

Unit Overview: The Tudors								
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons:	14
<p align="center">Key Focus for Unit: <i>What is the key knowledge being delivered? What is the intent of this unit?</i></p>								
<p>Students will build on their knowledge of Britain and its Empire by learning about the development of the Slave Trade, including the reasons for it happened and why it was a popular practice at the time. Students will also be exposed to the harmful impact of slavery on slaves and the legacy that the slave trade has created. Students will also be taught about the acts of slaves who tried to gain their freedom and the impact of these attempts on slavery and the rise of the abolition movement. Students will continue to develop their skills in source analysis and evaluation of evidence to reach their own conclusions on challenging topics.</p>								
<p align="center">Key Knowledge and Big Ideas: <i>What Powerful Knowledge and Big Ideas are explored in this Unit? How have these progressed from previous learning? What gaps in knowledge have you identified from baselining and how are the being closed?</i></p>								
<p>Powerful Knowledge:</p> <ul style="list-style-type: none"> Abolition Movement Triangular trade Equiano Underground Railroad 				<p>Big Ideas:</p> <ul style="list-style-type: none"> Time and Place: Understanding social dynamic across Europe during the 18th and 19th Centuries. Power: Understanding how different groups used and abused their power, and the power taken away from African peoples. Peace and Conflict: Understanding of slave rebellion and violence directed at slaves. 				
<p align="center">Unit Assessment: <i>How will this unit be assessed? What is the frequency of assessments – baselines etc?</i></p>								
<p>Mid-unit assessment focusing on the experience of slaves taking the form of a creative writing piece in which students must include key knowledge that they have learnt about slave experiences. This will examine key objectives: AO1 – knowledge and AO3 – evaluation.</p> <p>Each lesson incorporates a low stakes quiz to enable knowledge retention</p> <p>MS Teams homework quizzes to consolidate learning</p>								
Key Skills Explored			Vocabulary Selected for DVI			Links to Previous Units		
<ul style="list-style-type: none"> Historical analysis Map Skills Source and interpretation analysis Chronology Evaluation Change over time 			<p align="center">Abolition, Act, Rebellion, Slave/Slavery</p>			<p>Students will have studied the British Empire and will have been briefly introduced to the concept of slavery supporting the development of the Empire. Students will have studied African Kingdoms and the Silk Road in Year 7 and will this have an understanding of life in different African nations.</p>		
Links to Careers/Employability			How does this unit prepare students for the next unit?					

- Archaeology
- Doctor/Medical professional
- Museum Curator
- Politician
- Lawyer
- Philosopher

The following units in year 8 are 1920s America and Civil Rights. By learning about the Slave Trade first, students will understand why there was tension in America during the 1920s, including the rise of the KKK. Students will also be supported in understanding the context of the Civil Rights Movement in America during the 50s and 60s.