



# Freedom

**Recommended year group:** Year 8

**Subject focus:** History, English, RE, PSHE

## Driving Question

What events in history defined the civil rights we are entitled to today?

### Introduction

The intention of this theme is to deepen students' understanding of civil rights and understand their origin and the struggles groups in society have been through to obtain them. Students will start by looking at the British Empire and assess the effects that it had on the countries that were colonised. Then students will explore the Slave Trade and evaluate the treatment of people who were captured and empathise with their experiences.

Following on from this, students will look at the Civil Rights Movement in America and consider the origins of racial tension and how racial issues perpetuated despite slavery being made illegal.

The theme then takes the students to the modern day and explores the problem of human trafficking and the introduction of the Modern Slavery Bill supported by charities such as UNICEF.

Finally, students are to look at their own rights and responsibilities and teach younger students the importance of them through a children's story.



## Assessment outcomes

**Lesson 1: Why do we remember the British Empire?** Why did people create statues of traders?

**Lesson 3: Big Read Olaudah Equiano:** Analysis of text.

**Lesson 5: Extreme write – Abolitionist Speech:** Persuasive speech.

**Lesson 6: A never-ending story – American Civil Rights:** An evaluation of how life in America has changed for Black people.

**Lesson 8: Religious Freedom:** A mind-map linking Quaker beliefs to ethical business decisions.

**Lesson 9: Modern Rights and Responsibilities:** A children's story on rights and responsibilities.

**Lesson 12: Extreme Write – Writing to Argue:** Essay on the topic of slavery through time.

## Key vocabulary

Abolish, Abolition, Adjectives, Adverbs, Argument, Auction, Beliefs, Campaign, Catholics, Civil Rights, Coercion, Colonies, Colony, Commerce, Counter-argument, Criminalised, Democracy, Diversity, Empathy, Empire, Enslave, Equality, Exploitative, Export, Forced labour, Freedom, George Cadbury, Human rights, Humanitarian, Impact, Imperialism, Import, Inequality, Integrity, International, Jim Crow Laws, Kidnapped, Legal, Legislation, Liberty, Middle Passage, Moral, Parliament, Peace, Personal Pronouns, Plantations, Poverty, Professionalism, Protest, Protestants, Quakers, Quota, Recruited, Repetition, Respect for Diversity, Responsibilities, Rituals, Rural, Security, Segregation, Slave Trade, Slavery, Slavery Abolition Act, Suffragettes, Suffragists, Tolerance, Transported, United Nations, Violence, Vote

## Linked reading

*The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano, 2015 (originally published in 1789) – This autobiography tells the story of Olaudah Equiano as he was stolen from Africa, transported across the middle passage, forced into slavery and gained his freedom. Throughout the theme, students will look at extracts from this autobiography. This is widely regarded as an important historical work.

## Flipped learning opportunities

- **Lesson 1: Why do we remember the British Empire?** - Investigating the British Empire.
- **Lesson 3: Big Read** -
- **Lesson 4: Abolition of Slavery in the UK** – Students to explore the life of Olaudah Equiano.
- **Lesson 6: A never-ending story – American Civil Rights** – Differentiated comprehension activity on the experiences of Jesse Owens.
- **Lesson 7: Suffragists and Suffragettes** – Researching the Suffragist movement.
- **Lesson 9: Modern Rights and Responsibilities** – “What are British Values?” activity.
- **Lesson 10: United Nations** - Students to watch the video on the UN and then answer questions regarding the work the UN does.
- **Lesson 13: Careers in the United Nations** – follow the links to answer questions about careers in the UN



## People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:**
- **Place:**
- **Time:**

## Family learning opportunities

Ideas for discussion at home:

## Looking After Yourself

Read the following Kooth articles that link to the issues of this theme:

- Women who did it First
- The Importance of Kindness
- Black History – coping through music
- Invisible Disabilities

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## Extended learning opportunities

Students could use these ideas to explore different features of the theme.

### Careers

These ideas can be used alongside the lessons in order to discover career pathways associated with key elements of learning from this theme.

Continue research into careers in the United Nations: [UN Careers | UNA-UK](#)

*Explore careers in Education*

<https://nationalcareers.service.gov.uk/job-categories/teaching-and-education>

*Explore careers in Law*

<https://nationalcareers.service.gov.uk/job-categories/law-and-legal>

### Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons

[International Slavery Museum Virtual Tour](#)

[National Civil Rights Museum - Virtual Tour – Joy of Museums Virtual Tours](#)

### Clubs

Set up or join a debating club. Check if your school is signed up with an organisation such as Debate Mate. <https://debatemate.com/>

## Cultural capital suggestions

**Read:** *Roots - The Saga of an American Family* by Alex Hayley.

This novel tells the story of how Kunta Kinte was captured as a teenager and sold into slavery. Over the course of the novel we follow the experiences of Kunta Kinte's descendants in the United States all the way through to Hayley.

**Look:** *Suffragette*, 2015

This film depicts the women's suffrage movement in the United Kingdom. This topic is covered in lesson 7.

**Listen:** "I Have a Dream" – Speech by Dr. Martin Luther King Jr, 1963

This is considered by many to be Martin Luther King's most prominent speech. It was originally delivered in Washington in front of 250,000 people as a call to end racism.

## Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
<b>Lesson 1:</b> Why do we remember the British Empire?	History	Identify what is meant by an empire.  Explain why Britain benefitted from the Empire?  Why did people create statues of traders?	<b>SE.HS.01:</b> Structuring, organising and deploying historical knowledge, using historical vocabulary.	<b>KS3 History:</b> Ideas, political power, industry and empire. Investigate how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
<b>Lesson 2:</b> <b>Slavery comes to the Americas</b>	History	Identify, describe and explain the main features of the Slave Trade Triangle.  Create a portfolio of evidence against the slave trade.	<b>SE.HS.03:</b> Using historical sources	<b>KS3 History:</b> Ideas, political power, industry and empire. Investigate how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
<b>Lesson 3: Big Read –</b>	English	Awaiting copyright agreement.	<b>RL.PV.02:</b> Analyse the writer's main point of view and likely attention and summarise the key supporting details and ideas.	
<b>Lesson 4:</b> <b>Abolition of Slavery in the UK</b>	History	Describe reasons why the slave trade was abolished.  Investigate the key campaigners who fought to end the slave trade.	<b>SE.HS.02:</b> Making historical connections (change and continuity, cause and consequence, significance / importance, similarity and difference)	<b>KS3 History:</b> Ideas, political power, industry and empire. Significance of individuals.



		Evaluate the reasons for the abolition of the slave trade.		
<b>Lesson 5: Extreme write – Abolitionist Speech</b>	English	To develop descriptive writing techniques.  To explore how to embed tone in a piece of writing.	<b>CL.WP.02:</b> Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice).  <b>CL.SL.03:</b> Develop and adapt speaking skills and strategies in formal and informal contexts (speeches and presentations).	<b>KS3 English:</b> <ul style="list-style-type: none"> <li>• Writing for a wide range of purposes and audiences, including scripts for talks and presentations.</li> <li>• Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.</li> </ul>
<b>Lesson 6: A never-ending story – American Civil Rights</b>	History	Describe what life was like for black Americans during the 1940’s – 60’s  Make connections between the experiences of Black Americans in the 1960’s and life in modern day America.	<b>SE.HS.02:</b> Making historical connections ( <b>change and continuity</b> , cause and consequence, significance / importance, <b>similarity and difference</b> ).	<b>KS3 History:</b>  Challenges for Britain, Europe and the wider world 1901 to the present day. Students can focus on continuity and change / cause and consequence / significance.
<b>Lesson 7: Suffragists and Suffragettes</b>	History	Explain the difference between the Suffragist and Suffragette movements.	<b>SE.HS.02:</b> Making historical connections (change and continuity, cause and consequence, significance / importance, <b>similarity and difference</b> ).	<b>KS3 History:</b>  Challenges for Britain, Europe and the wider world 1901 to the present day. Students can focus on continuity and change / cause and consequence.

		<p>Explore the role of key individuals who fought for women's rights.</p> <p>Evaluate the most important factors that led to women gaining the vote.</p>		
<p><b>Lesson 8: Religious Freedom and Reformers</b></p>	R.E.	<p>Identify how religion in Britain has changed over time.</p> <p>Explain who the Quakers are and what their key religious beliefs are.</p> <p><b>Analyse</b> how George Cadbury's beliefs informed his actions.</p>	<p><b>SE.RE.01:</b> Make sense of religious beliefs</p>	<p><b>KS3 SACRE RE:</b></p> <p>Investigating practices and ways of life, exploring the impact of religion and beliefs.</p>
<p><b>Lesson 9: Modern Rights and Responsibilities</b></p>	P.S.H.E.	<p>Explain how human rights are important for human beings to live and grow.</p> <p>Link rights and responsibilities and discuss how we all have responsibilities.</p>	<p><b>PS.SC.02:</b> Demonstrates examples of diversity, empathy, and equality from one's own life experiences.</p>	<p><b>KS3 Citizenship NC:</b></p> <p>The precious liberties enjoyed by the citizens of the United Kingdom.</p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.</p>

<p><b>Lesson 10: The United Nations</b></p>	<p>P.S.H.E.</p>	<p>Identify the purpose of the United Nations.</p> <p>Assess the benefits and drawback for countries wanting to join the United Nations.</p> <p>Evaluate if the United Nations is effective and necessary in the modern world.</p>	<p><b>PS.SC.02:</b> Demonstrates examples of diversity, empathy, and equality from one's own life experiences.</p>	<p><b>KS3 Citizenship NC:</b></p> <p>The precious liberties enjoyed by the citizens of the United Kingdom.</p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.</p>
<p><b>Lesson 11: Modern Day Slavery</b></p>	<p>History P.S.H.E.</p>	<p>Identify and define the term modern day slavery.</p> <p>Compare and contrast modern slavery to slavery in the 1700's.</p>	<p><b>SE.HS.02:</b> Making historical connections (change and continuity, cause and consequence, significance/ importance, similarity and difference)</p> <p><b>PS.SC.02:</b> Demonstrates examples of diversity, empathy, and equality from one's own life experiences.</p>	<p><b>KS3 Citizenship NC:</b></p> <p>The precious liberties enjoyed by the citizens of the United Kingdom.</p> <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.</p>
<p><b>Lesson 12: Extreme Write – Writing to Argue</b></p>	<p>English</p>	<p>Summarise and use knowledge gained through the theme 'Freedom' in an argument.</p> <p>Apply different language techniques and structures when writing to argue.</p>	<p><b>CL.WP.03</b> Organise and present whole texts effectively, sequencing and structuring ideas, information and events (organisation).</p>	<p><b>KS3 English:</b></p> <ul style="list-style-type: none"> <li>• Writing for a wide range of purposes and audiences, including arguments.</li> <li>• Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> </ul>

<b>Lesson 13 – Careers in the United Nations</b>	Careers	Describe the values that the United Nations expect their employees to have.  Explain how you could identify these values in your life to apply for a job	<b>PD.CA.02:</b> Experiencing the world of work	<b>CDI Framework</b>  Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.
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