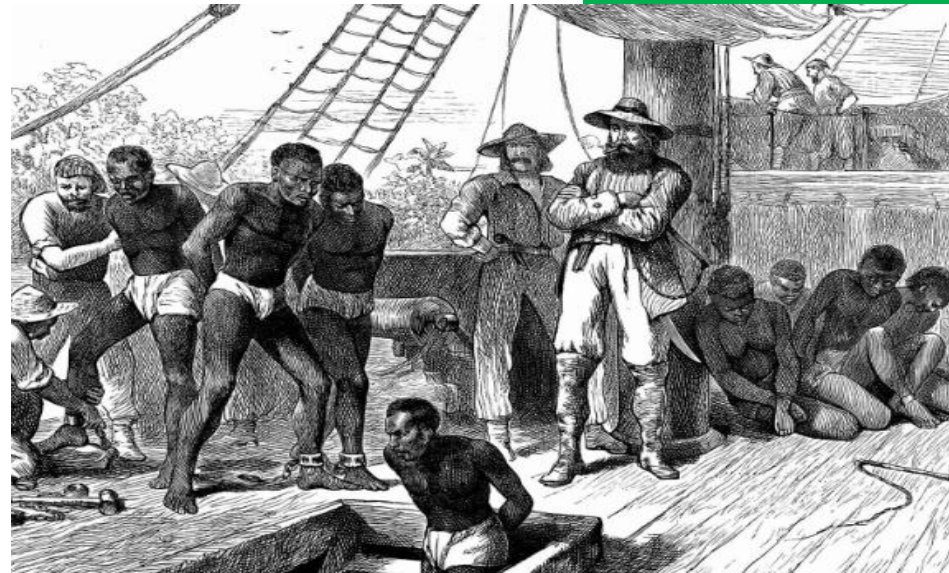


History Curriculum at TEAM Multi Academy Trust *Freedom Fighters*



History

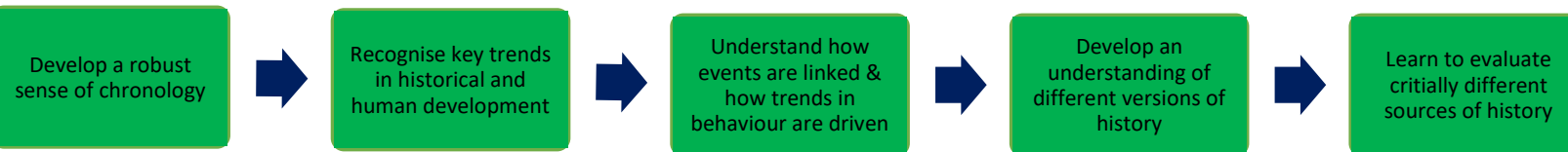


Vision

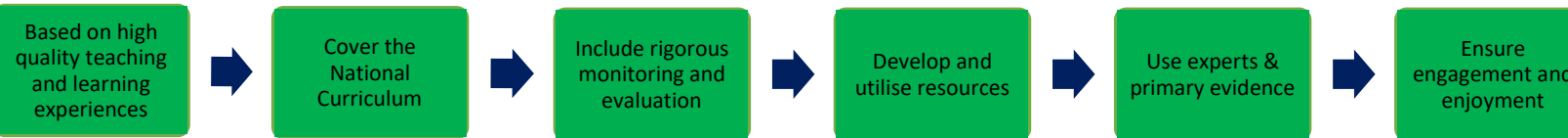
History plays a crucial role in helping students understand their own identity and sense of place in time. The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians). Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

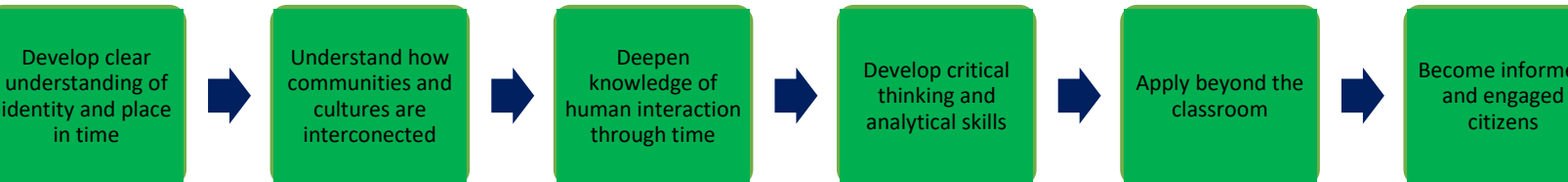
Children will:



Implementation



Impact



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert
Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions Dedicated sessions reviewing the week's learning helping to make connections.

