

**PENTECOST TERM 2**  
**HISTORY – Year 6 - Medium Term Planning – SLAVERY**

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p><b>CHRONOLOGICAL UNDERSTANDING</b>  <b>KNOWLEDGE AND INTERPRETATION</b></p> <p><b>LEARNING INTENTION:</b>  To know that African people were enslaved by European colonisation.</p> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>• Use and recall dates/ historical terms accurately to describe and sequence <b>significant</b> events (present and prior learning).</li> <li>• Explain with increasing detail how <b>significant</b> events in history have influenced our lives today.</li> </ul> <p><b>Aim:</b>  Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>	<p><b>HISTORICAL ENQUIRY</b></p> <p><b>LEARNING INTENTION:</b>  To know that Britain played a key role in the Maafa.</p> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>• Analyse a <b>wide range of evidence</b> in order to justify claims about the past.</li> </ul> <p><b>Aim:</b>  Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p><b>KNOWLEDGE AND INTERPRETATION</b></p> <p><b>LEARNING INTENTION:</b>  To know that the triangular slave trade was a transatlantic system of enslavement which had an enormous human impact.</p> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>• Provide more detailed accounts of <b>significant</b> historical events they are studying/have studied and link with more than one source of evidence.</li> </ul> <p><b>Aim:</b>  Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>

<b>Key Vocabulary:</b> <b>slavery, enslavement</b> , trade, indigenous, empire, colony, <b>colonisation</b> , rule	<b>Key Vocabulary:</b> <b>Maafa</b> , disaster, <b>tragedy, oppression</b> , wealth, power, <b>consequences</b>	<b>Key Vocabulary:</b> <b>transatlantic</b> , plantation, <b>export, import</b> , transportation, <b>slave trade</b>
<b>Recap &amp; retrieval</b>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>From 1441 onwards, enslaved African people were transported to Portugal and bought, sold and treated like cattle.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>From 1441 onwards, enslaved African people were transported to Portugal and bought, sold and treated like cattle.</li> <li>Today, people use the Swahili term <i>Maafa</i>, which means 'great disaster' or 'great catastrophe', to describe the consequences of the slave trade for Africa and its people.</li> </ul>
<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>From 1441 onwards, enslaved African people were transported to Portugal and bought, sold and treated like cattle.</li> <li>This was called chattel slavery (chattel means cattle).</li> </ul> <b>Teacher:</b> <b>Portugal's involvement</b> <ul style="list-style-type: none"> <li>This form of enslavement became known as chattel slavery.</li> <li>African tribes sold enslaved people from central Africa to Europe in exchange for luxury goods and guns.</li> <li>In 1452, Pope Nicholas V issued an official letter, or papal bull, called the <i>Dum Diversas</i>, which allowed Portuguese explorers to enslave anyone who was not a Christian for the rest of their life. Three years later, he issued another papal bull called the <i>Romanus</i></li> </ul>	<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>Britain transported more enslaved African people than any other European country.</li> <li>Today, people use the Swahili term <i>Maafa</i>, which means 'great disaster' or 'great catastrophe', to describe the consequences of the slave trade for Africa and its people.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>By the middle of the 1500s, Spain and Portugal had gained great wealth and power from their colonies in the New World and their involvement in the slave trade.</li> <li>Other European powers wanted to benefit from colonisation.</li> </ul> <b>Britain's role in the Maafa</b> <ul style="list-style-type: none"> <li>Britain first began transporting enslaved African people in 1562, when Elizabeth I gave John Hawkins, an English naval commander, the permission to do so.</li> </ul>	<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>The triangular slave trade was a very profitable system of enslavement, developed to provide labour for plantations in the Americas.</li> <li>It involved three journeys: goods from Europe to Africa; slaves from Africa to the Caribbean and Americas and finally goods from the Caribbean and Americas to Europe.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>The <b>first journey</b> started in Europe and ended at the forts on the west coast of Africa.</li> <li>The ships were loaded with metal, linen and guns in Europe, which were exchanged for enslaved people in Africa.</li> <li>On the <b>second journey</b>, ships crammed full of enslaved people sailed from the west coast of Africa to the Caribbean and the Americas.</li> </ul>

