

# The rise and fall of the Transatlantic slave trade

Fascinate your pupils with a fresh approach to this rich and familiar topic

Friday 11th March 2016  
Museum of London Docklands



**Provoke intellectual curiosity and historical thinking through this complex but engaging topic**

- Delve into the major debates surrounding the trade, such as the ideas and motivations behind its growth and abolition, and the way it has been remembered and represented
- Explore key lines of enquiry and discover practical strategies to promote deep historical thinking that challenges students to go beyond the superficial
- Increase your awareness of the most recent historical literature and discuss how to teach this topic with real historical rigour and depth

## Sessions include:

*Slaves in numbers: Slaves as people*  
**Professor David Richardson**, University of Hull

*The abolition movement in context:  
The end of the British slave trade*  
**Professor Kenneth Morgan**,  
Brunel University London

### Teacher-led workshops:

*Using lines of enquiry to promote thinking and  
provoke debate in the History classroom*

*'One voice that changed the lives of millions?'*  
*Using film to develop critical thinking in History*

## This day is for you if:

- You teach History at KS3 or 5
- You want to better understand the contrasting interpretations of the transatlantic slave trade
- You'd like to make critical use of written sources, images and film to introduce more debate and challenge to this topic

### Prices:

1st place £195 (Schools Programme members £145)  
£75 for further places from the same department

### Enquiries:

020 3174 1592/guy.norton@princes-ti.org.uk



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# Speakers

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## Professor David Richardson, University of Hull: *Slaves in numbers: Slaves as people*

*Much of recent research has focused on estimating the scale and dimensions of the Atlantic slave trade. This talk will review that work, using among other things data from the slave voyages website as well as a recently published atlas of the transatlantic slave trade. But it will also explore other work on slavery, which highlights the humanity of the enslaved, an increasing awareness of which contributed to the rise of British abolitionism from the 1780s onwards.*

David Richardson is Emeritus Professor of Economic History, University of Hull, and founder and former director of the University's Wilberforce Institute for the study of Slavery and Emancipation (WISE). He is co-author of the slave voyages website and of the award-winning Atlas of the Transatlantic Slave Trade (Yale University Press, 2010). He is currently writing a book of the British Slave Trade and its Abolition and is working on a study of contemporary slavery in historical perspective.

## Professor Kenneth Morgan, Brunel University London:

### *The abolition movement in context: The end of the British slave trade*

Professor Morgan is primarily an economic and social historian of the British Atlantic world in the 'long' eighteenth century (1688 - 1840). His particular academic specialism is the history of merchants, ships, foreign trade and ports. He also has subsidiary academic interests in Australian history and in music history. He has previously taught in schools, colleges and other universities before going to Brunel. He is a Fellow of the Royal Historical Society.

# Teacher Leader

Our days are led by practising teachers, ensuring their relevance to you

This day will be led by Jonnie Grande, a History teacher at Alexandra Park School, London, where he is a Teaching and Learning Coordinator and also has responsibility for co-ordinating the EPQ. He studied his PGCE at Oxford University, and before that an MA in Medieval History at Durham University.

*"The Transatlantic Slave Trade is a topic I look forward to teaching every year for the unparalleled impact it has on pupils. Not only are they fascinated and incredibly engaged, but the topic always provokes real curiosity, stimulates a wealth of questions and encourages pupils to think deeply. I have worked closely with colleagues to develop an approach that not only exposes pupils to the key lines of enquiry in the literature, but forces them to respond to these lines of enquiry in order to place rigorous historical debate at the centre of the topic"*

## Also coming up for History teachers

### Elizabethan England for KS4 and 5

Tuesday 3rd March 2016, King's College London

### Reshaping the Middle East: Collapse of empire and regional turbulence

Summer term 2016, London

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