**Scheme of work**

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| **Lesson title/question** | **Lesson aim/objective(s)** | **Resources to be used**  **Not all of these may fit into a single lesson; optional extras have been highlighted below in bold. Alternatively, the lessons could be split into multiple sessions to incorporate all the material.** |
| How did three towns become involved in the transatlantic slave trade? | * Link back to students’ existing knowledge * Understand the reasons behind the beginning of the transatlantic slave trade * Locate the three towns of Bath, Bridgetown and Oguaa | Map of the Atlantic to be annotated with the three towns and key elements of the slave trade  Extract from Eric Williams, *Capitalism and Slavery* |
| What was the impact of the transatlantic slave trade on Oguaa? | * Examine Akan society before the transatlantic slave trade * Understand the purpose of Cape Coast Castle, the conditions within it and its impact on the town * Assess what Philip Quaque’s story can tell us | Photographs of Akan gold weights – primary sources for students to discuss  Timeline of events on the Gold Coast – students to consider the impact on Oguaa  Primary sources about Cape Coast Castle  Saidiya Hartman interpretation to read to the students and discuss  **Philip Quaque’s story** |
| What was the impact of the transatlantic slave trade on Bridgetown? | * Understand what law and punishments, entertainment and work were like for different groups of people in Bridgetown * Assess what the ship’s surgeon’s story can tell us * Use primary sources to uncover the complexity of life for enslaved people in an urban setting | 1695 engraving of Barbados – primary source  James Waller’s story about the ship’s surgeon – primary source  1661 Barbados Slave Code – video with Hilary Beckles and David Olusoga  **Ann Phillips’s will – primary source with Cecily Jones’ interpretation of it**  Collection of primary sources about law and punishments, entertainment and work |
| What was the impact of the transatlantic slave trade on Bath? | * Understand the link between the transatlantic slave trade and the prosperity of Bath * Make inferences about the experiences of Black people living in Georgian Bath * Assess what William Beckford’s story can tell us | Primary sources to understand the relative poverty of Bath at the start of the seventeenth century  Map of Georgian Bath to be annotated with links between key buildings and the slave trade: Pulteney Bridge, the Abbey, the Royal Crescent  Video from BBC *Civilisations Stories* with Miles Chambers – Beckford’s Tower  **Advertisements from Bathnewspapers from masters looking for runaway enslaved people** |
| Assessment | **Assessment – a piece of writing tying all three places together** | ‘Split screen’ worksheet to show what was happening in each location, with conclusion and introduction |