

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 Coulston 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

marriage. A bill to address modern slavery in Britain was even passed in 2015, with just over 10,000 potential victims referred to the government in 2020.

7.2 Industrial Revolution

Students will then move onto the Industrial Revolution and its impact on Britain Society. A lot of the focus will be on how rapid urbanization led to the creation of overcrowded slums in cities like Liverpool, London, and Bristol. They will then consider how this Dickensian milieu gave birth to the working class, and how working class Brits increasingly campaigned for more political rights, as seen in St. Peter's Square 1819 and the build up to the Great Reform Act of 1832. Finally, students will understand the Industrial Revolution as both a consequence of and catalyst of both the trade in enslaved peoples and 19th Century imperialism.

7.3 British Empire (India and South Africa)

In the new year, students will turn to study the British Empire, with a particular focus on the Indian subcontinent and sub-Saharan Africa. This complex module will first spend some time exploring Mughal India prior to British colonization, before studying the ascendancy of the East India Company, its fall from power following the imposition of direct rule in 1858, and the campaign for Indian Independence. In addition, students will acquire an understanding of the Scramble for Africa, and the end of colonial rule following the waves of African Independence Movements in the 20th century. This study will be underpinned by an appreciation of how racism, nationalism, and industrialisation were key drivers of colonization, and how these themes continue to be contested in our modern world.

7.4 Reformation and Elizabeth

Students will then begin to work towards their end of year exams, with a focus on the Tudors and the Stuarts. Starting by looking at the Reformation, students will consider the significance of the religious changes across and England and Europe. We will then explore the reign of Elizabeth in more depth, continuing our focus on religious upheaval as well as her significance as a monarch. This will feed us into re-examining the English Civil War during the era of the Stuarts, focusing on how and why England became a republic, before concluding with the Restoration of the monarchy.

7.5 The English Civil War

Assessment	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.		
	Students will also be assessed on their writing every half-term. Each written assessment will focus on a specific second-orc		
	concept. These are:		
	1. Cause and Consequence		
	2. Similarity and Difference		
	3. Change and Continuity		
	4. Significance		
	5. Interpretations		
	6. Sources		
Glossary Links	See workbook		
Knowledge	Knowledge organisers will be provided at the start of every module and will include all content that is assessed in the factual		
Organiser	knowledge test.		
Additional key	N.A.		
terms			
Additional	See knowledge organiser		
Resources			

TOPICS	KEY CONTENT	
7.1	1. How was the TST organised?	
	2. What was Britain's role in the TST	
Why did the	3. What was the Middle passage?	
Transatlantic	4. What was life like on plantations?	
Slave Trade	5. Revise for mid-module factual knowledge test	
end?	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?	

7.2	1.	What was the Industrial Revolution?
	2.	What was Britain like in 1750?
What was the	3.	What caused the Industrial revolution?
impact of the	4.	Mid-module Factual Knowledge test
Industrial	5.	How did transport change during the industrial revolution?
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?
7.3	1.	How did the EIC take control of India?
	2.	What is the significance of the Battle of Plassey?
How did Britain	3.	How did British rule of India change between 1757 and 1857?
take control of	4.	What caused the Indian Uprising?
and then lose	5.	What role did the Indian subcontinent play in WW1?
the Indian sub-	6.	What was the Jallianwala Bagh Massacre?
continent?	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?
7.3	1.	What was the scramble for Africa?
	2.	Who was Cecil Rhodes?
To what extent	3.	Revise for mid-module factual knowledge test
was Apartheid a	4.	What was the Boer War?
break from	5.	Was Apartheid a continuity or rupture?
British	6.	Mid-module Factual Knowledge test
colonialism?	7.	How did Britain get involved in Egypt?
	8.	How did people campaign against Apartheid?
	9.	How did Apartheid end?

7.4 Reformation and Elizabeth	 What caused the Reformation? What was the Reformation? What were the consequences of the Reformation? Church under Edward VI Church under Mary I Elizabeth's Religious Settlement Challenges to the Religious Settlement Catholic threat under Elizabeth How significant were the religious changes? What was it to be a Tudor?
7.5	 The Gunpowder Plot Long term causes of the English Civil War
The English	3. Short term causes of the English Civil War
Civil War	4. What happened to the monarchy?
	5. How was the monarchy restored?