Format
 Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
 Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology

Curriculum Chronology

Periods, events, lives in chronological order (and year group encountered) but not to scale.

Chronology Development Through the History Curriculum					
Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1,046 BC	1,100 BC -146 BC
Period	Dinosaurs alive in pre-history	Stone, Bronze & Iron Age	Ancient Egypt	Shang Dynasty	Ancient Greece
Event	230 million years ago – Dinosaurs Appear (Triassic) 200 million years ago Dominant Land Animals (Jurassic) 66 million years ago – Dinosaur Ext	Stonehenge built (2,500 BC) Skara Brae (c. 3100 BC)	Beginning of First Dynasty (3100 BC) Great Pyramid of Giza built (2,500 BC)	Beginning of the Shang Dynasty (1600 BC) Han Dynasty Expands the Silk Road (206 BC)	The First Olympic Games (776 BC) Birth of Democracy in Athens (507 BC) The Reign of Alexander the Great
Lives	Mary Anning Richard Owen Jack Horner	The Amesbury Archer Cheddar Man The Lindow Man	King Narmer (Menes)/Hatshepsut/ Akhenaten/ Tutankhamun/Ramses II Cleopatra VII,	Fu Hao Qin Shi Huang Confucius	Socrates (c. 470–399 BC) Cleisthenes (570–508 BC) Alexander the Great (356–323 BC)
Encountered in	Y1/2	Y3/4	Y3/4	Y5/6	Y5/6

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	Roman Republic & Empire	Mayan Civilisation	Saxons	Vikings	Norman – Medieval Britain
Event	Rome becomes an empire , (27BC) Romans invade Britain under Emperor Claudius . (43BC) Roman soldiers leave Britain (AD 401-410)	Maya Writing System is Developed (300 BC) The Maya Civilization Reaches Its Peak (250 AD) Mysterious Decline (900 AD)	Battle of Mount Badon(AD 500) Battle of Camlann(AD 537) Battle of Edington (AD 878)	Viking raid on Lindisfarne (AD 793) Vikings capture York (AD 866)	Battle of Hastings (1066)
Lives	Augustus Caesar/Julius Caesar/Emperor Claudius/Boudicca	K'inich Janaab' Pakal Lady Six Sky	King Arthur/ King Alfred/St Bede	Ragnar Lothbrok/ King Guthrum Ivar the Boneless/Leif Erikson	William the Conqueror
Encountered in	Y3/4	Y5/6	Y3/4	Y3/4	Y3/4

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	Medieval Britain	Tudors	Stuarts	Maafa - Atlantic Slave Trade	Industrial Revolution
Event	Black Death (1348) The Peasants' Revolt (1381)	Establishment of CoFE (1534) Execution of Anne Boleyn (1536) Death of Henry VIII (1547)	Great Plague (1665) Great Fire of London (1666)	Portugal Begins the Enslavement of Africans (1441) Slavery ends in British Emp(1883)	Crimean War (1853-1856)
Lives	Richard II Edward III	Henry VIII/Anne Boleyn/Thomas Cromwell/Thomas Cranmer	King Charles II Thomas Farriner	John Wesley/William Wilberforce/ Oludah Equiano	George Stephenson/IK Brunel Florence Nightingale

Encountered in	Y5/6		Y5/6		Y1/2		Y5/6		Y5/6					
Time	1837 - 1901			1898 - 1926			1914 - 1945			1945 - Present				
Period	Victorians			Heroic Age of Antarctic Exploration			World Wars			Modern Age				
Event	Great Exhibition (1851) Education Act (1870)			Imperial Transantarctic Expedition (1914-1917)			World War 1 (1914-1918) World War 2 (1939-1945)			The Space Race Moon Landings (1969)				
Lives	Samuel Wilderspin Queen Victoria			Sir Ernest Shackleton RF Scott			Amelia Earhart Queen Elizabeth II			Neil Armstrong				
Encountered in	Y1/2		Y5/6		Y1/2		Y5/6		Y5/6		Y1/2		Y5/6	

