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| **CORE KNOWLEDGE**-Pupils will assess the interpretations of Africa before the empire and consider why these interpretations are incorrect in their understanding of African culture.-To understand and appreciate the distinctive nature of African culture and understand the ways in which the African economy functioned.-Pupils will understand the process of the Triangular trade including the economic reasons for the slave trade and the need for commodities such as cotton, sugar, tobacco and chocolate around the world. -Pupils will have an understanding of how slaves were treated on the middle passage. Pupils will be able to empathise with African slaves to develop their understanding of the conditions on board the slave ships. -Pupils will show understanding of the human and economic cost of slavery for example the auctions used to sell slaves when they reached the New World. Pupils will also assess the conditions on the cotton plantations including the mistreatment of slaves, working conditions and the growth of production on the plantations.-Pupils will assess the impact of slaver resistance and rebellion on the eventual abolition of the slave trade. They will consider the role of the Underground railroad and the development of African culture in the New World. -Pupils will investigate the role played individuals such as William Wilberforce, Olaudah Equiano and Thomas Clarkson in the eventual abolition of the slave trade in the British Empire. -Pupils will learn the role that Liverpool played in the growth of the slave trade in Britain and its continued support for the slave trade in the New World after the abolition by the British Empire.  | **ABOVE AND BEYOND**Making links between British cotton manufacture and the slave trade. Explaining how significant the role of the USA was to the slave trade.Evaluate the utility of a historical source commenting on content, provenance and make links to contextual knowledge. **Key Skills****AO1 – Knowledge & Understanding.****AO2 – Second Order Concepts e.g. cause; effect; consequence; continuity and change; significance; similarities; difference; importance.****AO3 – Source Evaluation.****AO4 – Interpretations Evaluation****VOCABULARY**Empire, Colonies, Economic, Competition, Slavery, Profits Merchant, Conflict, Interest, Auction, Scramble  Branding, Freedom, Atlantic Middle passage, slave trade, slave, owner, trader, content, origin, purposeCotton, punishment, plantation, agriculture, photography, living conditions Resistance, passive, aggressive, violence, rebellion , abolition,  | Personal DevelopmentYou will develop transferable skills and an awareness of the importance of studying the Transatlantic Slave Trade. To understand how intolerance and racism developed. To understand the foundations of a tolerant society.Lliteracy Focus Pupil will accurately spell subject specific words, connectives and high frequency words (tier 2 &3) and will use them correctly. Pupils can use a wide range of grammar and punctuation. Numeracy focusPupils will demonstrate the ability to work chronologically and be able to produce timelines. Pupils will be able to understand the economic developments that took place in Britain and the impact of finance. **WHERE NEXT?**Continue with Unit 3b Ideas, Political Power, Industry and Empire: India Case Study.  |

**Context and Introduction to Unit**

**Pupils will learn about the development of the British Empire, the role that Britain played in the Transatlantic Slave Trade. Pupils will understand how the triangular trade functioned, the experience of African slaves during the Middle Passage and their arrival in the New World, as well as their treatment on plantations and the importance of the cotton trade. Pupils will understand the significance of the campaign for abolition of the slave trade at home and abroad.**

***Prior knowledge (KS2/KS3)***

***Pupils can link their knowledge of the cotton mills in Britain during the Industrial Revolution and the growing demand for raw materials from the New World. Pupils will show understanding of Britain’s development as the workshop of the world.***

**The bigger picture:**

*Personal development opportunities.*

*Career links- Law, government, civil service, journalism, education, historian, cartoonist, art historian*

*RSE- Respect and tolerance*

**Journey of Knowledge Unit 3a Ideas Political Power Industry and Empire: The Transatlantic Slave Trade**