

YEAR 8 , SLAVERY ,THE INDUSTRIAL REVOLUTION AND JACK THE RIPPER, HISTORY DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Slavery was pivotal to the origins of the industrial revolution and the apogee of the British Empire – cultural and moral long-term impacts of slavery. Immorality of racial superiority Industrial Revolution and life in industrial Britain – building of modern Britain – impact on society, urbanisation & migration; pioneers e.g. Brunel, Stephenson. Children in the revolution – ‘white slaves’ Jack the Ripper – case study of society in the 19th century – social hierarchy; living conditions; law enforcement NC ref:3 	<ul style="list-style-type: none"> Slavery: Triangular Trade; journey across the Middle Passage; slave rebellions; slave auctions; life on plantations and abolition of slavery, William Wilberforce Industrial Revolution: Comparison between life before and after the revolution; pioneers; worst jobs; children in the revolution; greatest development; urbanisation/migration Jack the Ripper – industrial living conditions; profiles of victims; suspects; police methods; social reform Source analysis of Jack the Ripper letters Inferences/interpretations 	<ul style="list-style-type: none"> Triangular Trade; middle passage; continent; Abolition; rebellion; plantations; overseers; torture; industrial; urbanisation; agriculture; Migration; immigration; engineer; pioneer; Smog; Whitechapel; psychological; narcissistic; Vigilance; macabre; prostitute; canonical
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Empathy with conditions – both slavery and children in the revolution Use of new vocabulary both verbally and in written form in the correct historical context Analysis and debate – should Britain apologise for its involvement in the slave trade Writing frames, sentence stems, questions stems Success criteria, mark schemes VIP strategy for disadvantaged students Use the SEND passports to ensure the correct strategies are used to support students who have SEN Recommended reading: ‘Long Journey Home’ by Julius Lester; ‘Passing for White’ by Tanya Landman; ‘Freedom’ by Catherine Johnson; ‘Street 	<ul style="list-style-type: none"> Effects of slavery still widely felt – racism, cultural diversity Comparisons with modern day slavery – has slavery really been abolished How the rest of world have overtaken Britain industrially and how the industrial revolution has affected climate change Advances in crime detection Are women still objects #Metoo 	<ul style="list-style-type: none"> Understanding Britain’s role in the making of the ‘modern’ world Identify the origins of modern Britain and the importance of developing a country’s infrastructure and maintaining it Understand the importance of treating people equally regardless of gender, race etc. Embrace differences and recognise the riches brought by multicultural societies Jack the Ripper tour – trip to London in conjunction with a trip to the Tower of London

Child' by Berlie Doherty; 'Five' by Halle Rubenhold		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • <i>Moral - immorality of using human beings for economic benefit and as objects</i> • <i>Moral – belief that one race is superior to another – what are we doing to dispel this wrong?</i> • <i>Social – understanding the social; divide between the rich and poor, which still exists</i> • <i>Cultural – cultural differences across continents and how these differences can enrich all lives</i> 	<ul style="list-style-type: none"> • <i>Links to geography – Africa, slave trade; urbanisation in industrial Britain</i> • <i>Links to character and culture – modern day slavery</i> • <i>Literacy – analysis of letters and vocabulary used</i> • <i>Chronology – comparison of demographics</i> • <i>Numerous opportunities for reading aloud</i> 	<ul style="list-style-type: none"> • <i>Slavery no longer exists</i> • <i>Jack the Ripper killed more people</i> • <i>Industrial revolution happened overnight</i>
Assessment timeline:		
<ul style="list-style-type: none"> • <i>Interpretations of slavery – what is the main difference between them</i> • <i>Source analysis of children in the mills</i> • <i>Industrial Britain and Jack the Ripper: Explain why the police never caught the perpetrator/a narrative account of key events</i> 		
Home learning		
<ul style="list-style-type: none"> • <i>Meanwhile, Elsewhere – end of slavery/ emancipation of Russian serfs – beginning of SOL</i> • <i>Freyer Model Vocab Task – middle of SOL</i> • <i>Revision using knowledge organiser for assessment on slavery – end of SOL</i> • <i>Story, Source, Scholarship – Whitechapel and Policing – additional/optional</i> 		
Feedback		
<ul style="list-style-type: none"> • <i>All assessments will be feedback 4 and self-assessed</i> • <i>Use of the iscan for live marking</i> 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													