Freedom Fighters (Transatlantic Slave Trade)		
Subject: History	Year: 5/6	Term: Autumn 1
National Curriculum Aims	<p>Key Objectives:</p> <ul style="list-style-type: none"> know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament' 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, 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 gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history 	
Key Elements	<p>Key Elements: Empire/Human rights/Chronology/Civilisations</p>	
Key Questions	<p>Five Key questions: What was the Triangular Slave Trade? What was Maafa? Why should we remember John Wesley and William Wilberforce? How was Bristol involved in the Slave Trade? Why do people view Edward Colston differently today?</p>	
Curriculum coherence	<p>Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In 'Maafa', students build on learning from Y3/4, where they explored change – including slavery – brought by the Romans, and from Y1/2, where they learnt about another 18th/ 19th Century campaigner and reformer, Samuel Wilderspin. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including images, maps and documents. A site visit to John Wesley's New Rooms will enable children to encounter primary sources of evidence. Understanding of decisions historians have made in writing histories of the period will also be developed.</p>	

	<p>Building Futures - Future Learning through the project:</p> <ul style="list-style-type: none"> ● Foundational Understanding: Students establish a chronological framework by learning about key historical events <i>from 1500 - 1807</i> and how these fit into a wider chronology ● Conceptual Development: Students delve into the broader historical context of the <i>Atlantic Slave Trade</i> understanding motivations and societal impacts, building on learning in KS1 and laying the groundwork for more complex historical concepts in KS3. ● Critical Analysis: By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3. ● Local Context: Exploring how the <i>Slave Trade</i> affected Bristol, provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3. ● Broader Connections: Students place the <i>Atlantic Slave Trade</i> in broader historical narratives, enabling understanding of connections between different historical periods and events. ● Continuity and Change: Analysing the long-term consequences of the <i>Atlantic Slave Trade and how it has influenced the BLM movement</i> helps students understand how societies evolve over time. ● Historical Significance: Reflecting on the <i>Atlantic Slave Trade's</i> lasting impact enables students to explore the historical significance of events studied from this period. <p>Vocabulary: Maafa. Abolition. Atlantic (Triangular) Slave Trade. Plantations. Colonisation. Auction. Chattel. Coffle. Diaspora. Emancipation. Import / Export. Indigenous people. Maroon. Slavery Abolition Act 1833.</p>			
	Development of Knowledge	Lesson	Content	Substantive knowledge
	Lesson 1	<p>NB: Stick A5 widgeit vocabulary sheet in children's books prior to starting the lesson.</p> <p>Lesson 1: Introduction to Maafa and the Triangular Slave Trade</p> <p>Lesson Objective: WALT (We Are Learning To): Understand the significance of Maafa and the Triangular Slave Trade.</p> <p>Recap on Prior Learning (10 mins): Briefly review previous topics covered in geography and history, focusing on map skills and the concept of trade.</p> <p>Activity 1: (20 mins) Task: Complete Retrieval Grids Students fill in retrieval grids with any prior knowledge they have about Maafa and the Triangular Slave Trade.</p> <p>Introducing Maafa: (10 mins) Introduce the Term "Maafa": Discuss its significance and provide a brief historical context. Explain that "Maafa" means "great disaster" or "holocaust" in Swahili, referring to the transatlantic slave trade and its impact on African people.</p> <p>Show an Age-Appropriate Video: Present a short, age-appropriate video explaining the Triangular Slave Trade.</p> <p>Activity 2: (20 mins) Task: Label a Map Provide students with blank maps. Instruct students to label the routes of the Triangular Slave Trade, including the points of origin in Africa, the Caribbean and southern North America, and Britain.</p>	<p>Students should understand:</p> <ul style="list-style-type: none"> ● Indigenous African peoples were enslaved (as most British people saw them as of low value) and transported to the Caribbean and southern North America to work on plantations. ● Cotton / sugar were transported from the plantations to Britain. ● Finished goods were transported from Britain to Africa to buy slaves. ● The impact of the TST on the African people, plantation owners and British businessmen. 	<p>What is a Historian? What do historians do? Where do they find the information that they need? (Primary sources)</p>

