



Overview

7.1 Transatlantic Slave Trade

Having looked at Africa prior to the transatlantic slave trade, year 8 will begin with a study of the trade in enslaved peoples. Not only do students have a moral entitlement to study Britain's role (Britain transported an estimated 3.1 million people, and accounted together with Portugal for about 70% of all Africans transported to the Americas), but this will also allow students to better understand the origins of modern racism. Furthermore, the module will also encourage students to consider the legacy of Britain's role in the trade in enslaved peoples and how this continues to be a politically sensitive issue today. This is especially important as the legacy of slavery is evident in our contemporary world, for example:

- In the existence of buildings in London that benefitted from the slave trade. For example, Guildhall, the National Gallery, the Royal Society, West India Quay (and the Docklands more generally)
- In ongoing discussions about how curriculums should teach the trade in enslaved peoples
- In political campaigns to remove or recontextualise monuments to those involved in the trade in enslaved peoples, for example as seen in the Rhodes Must Fall movement in Cape Town and Oxford, Black Lives Matter movement, and the protests in Bristol the removal of the Edward Colston statue
- Whether and how institutions involved in the slave trade acknowledge or atone for their involvement, for example the Bank of England, Lloyds of London, and the British Government

Studying the trade in enslaved peoples will also allow students to consider the contradictions between Enlightenment ideas and the reality of the slave trade. Although many abolitionists championed some of these ideas, some of the most famous and influential Enlightenment thinkers were direct beneficiaries of the slave trade. This is despite the English - especially Whig politicians - routinely congratulating themselves on England being 'free' of 'Popish' slavery, and contrasted the freedom they possessed with the 'enslavement' of continental countries under despotic rule.

Finally, an understanding of the concept of slavery will help students in their understanding of the contemporary world. An estimated 40 million people globally are enslaved with modern slavery taking many forms, including human trafficking, forced labour, and forced

Assessment	<p>Students will sit a knowledge test every half-term that tests them on their understanding of key facts and key concepts. They will have the information required to revise in advance.</p> <p>Students will also be assessed on their writing every half-term. Each written assessment will focus on a specific second-order concept. These are:</p> <ol style="list-style-type: none"> 1. Cause and Consequence 2. Similarity and Difference 3. Change and Continuity 4. Significance 5. Interpretations 6. Sources
Glossary Links	See workbook
Knowledge Organiser	Knowledge organisers will be provided at the start of every module and will include all content that is assessed in the factual knowledge test.
Additional key terms	N.A.
Additional Resources	See knowledge organiser

TOPICS	KEY CONTENT
<p>7.1</p> <p>Why did the Transatlantic Slave Trade end?</p>	<ol style="list-style-type: none"> 1. How was the TST organised? 2. What was Britain's role in the TST 3. What was the Middle passage? 4. What was life like on plantations? 5. Revise for mid-module factual knowledge test 6. How did enslaved peoples resist slavery? 7. What was the significance of Toussaint Louverture? 8. How did Britain benefit from the TST? 9. What was the role of ex-slaves and slave rebellions in Abolitionism 10. What do different interpretations suggest about the significance of Toussaint Louverture? 11. What was the role of Abolitionists and economic factors in Abolitionism 12. Should Britain pay reparations for its role in the TST?

<p>7.2</p> <p>What was the impact of the Industrial Revolution?</p>	<ol style="list-style-type: none"> 1. What was the Industrial Revolution? 2. What was Britain like in 1750? 3. What caused the Industrial revolution? 4. Mid-module Factual Knowledge test 5. How did transport change during the industrial revolution? 6. How did work change during the industrial revolution? 7. What was it like to be a child during the industrial revolution? 8. What was lifelike in cities during the industrial revolution? 9. How did technology change over the Industrial revolution? 10. Why did the aristocracy dominate politics during the Industrial Revolution? 11. Was the Great Reform Act 'Great'? 12. How did Working class people campaign for more political power? 13. To what extent was the IR a period of progress? 14. What was the British Empire?
<p>7.3</p> <p>How did Britain take control of and then lose the Indian sub-continent?</p>	<ol style="list-style-type: none"> 1. How did the EIC take control of India? 2. What is the significance of the Battle of Plassey? 3. How did British rule of India change between 1757 and 1857? 4. What caused the Indian Uprising? 5. What role did the Indian subcontinent play in WW1? 6. What was the Jallianwala Bagh Massacre? 7. How useful is this source for understanding the Jallianwala Bagh Massacre? 8. How did Indians campaign for independence? 9. What happened in partition? 10. What was the impact of Partition?
<p>7.3</p> <p>To what extent was Apartheid a break from British colonialism?</p>	<ol style="list-style-type: none"> 1. What was the scramble for Africa? 2. Who was Cecil Rhodes? 3. Revise for mid-module factual knowledge test 4. What was the Boer War? 5. Was Apartheid a continuity or rupture? 6. Mid-module Factual Knowledge test 7. How did Britain get involved in Egypt? 8. How did people campaign against Apartheid? 9. How did Apartheid end?

<p>7.4</p> <p>Reformation and Elizabeth</p>	<ol style="list-style-type: none"> 1. What caused the Reformation? 2. What was the Reformation? 3. What were the consequences of the Reformation? 4. Church under Edward VI 5. Church under Mary I 6. Elizabeth's Religious Settlement 7. Challenges to the Religious Settlement 8. Catholic threat under Elizabeth 9. How significant were the religious changes? 10. What was it to be a Tudor?
<p>7.5</p> <p>The English Civil War</p>	<ol style="list-style-type: none"> 1. The Gunpowder Plot 2. Long term causes of the English Civil War 3. Short term causes of the English Civil War 4. What happened to the monarchy? 5. How was the monarchy restored?