<p><i>Pontifex</i>, which encouraged the seeking out and enslavement of African people.</p> <p><b>Spain's involvement</b></p> <ul style="list-style-type: none"> <li>• In 1492, Christopher Columbus discovered Hispaniola, a Caribbean island, which he claimed for Spain.</li> <li>• On a later voyage, he took sugar cane to the Caribbean to create sugar plantations.</li> <li>• The indigenous people of Hispaniola suffered greatly when they were enslaved to work on the sugar plantations.</li> <li>• A Spanish priest believed that African people would be more suited to work on the plantations, because of their darker skin.</li> <li>• African people were then targeted for enslavement.</li> </ul>	<ul style="list-style-type: none"> <li>• By 1650, Britain had seized several West Indies islands from Spain, and was transporting several thousand enslaved African people across the Atlantic Ocean each year.</li> <li>• By the early 1800s, this number had increased to 120,000 each year.</li> <li>• They use this term because the slave trade affected so many people and had such huge consequences for the people of Africa.</li> <li>• Millions of enslaved people suffered.</li> </ul>	<ul style="list-style-type: none"> <li>• This journey was known as the middle passage.</li> <li>• Conditions on board the ships were terrible, and many enslaved people died.</li> <li>• After reaching their destination, the enslaved people were sold at auction and taken to work on the plantations.</li> <li>• Before the <b><u>final journey</u></b>, the ships were loaded with goods grown and produced on the plantations in the Caribbean or Americas.</li> <li>• They then sailed back to Europe, where the goods were sold for a profit.</li> </ul>
---	---	--

## PENTECOST TERM 2

### HISTORY – Year 6 - Medium Term Planning – SLAVERY

<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
<p><b>KNOWLEDGE AND INTERPRETATION</b></p> <p><b>LEARNING INTENTION:</b> To know that British society benefited from enslavement.</p> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain why and how our knowledge of the past is constructed from a <b>range of sources</b>.</li> </ul> <p><b>Aim:</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p><b>KNOWLEDGE AND INTERPRETATION</b></p> <p><b>LEARNING INTENTION:</b> To know that William Wilberforce was a key figure in the abolition of slavery.</p> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain with increasing detail how <b>significant</b> events in history have influenced our lives today.</li> </ul> <p><b>Aim:</b> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p><b>KNOWLEDGE AND INTERPRETATION</b></p> <p><b>LEARNING INTENTION:</b> To know that many inspirational black Britons have had a positive impact on society.</p> <p><b>Disciplinary knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain with increasing detail how <b>significant</b> events in history have influenced our lives today.</li> </ul> <p><b>Aim:</b> Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>
<p><b>Key Vocabulary:</b> <b>industry, wealth</b>, power, <b>society</b>, slave owner, <b>expansion</b></p>	<p><b>Key Vocabulary:</b> <b>abolition, legacy</b>, prohibition, campaign, <b>emancipation</b>, resistance, illegal</p>	<p><b>Key Vocabulary:</b> discrimination, inequality, equality, <b>significant, legacy, impact, empowering</b></p>