	<p>Discussion and Writing Activity: (15 mins) Task: Write Initial Thoughts Students write their initial thoughts on what they have learned about Maafa and the Triangular Slave Trade. Discuss their responses as a class.</p> <p>SEND Adaptation Note: Provide additional support and simplified materials for SEND pupils. Use visual aids and ensure clear, concise instructions.</p> <p>Diving Deeper Challenge: Task: Research Impact Challenge students to research and present on the impact of the Triangular Slave Trade on African people, plantation owners, and British businessmen.</p> <p>Conclusion (10 mins): Big Question Discussion: Why is it important to know how to read and create maps? How can this skill help us in real life? Vocabulary: Ensure A5 widget vocabulary sheets are stuck in children’s books prior to starting the lesson, covering key terms such as Maafa, Triangular Slave Trade, plantation, and primary sources.</p>		
Lesson 2	<p>Lesson 2: In-Depth Study of the Kingdom of Benin</p> <p>Lesson Objective:</p> <ul style="list-style-type: none"> ● WALT (We Are Learning To): Understand the characteristics and significance of the Kingdom of Benin and its impact on the history of Africa and the world. <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> ● Task: Recap Lesson 1 <ul style="list-style-type: none"> ○ Brief discussion on what was covered in Lesson 1, focusing on the term Maafa and the Triangular Slave Trade. ○ Recall how the TST impacted people in Africa. ○ Discuss the significance of Maafa and the effects on African communities. <p>Activity 1: (20 mins)</p> <ul style="list-style-type: none"> ● Task: Case Study - Kingdom of Benin <ul style="list-style-type: none"> ○ Introduce the Kingdom of Benin using the knowledge organiser. ○ Explain that the Kingdom of Benin existed on the coast of West Africa from AD 900–1897. ○ Show the map from the provided link (https://kids.kiddle.co/images/7/73/African_Slave_Trade.png) to highlight where African people were transported as slaves. ○ Discuss the characteristics and importance of the Kingdom of Benin, including its people, culture, art, politics, and hierarchy. 	<p>Substantive Knowledge: Children understand that:</p> <ul style="list-style-type: none"> ● The Kingdom of Benin was a significant ancient civilization in West Africa. ● Art and culture from the Kingdom of Benin were advanced and influential. ● Political and social structures in Benin were complex and well-organised ● How brutal the TST was for the people of Central Africa. ● That these people lived in well-established and advanced civilisations. ● That the ‘great catastrophe’ – the African Holocaust was enacted upon the African people simply to increase profits of British businessmen. 	<p>Disciplinary Knowledge: Children can:</p> <ul style="list-style-type: none"> ● Conduct in-depth studies of historical civilisations. ● Articulate and present a chronological narrative of world history. ● Use primary and secondary sources to gather information and answer research questions. ● How might histories of the Maafa have altered over the years?

	<p>In-Depth Study and Research Activity: (30 mins)</p> <ul style="list-style-type: none"> ● Task: Kingdom of Benin Research <ul style="list-style-type: none"> ○ Provide students with the Kingdom of Benin question sheet and the Kingdom of Benin knowledge organiser. ○ Students write each question in their history books and use the knowledge organiser, along with other available sources, to find the answers. ○ Encourage the use of quotes and pictures to support their answers. ○ Facilitate group discussions and research to enhance understanding. <p>SEND Adaptation Note:</p> <ul style="list-style-type: none"> ● Provide additional support and simplified materials for SEND pupils. ● Use visual aids, such as pictures and diagrams, to assist with understanding. ● Pair SEND pupils with peers for collaborative learning and support. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> ● Task: Chronological World History Narrative <ul style="list-style-type: none"> ○ Challenge students to articulate and present a clear, chronological narrative of world history, integrating their knowledge of the Kingdom of Benin within the broader context of African kingdoms and empires. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> ● Big Question Discussion: <ul style="list-style-type: none"> ○ Why is it important to study past civilizations like the Kingdom of Benin? ○ How does understanding ancient civilizations help us in real life? <p>Practical Resources:</p> <ul style="list-style-type: none"> ● Information books about the Kingdom of Benin. ● Kingdom of Benin question sheet. ● Kingdom of Benin knowledge organiser. ● Internet access for additional research if available. ● A5 widget vocabulary sheets covering key terms such as civilisation, chronology, Benin, and artefacts. 	<ul style="list-style-type: none"> ● That the African people were considered to be inferior humans and were sold as chattels. ● Slaves were sold from Africa to many parts of the world. 	
Lesson 3	<p>Lesson 3: The Big Event - Curriculum Trip to Bristol</p> <p>Lesson Objective: WALT (We Are Learning To): Understand the contributions of John Wesley and William Wilberforce to society, particularly their roles in education and the abolition of slavery.</p> <p>Recap on Prior Learning (10 mins): Brief discussion on the previous lessons about Maafa, the Triangular Slave Trade, and the Kingdom of Benin. Discuss the importance of learning about key historical figures and their impact on society.</p>	<p>Substantive Knowledge: Children understand that:</p> <ul style="list-style-type: none"> ● John Wesley was a key figure in promoting education and social reform. ● William Wilberforce played a crucial role in the abolition of slavery in Britain. ● Abolitionists were often in the minority and faced significant opposition. 	<p>Disciplinary Knowledge: Children can:</p> <ul style="list-style-type: none"> ● Read and understand biographical information about historical figures. ● Discuss the impact of key figures on historical events. ● Reflect on the criteria historians use to decide which figures to focus on in their writings.

