

Learning Plan 2	Subject/Pwnc: Slavery	Year/Blwyddyn: 8
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The Four Purposes in Humanities:

Ambitious, capable learners, who:

have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.

Enterprising, creative contributors, who:

research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.

Ethical, informed citizens, who:

find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.

Healthy, confident individuals, who:

are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenge; develop skills and knowledge to manage everyday life.

Knowledge focus/What matters:

End of topic 1: The Transatlantic Slave Trade-why was it unfair and how did it get abolished?

Start of Topic 2: Jack the Ripper-how did one man create such fear in Victorian Britain?



Learning objective/Big question	What will I know and be able to do? I can...	How will I develop my skills and knowledge and make progress? (Success criteria)	Homework/Gwaith Cartref to support progress
Week/Wythnos 1-2 The Underground railroad and Harriet Tubman. How significant was Harriet Tubman to the emancipation movement? <ul style="list-style-type: none"> • movement? 	<ul style="list-style-type: none"> • I will be able to describe how the underground railroad worked to free slaves • I will be able to identify and explain a plethora of dangers its members faced and how they overcome these • I will be able to assess how important this was in the emancipation movement • I will be able to assess the significance of a person in history to this movement. 	<ul style="list-style-type: none"> • I will explore and record what the underground railroad was using the 5 historical W's • I will interpret the role of Harriet Tubman and the wider context of the emancipation movement by completing tasks linked to the video 'Harriet Tubman' • I will evaluate Harriet's role by evaluating historical sources. • I will construct a reasoned argument demonstrating at least 4 reasons why Harriet was significant to this movement using the key terminology correctly 	
Week/Wythnos 3-4 Why was slavery made illegal in the UK and how did slave owners react?	<ul style="list-style-type: none"> • I will be able to identify a range of reasons used by abolitionists and anti-abolitionists regarding the slave trade • I will be able to identify and explain the role of key people on both sides • I will be able to demonstrate the immediate consequences of the end of the slave trade in the UK 	<ul style="list-style-type: none"> • I will be able to demonstrate how key men such as William Wilberforce and ex slaves such as Olaudah Equiano helped the end of slavery in the UK • I will be able to apply their arguments by writing a speech as a pro-abolition MP to be read out in Parliament encouraging other MPs 	Homework: Research question: Penrhyn Castle, Bangor- what are its connections to the slave trade? Set: Week 2

		<p>to vote in favour of abolition and suggesting ways in which they can appease the slave owners by granting them financial reimbursement.</p> <p>Assessment task</p> <ul style="list-style-type: none"> My speech will be persuasive and testify to real examples of the barbarity and cruelty of slavery I will use the S.C to plan my letter effectively 	Due: Week 4
Week/Wythnos 5	<ul style="list-style-type: none"> I will use my three-part feedback and the SC to redraft a section of my speech to improve it. I will be able to independently research and record heroes of the Abolition movement 	<ul style="list-style-type: none"> I will strengthen my work by responding to my dirt time task, ensuring my work is developing and improving. I will select one key person from the Abolition movement to create a display poster for a museum 's display on slavery. I will recognize how they helped the movement and argue why they should be remembered as an unsung hero of history. 	<p>Modern slavery-does it still exist? Pupils to find examples to present to the class.</p> <p>Set: Week 4 Due: Week 6</p>
Week/Wythnos 6- Why is Jack the Ripper so infamous?	<p>New topic: Jack the Ripper</p> <ul style="list-style-type: none"> Be able to understand how and why the Jack the Ripper myth began. Identify reasons to explain why Jack is so famous today. Infer what we can find out about Jack from his supposed letters to the police. 	<ul style="list-style-type: none"> Explore a range of factors which establish Jack's infamy. Evaluate a range of evidence and make inferences regarding the authorship of Jack's alleged 'Dear Boss' letters Compose arguments for and against Jack being the actual author of the Dear Boss letter. 	
Week/Wythnos 7: A Tudor Christmas-how was it similar, how was it different?	<ul style="list-style-type: none"> I will recognize key similarities and differences between Christmas now and then. I will be able to use new vocabulary correctly showing understanding of its spelling and meaning I will be able to compare and contrast Christmas traditions from a different time period to my own 	<ul style="list-style-type: none"> A day in the life of..... Use your knowledge to write a letter as a Tudor teenager to someone in the future explaining what your Christmas is like You must be able to explain the build up to Christmas, the food, the entertainment, the religious services etc What you enjoy, dislike, key traditions 5 key differences should be recorded with their significance explained. 	<p>Homework:</p> <p>10 keywords from the half term to revisit and master the spelling of for a spelling and context test in January.</p> <p>Set:Week 6 Due: Week 1 of Spring term</p>