<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>From 1441 onwards, enslaved African people were transported to Portugal and bought, sold and treated like cattle.</li> <li>Today, people use the Swahili term <i>Maafa</i>, which means 'great disaster' or 'great catastrophe', to describe the consequences of the slave trade for Africa and its people.</li> <li>The triangular slave trade was a very profitable system of enslavement, developed to provide labour for plantations in the Americas.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>From 1441 onwards, enslaved African people were transported to Portugal and bought, sold and treated like cattle.</li> <li>Today, people use the Swahili term <i>Maafa</i>, which means 'great disaster' or 'great catastrophe', to describe the consequences of the slave trade for Africa and its people.</li> <li>The triangular slave trade was a very profitable system of enslavement, developed to provide.</li> <li>Britain benefitted from the work of enslaved people in many ways.</li> </ul>	<p><b>Recap &amp; retrieval</b></p> <ul style="list-style-type: none"> <li>From 1441 onwards, enslaved African people were transported to Portugal and bought, sold and treated like cattle.</li> <li>Today, people use the Swahili term <i>Maafa</i>, which means 'great disaster' or 'great catastrophe', to describe the consequences of the slave trade for Africa and its people.</li> <li>The triangular slave trade was a very profitable system of enslavement, developed to provide.</li> <li>Britain benefitted from the work of enslaved people in many ways.</li> <li>William Wilberforce argued that it was not right to own people.</li> </ul>
<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Britain benefitted from the work of enslaved people in many ways.</li> <li>The money made from enslavement helped to expand the Royal Navy, led to the growth of cities, banks and businesses and funded the Industrial Revolution.</li> <li>It also provided new and improved goods for the people of Britain to buy and enjoy, and paid for the construction of museums, libraries and country estates.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>The capital city, London, and port cities, such as Bristol and Liverpool, developed very quickly and on a very large scale through the slave trade.</li> <li>Other cities became wealthy by trading in the products grown on plantations.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Over time, people came to believe that slavery was wrong.</li> <li>William Wilberforce campaigned to end the British slave trade of black slaves being transported from Africa to the West Indies as goods to be bought and sold.</li> <li>William Wilberforce argued that it was not right to own people.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Many people, including plantation owners and traders, profited greatly from the slave trade and were keen for it to continue.</li> <li>A range of factors, such as enslaved people rebelling against plantation owners in the First Maroon War and the work of abolitionists, eventually led to the end of the slave trade in Britain in 1807.</li> </ul>	<p><b>Key Knowledge:</b></p> <p><b>Child:</b></p> <ul style="list-style-type: none"> <li>Many black Britons have achieved amazing things, instigating change and empowering others, while overcoming racial and social barriers in the process.</li> <li>Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><b>John Blanke</b> was one of the earliest recorded black people in England after the Roman period, and was a trumpeter in the Tudor court in the 1500s.</li> <li><b>Ignatius Sancho</b> was an abolitionist and one of the first black writers to have a wide British readership in the 1700s.</li> </ul>

<ul style="list-style-type: none"> <li>• Glasgow made money from tobacco and Manchester from manufacturing cotton cloth. The money from the slave trade and plantation produce was used to build beautiful homes and public buildings in these developing cities, and to set up and expand businesses.</li> <li>• The proceeds from the enslavement of African people funded the experiments of James Watt to build the Watt steam engine.</li> <li>• Watt steam engines were used in mines, paper mills, cotton mills, distilleries, and waterworks, and played a key role in powering the Industrial Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>• The Slavery Abolition Act was passed in 1833, which made slavery illegal.</li> <li>• However, the lives of most emancipated slaves did not improve for many years.</li> <li>• William Wilberforce was born in 1759 in Hull, East Yorkshire.</li> <li>• In 1780, aged 21 he became Member of Parliament (MP) for Hull.</li> <li>• Four years later he became MP for the whole of Yorkshire and began to work for the abolition of the British slave trade.</li> <li>• Wilberforce attempted several times to bring <i>private members' bills</i> before Parliament to end Britain's involvement in the slave trade.</li> <li>• After many years of defeats, he finally achieved his goal on 25 March 1807.</li> <li>• But this did not completely prevent British people from participating in the slave trade.</li> <li>• He retired from politics in 1825 due to ill health but continued to campaign for the abolition of slavery.</li> <li>• Finally, on 26 July 1833, as Wilberforce lay on his deathbed, he was told that Parliament had passed the Slavery Abolition Bill.</li> <li>• The Bill granted freedom to all slaves within the British Empire.</li> <li>• Wilberforce died three days later.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Olaudah Equiano</b> was an abolitionist who wrote a bestselling autobiography in the 1700s.</li> <li>• <b>William Cuffay</b> was a leading figure in the fight for the rights for the working class during the 1800s.</li> <li>• <b>Mary Seacole</b> was a nurse in the 1800s who set up the 'British Hotel' in the Crimea, where she cared for soldiers injured in the Crimean War.</li> <li>• <b>Claudia Jones</b> was a political activist in the 1900s, who is described as the 'mother of the Notting Hill Carnival'.</li> <li>• <b>Olive Morris</b> was a community leader and key organiser of the Black Women's movement in the mid 1900s.</li> <li>• <b>Lenford Kwesi Garrison</b> was an educationalist and activist, who set up the Black Cultural Archives to track the history of black British identity.</li> </ul>
---	---	---

## Assessment

Cumulative quiz. Retrieval practice.