	<p>Activity 1: (20 mins) Task: Introduction to John Wesley and William Wilberforce Introduce John Wesley and William Wilberforce, highlighting their work and impact on society. Read short biographies of Wesley and Wilberforce, focusing on their contributions to education and the abolition of slavery.</p> <p>Trip to Bristol: (Main Activity) Task: Visit John Wesley's New Room Story of John Wesley's First School: Learn about what classes were like nearly 300 years ago, including what the pupils wore, what they studied, and what they ate.</p> <p>Historical Context: Discuss the role of John Wesley in promoting education and his broader social impact. Task: Learn about William Wilberforce Discuss Wilberforce's role in the abolition of slavery in Britain. Highlight the challenges abolitionists faced, including being vilified for their views.</p> <p>Discussion and Reflection: (30 mins) Task: The Role of Key Figures in History Discuss the part played by key figures like Wesley and Wilberforce in historical events, particularly the abolition of slavery. Engage students in a discussion on how historians decide who to focus the histories they write around. Explore why it's important to remember and study these figures.</p> <p>SEND Adaptation Note: Provide additional support and simplified materials for SEND pupils. Use visual aids, such as pictures and timelines, to assist with understanding. Pair SEND pupils with peers for collaborative learning and support during the trip.</p> <p>Diving Deeper Challenge: Task: Research and Present Challenge students to research additional key figures in the abolition movement and present their findings to the class. Encourage them to explore how these figures' contributions were received during their time.</p> <p>Conclusion (10 mins): Big Question Discussion: Why should we remember John Wesley and William Wilberforce? How do the contributions of these individuals impact our lives today? Why is it important to study the lives of historical figures?</p> <p>Practical Resources:</p>	<ul style="list-style-type: none"> How do historians decide who to focus the histories that they write around?
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	<p>Short biographies of John Wesley and William Wilberforce. Information about John Wesley's New Room and its historical significance. Visual aids such as pictures, timelines, and maps. A5 widget vocabulary sheets covering key terms such as abolition, reform, education, and biography.</p>		
	<p>Lesson 4</p> <p>Lesson 4: Bristol's Involvement in the Atlantic Slave Trade</p> <p>Lesson Objective:</p> <ul style="list-style-type: none"> ● WALT (We Are Learning To): Understand Bristol's role in the Triangular Slave Trade and its economic and social impact on the city. <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> ● Brief discussion on previous lessons, focusing on the Maafa, the Triangular Slave Trade, and the contributions of key figures like John Wesley and William Wilberforce. ● Highlight the importance of understanding local history and its broader implications. <p>Activity 1: (20 mins)</p> <ul style="list-style-type: none"> ● Task: Explore Bristol's Involvement in the Slave Trade <ul style="list-style-type: none"> ○ Introduce Bristol's significant role in the Triangular Slave Trade. ○ Discuss how Bristol was the second most important port in England during this period. ○ Explain that merchants in the city became extremely wealthy from the TST and how this wealth was invested in the city's development during the Industrial Revolution. <p>Investigation Activity: (30 mins)</p> <ul style="list-style-type: none"> ● Task: Investigate Key Locations in Bristol Related to the Slave Trade <ul style="list-style-type: none"> ○ Walking Tour: <ul style="list-style-type: none"> ▪ Visit key locations such as the Colston statue and historical warehouses linked to the slave trade. ▪ Discuss the significance of these landmarks and their historical context. ○ Virtual Exploration: <ul style="list-style-type: none"> ▪ Use virtual tours and online resources to explore additional Bristol landmarks connected to the slave trade. <p>Writing Activity: (20 mins)</p> <ul style="list-style-type: none"> ● Task: Diary Entry from a Bristol Resident's Perspective <ul style="list-style-type: none"> ○ Students write a diary entry from the perspective of a Bristol resident during the slave trade era. ○ Encourage them to include details about the economic and social impact on the city, as well as personal reflections on the events of the time. <p>SEND Adaptation Note:</p> <ul style="list-style-type: none"> ● Provide additional support and simplified materials for SEND pupils. ● Use visual aids, such as maps and historical images, to assist with understanding. ● Pair SEND pupils with peers for collaborative learning and support during the activities. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> ● Task: Research and Present 	<p>Substantive Knowledge:</p> <p>Children understand that:</p> <ul style="list-style-type: none"> ○ Bristol was a key player in the Triangular Slave Trade, second only to London. ○ The city's merchants amassed great wealth from the trade, which influenced the city's development. ● Civic pride in Bristol was partly built on the proceeds of the slave trade ● Wealth from the TST was invested in Bristol and its associated development during the Industrial Revolution. 	<p>Disciplinary Knowledge:</p> <p>Children can:</p> <ul style="list-style-type: none"> ● Investigate historical locations and understand their significance. ● Use primary and secondary sources to gather information about historical events. ● Write reflective diary entries from historical perspectives.

