p><b>By resource:</b> Historical sources and reading materials will be adapted for the bottom sets.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p><u>Legacy of slavery</u></p> <p><u>Disciplinary knowledge</u></p>

**Learning  
Outcomes  
(Powerful  
Knowledge)**

Africa before Slavery - Kingdoms of Benin and Mali: Before the transatlantic slave trade, Africa had thriving civilisations like the Kingdoms of Benin and Mali. These societies had rich cultural traditions, trade networks, and advancements in art, architecture, and governance.

The Slave Trade and Middle Passage: The slave trade involved the capture, transportation, and sale of African people to the Americas. The Middle Passage refers to the brutal journey enslaved individuals endured across the Atlantic Ocean, where they faced horrendous conditions, including overcrowding, disease, and violence.

Life on Plantations through the Sources of Frederick Douglass: Frederick Douglass, an escaped slave, provided first-hand accounts of the harsh realities of plantation life. His writings shed light on the backbreaking labour, physical abuse, and denial of basic human rights experienced by enslaved individuals.

Impact of Slavery on the History of America: Slavery had a profound impact on the history of America. It fuelled the economy in the Southern states, leading to wealth accumulation and the growth of industries like cotton. However, it also entrenched racism, perpetuated social inequalities, and violated the principles of freedom and equality upon which America was founded.

Impact of Slavery on the American Civil War: Slavery was a major cause of the American Civil War. The Southern states fought to preserve the institution of slavery, while the Northern states sought to abolish it. The war resulted in the emancipation of enslaved individuals and marked a turning point in the struggle for civil rights and equality in the United States.

Impact of Slavery on Africa: The transatlantic slave trade had devastating effects on Africa. It disrupted societies, led to violence and warfare, and caused the loss of millions of African lives. The forced removal of able-bodied individuals had long-lasting economic, social, and cultural repercussions for the continent.

Disciplinary knowledge:

Consequence refers to the outcomes, effects, and repercussions that result from historical events or actions. When studying the slave trade, it is important for students to grasp the concept of consequence in the following ways:

Cause and Effect: Students should recognise the cause-and-effect relationship between the transatlantic slave trade and its consequences. They should understand that the trade's causes, such as economic interests and racism, resulted in profound effects on individuals, societies, and nations.

Human Suffering: Students need to comprehend the severe consequences of the slave trade for the millions of enslaved Africans who endured unimaginable hardships, including separation from families, brutal treatment, and loss of freedom and dignity.

Cultural Disruption: Students should recognise that the slave trade had long-lasting consequences on the cultural fabric of African societies. It disrupted kinship structures, language, religious practices, and traditions, often leading to a loss of cultural heritage.

Economic Impact: Students should understand that the slave trade had significant economic consequences. It fuelled the growth of industries, such as sugar, cotton, and tobacco, in the Americas, while causing economic underdevelopment in Africa as human resources were forcibly taken away.

Legacy of Racism: Students should recognise that the slave trade and its consequences contributed to the legacy of racism and racial inequality that still persists in many societies today.

**Industrial Revolution**

Substantive knowledge

Working Conditions in Factories: Students should understand the harsh working conditions faced by many in factories during the 19th century. This includes long hours, low wages, dangerous machinery, lack of safety measures, and overcrowded and unsanitary working environments.

Labour Laws: Students should learn about the introduction of labour laws during the 19th century, such as the Factory Act of 1833 and subsequent acts. These laws aimed to regulate working conditions, including limiting the hours of work for women and children, improving safety standards, and providing some basic welfare provisions.

Protest Movements: Students should be aware of the protest movements and social reforms that emerged during the 19th century to advocate for better working conditions. They can study notable figures like Robert Owen and the Chartists, who campaigned for workers' rights, fair wages, and improved working conditions.

Disciplinary knowledge:

Students should evaluate the extent to which working conditions improved over the 19th century. They can consider factors such as the impact of labour laws, the effectiveness of protest movements, changes in public opinion, and the influence of industrialisation on working conditions.

They should critically analyse primary and secondary sources to assess improvements, recognising that progress was gradual and varied across industries and regions. Students should also consider the limitations and ongoing challenges in improving working conditions. Overall, students should understand that while some improvements were made in working conditions during the 19th century in Britain, significant challenges remained. It is important to recognise the efforts made to address these issues and the continuing relevance of worker's rights and social reforms in modern society.

	These link to PLC statements that pupils have in their books.
<b>Current learning to be developed in the future within:</b>	Pupils will continue to develop their key skills of cause and consequence in Year 9.
<b>Assessment</b>	See feedback policy.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.