

About the unit

This is a thematic study which uses a single product (sugar) to investigate the wide-ranging and complex story of empire and slavery and the links between them.

It is **inspired by** the work of English historian James Walvin and his book, *How sugar corrupted the world* (2017).

It puts further flesh on the **chronological spine of British history** that we first mapped out in the thematic study of water then developed in the study of London.

However, it has some differences from those thematic studies because:

- they focused on British history and this has broader geographical scope
- it covers a narrower date range (although we have tried to stick with the same periodisation).

The **topics** of slavery and empire are vitally important objects of study both as substantive concepts and also as factors that affect the lives of so many people around the world.

It allows students to discern **causes and consequences** and see links between developments in different societies.

It is **content rich**. Any one of these lessons could be developed in different and worthwhile directions, but we have stayed focused on the sugar industry and its impact to make sense of a very complicated story. The exception is lesson 5.4 where we had to drop the chronological pattern in order to focus on the nature of slavery and on the abolition movement.

Short and focused thematic studies such as this are one of the best ways to develop chronological understanding and awareness of the broad arc of time. But they need to have focus.

- Our first thematic study (Unit 1) viewed a long period through a single **feature** (sanitation).
- The second (Unit 3) viewed it through a single **place** (London).
- This one views it through a single **product** (sugar).
- The final one (Unit 7) views it through a single issue (migration).

Learning Outcomes

This thematic study will help your students to develop an understanding of:

- the close relationship between sugar production and slavery
- the origins of the transatlantic slave trade and its impact on enslaved African people
- how Britain benefitted from the slave trade
- the key features of the abolition movement
- links between sugar and the modern obesity crisis.

At the end students will know about:

- the changing nature of sugar production and consumption over time
- how sugar production and consumption helped change the course of European and world history
- how European empires colonised the New World
- how the transatlantic slave trade began and why it grew

- Britain's role in the slave trade
- the impact of slavery on Africa, the Caribbean and on England.

They will be able to:

- describe and explain changes in the production, trade and consumption of sugar
- describe and explain the impacts of sugar on different groups.

Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Abolitionists; Anti-slavery movement; Boycott; Convenience foods; Fructose; Indentured workers; Industrialisation; Irrigation; Islamic world; Obesity; Rationing; Republic; Slavery; Soltitee; Sugar beet; Sugar cane; Sugar refineries; Sugar tax; Transatlantic trade; Triangular trade; Uninhabited; Watermills.

Assessment opportunities

This thematic study will give you two assessable outcomes.

The end of enquiry final task is a structured essay. Students have a choice of topic. This will:

- reveal students' **writing** independence
- reveal their awareness of **key features** of each period
- reveal their understanding of **change over time** (how things have changed or stayed the same from period to period)

- reveal their understanding of **causes** (why things have changed or stayed the same).

Every lesson offers opportunities for formative assessment, for example:

- ability to use sources to consider key features and attitudes in a period (128–29, 130–31)
- their evaluation of picture sources as interpretations (132–33).

There is a half-termly baseline assessment after Lesson 5F.

Links to 2014 National Curriculum

Content knowledge:

- A study of a significant issue in world history and its interconnections with other world developments.
- Britain's transatlantic slave trade: its effects and its eventual abolition.

Disciplinary knowledge:

- Extend and deepen their chronologically secure knowledge and understanding of world history, so that it provides a well-informed context for wider learning.
- Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
- Use historical terms and concepts (for example trade or slavery) in increasingly sophisticated ways.
- Pursue historically valid enquiries.
- Create relevant, structured and evidentially supported accounts.
- Combine overview and depth studies to help students understand both the long arc of development and the complexity of specific aspects of the content.

Links to future learning in Understanding History

- Builds on previous thematic Units 1 and 3 in building a sense of chronology and the periodisation of History.
- Builds on enquiry 4.2 (the exploration of the new World) and 4.6 (Elizabethan adventurers), which describe European and English interest in the new World.
- There is a hook in 4.9 site study, which can be referred back to as an example of a British family getting rich on profits from the slave trade.
- Builds on the 4.11 Close-up, documenting the beginnings of Britain's Empire in the east.

