Year: 8
Subject: History
Topic/Unit: How did TAS change the world?
When: Autumn half term 2

Huntington School
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Overview: This unit explores how British transatlantic slavery transformed global economies and societies. Students will examine the sophistication of pre-colonial African kingdoms and investigate how the wealth generated from enslaved labour acted as a catalyst for the Industrial Revolution in Britain.

Why this? Why now? Understanding this period is essential for grasping the roots of modern British cities like Bristol and the complex legacy of the British Empire.

Building on...building to: This work builds on the Year 7 unit of Medieval Mali and early imperial expansion under Elizabeth and the later British Empire. It serves as a foundation for understanding the full scale of the Industrial Revolution and the 19th-century abolition movement. Picks up source analysis skills from Y7 and helps students further develop this historical skill for GCSE.

Sequence summary:

- **Lesson 1: Pre-Colonial West Africa.** Analysis of Benin kingdom to challenge stereotypes. Focus is placed on sophisticated trade, art (Benin Bronzes), and existing social structures.
- **Lesson 2: Gold Coast before Slavery:** Analysis of the Akan kingdoms to challenge stereotypes
- **Lesson 3: Barbados and The Plantation System.** Examining the life of enslaved people in Barbados, the "sugar revolution," and the religious justifications used by colonisers.
- **Lesson 4: Barbados and Resistance and Rebellion.** A study of how enslaved people fought back, culminating in the 1816 Bussa Rebellion led by figures like Bussa and Nanny Grigg.
- **Lesson 5: The Transformation of Britain.** Investigating how slavery funded the Industrial Revolution and reshaped cities like Bristol through figures such as Edward Colston.

Key Vocabulary: Akan, Benin, Oba, Triangular Trade, Monopoly, Plantation, Industrial Revolution, Abolition, Indigenous.

Assessments: Students will be practicing source analysis, and they will write a piece answering the enquiry question: "How did the British transatlantic slave trade change the world?". This unit will be formally assessed during Assessment 2.

Able and interested: Learners will be encouraged to use the "Legacies of British Slavery" database to research local geographical connections to slave ownership.

Inclusion, Personal Development and Wider Skills: A dedicated focus on the **"Power of Language"** ensures students understand why certain historical terms are now considered offensive and how to use modern, respectful terminology. The unit promotes critical thinking by asking students to contrast historical justifications for slavery with the reality of human rights.