Links to future learning at GCSE

This unit will provide useful contextual background for:

AQA GCSE History	Migration, empires and the people: c790 to the present day
OCR B GCSE History	Migrants to Britain, c. 1250 to present
OCR A GCSE History	The impact of empire on Britain 1688–c. 1730
WJEC/Eduqas GCSE History	The Voyages of Discovery and Conquest of the Americas, 1492–1522

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

Pearson Edexcel GCSE History	Skill sheet	Content focus/Enquiry	Skills focus
	10	Abolition of slavery (5)	Narrative
OCR B GCSE History	Skill sheet	Content focus	Skills focus
	13	Sugar, empire and slavery (5)	Clear and organised summary
	14	Sugar, empire and slavery (5)	Thematic essay question

Lesson sequence

These six lessons form a single sequence in which students visit six periods of British history and compare them. They see the development of empire and slavery and see the links between events in Britain, Europe and the World. NB These are at-a-glance lesson summaries.

You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331457 – Understanding History: Key Stage 3: Boost Premium
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

Lesson summaries

Lesson 5A How sugar reached the Islamic world, AD350–1100

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> Understand the origin of sugar and its spread from India to the Islamic world 	<ul style="list-style-type: none"> Tracking the history of sugar on a map Writing notes on the changes in the sugar trade and the impact it had on different groups for this period 	<ul style="list-style-type: none"> Irrigation Islamic world Sugar cane Watermills 	<ul style="list-style-type: none"> Lesson plan 5A Worksheet 5A.1 Worksheet 5A.2 Lesson presentation

Lesson 5B How sugar spread to Europe and the Caribbean, 1100–1500

Unit 8 Period study: Understanding the modern world, 1900 to present (24 lessons)

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand who was producing, trading and consuming sugar between 1100 and 1500 	<ul style="list-style-type: none"> Analysing sources about the importance of sugar, its production and the 'discovery' of the Caribbean Adding to the map and table from the first lesson on changes in the sugar trade and the impact on different groups in this period 	<ul style="list-style-type: none"> Slavery Soltitee Uninhabited 	<ul style="list-style-type: none"> Lesson plan 5B Worksheet 5B Worksheet 5A.1 Worksheet 5A.2 Lesson presentation

Lesson 5C Transatlantic sugar, 1500–1800

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the triangular trade and who benefitted from it 	<ul style="list-style-type: none"> Analysing a source to understand that sugar was now available to the middle classes Adding to the table on the changes in the sugar trade and the impact of triangular trade on different groups 	<ul style="list-style-type: none"> Transatlantic trade Triangular trade 	<ul style="list-style-type: none"> Lesson plan 5C Worksheet 5C Worksheet 5A.1 Worksheet 5A.2 Lesson presentation

Lesson 5D The human cost of sugar

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the impact of the slave trade on Africa and the enslaved African people and find out about the anti-slavery movement 	<ul style="list-style-type: none"> Analysing the reliability of a source showing life on a sugar plantation Adding to the table on how the sugar trade affected enslaved African people and the effect of the anti-slavery movement 	<ul style="list-style-type: none"> Abolitionists Anti-slavery movement Boycott Republic 	<ul style="list-style-type: none"> Lesson plan 5D Worksheet 5D Worksheet 5A.1 Worksheet 5A.2 Lesson presentation

Lesson 5E Sugar for everyone, 1800–1900

Unit 8 Period study: Understanding the modern world, 1900 to present (24 lessons)

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the effects on the sugar trade of indentured labour, sugar beet and industrialisation and how sugar consumption reached the working class 	<ul style="list-style-type: none"> Learning about the industrialisation of sugar Adding to the table on how sugar production changed in this period and its impact both on indentured workers and on the people consuming sugar in Britain 	<ul style="list-style-type: none"> Indentured workers Industrialisation Sugar beet Sugar refineries 	<ul style="list-style-type: none"> Lesson plan 5E Worksheet 5E Worksheet 5A.1 Worksheet 5A.2 Lesson presentation

Lesson 5F The sugar crisis: 1900 to the present

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the impact of sugar on people's health from 1900 to the present 	<ul style="list-style-type: none"> Finishing their table to record the way food companies have used more sugar in their products and the impact this has had on people's health Writing an essay on either the changes in the sugar trade from AD350 to the present or on the impact of sugar on people's lives in the same period 	<ul style="list-style-type: none"> Convenience foods Fructose Obesity Rationing Sugar tax 	<ul style="list-style-type: none"> Lesson plan 5F Worksheet 5F Worksheet 5A.1 Worksheet 5A.2 Lesson presentation Pearson Edexcel skill sheet 10 OCR B skill sheet 13 OCR B skill sheet 14