		<ul style="list-style-type: none"> ○ Challenge students to research other British cities involved in the Triangular Slave Trade and compare their roles to that of Bristol. ○ Encourage them to present their findings to the class, highlighting similarities and differences. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> ● Big Question Discussion: <ul style="list-style-type: none"> ○ How did Bristol's involvement in the Triangular Slave Trade shape the city's history and development? ○ Why is it important to understand and remember this aspect of Bristol's past? <p>Practical Resources:</p> <ul style="list-style-type: none"> ● Maps and images of Bristol during the slave trade era. ● Virtual tour resources of Bristol landmarks. ● Historical texts and sources about Bristol's involvement in the Triangular Slave Trade. ● A5 widget vocabulary sheets covering key terms such as port, merchant, Triangular Slave Trade, and Industrial Revolution. 		
	Lesson 5	<p>Lesson 5: Why Do People View Edward Colston Differently Today?</p> <p>Lesson Objective:</p> <ul style="list-style-type: none"> ● WALT (We Are Learning To): Understand the historical role of Edward Colston in the slave trade and the contemporary perspectives and debates about his legacy. <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> ● Brief discussion on previous lessons about the Triangular Slave Trade and Bristol's involvement. <ul style="list-style-type: none"> ● Introduce the theme of Black Lives Matter and its relevance to today's lesson. <p>Activity 1: (20 mins)</p> <ul style="list-style-type: none"> ● Task: Background on Edward Colston <ul style="list-style-type: none"> ○ Provide a detailed background on Edward Colston, highlighting his role in the slave trade and his contributions to Bristol. ○ Explain that until recently, Colston's name was associated with many organisations and buildings in Bristol. <p>Research Activity: (30 mins)</p> <ul style="list-style-type: none"> ● Task: Research Differing Viewpoints on Colston <ul style="list-style-type: none"> ○ Divide the class into groups and assign each group to research different perspectives on Edward Colston. ○ Encourage students to find information on both historical and contemporary viewpoints, including the impact of the Black Lives Matter (BLM) campaign. ○ Provide resources such as articles, videos, and primary sources. <p>Creative Activity: (20 mins)</p> <ul style="list-style-type: none"> ● Task: Create Posters Reflecting Perspectives 	<p>Substantive Knowledge: Children understand that:</p> <ul style="list-style-type: none"> ● Edward Colston was a significant figure in the slave trade and contributed to the wealth of Bristol. ● There are differing viewpoints on Colston's legacy, influenced by historical and modern perspectives. ● The BLM movement has brought greater awareness to the impact of historical figures on present-day communities. 	<p>Disciplinary Knowledge: Children can:</p> <ul style="list-style-type: none"> ● Research and present differing viewpoints on historical figures. ● Create visual representations (posters) to reflect these viewpoints. ● Engage in informed debates and discussions about historical legacies and contemporary perspectives.

		<ul style="list-style-type: none"> ○ Each group creates a poster that reflects both historical and modern perspectives on Edward Colston. ○ Posters should include facts, quotes, and images that represent the differing viewpoints. <p>Class Debate: (30 mins)</p> <ul style="list-style-type: none"> ● Task: Hold a Class Debate on Colston’s Legacy <ul style="list-style-type: none"> ○ Organise a class debate where students discuss Colston’s legacy and the contemporary views about his role in the slave trade. ○ Encourage students to use the research and posters they created to support their arguments. ○ Discuss how the BLM campaign of the 2020s has influenced people’s awareness of the hurt caused to modern-day black communities by the association with the TST. <p>SEND Adaptation Note:</p> <ul style="list-style-type: none"> ● Provide additional support and simplified materials for SEND pupils. ● Use visual aids, such as timelines and infographics, to assist with understanding. ● Pair SEND pupils with peers for collaborative learning and support during the activities. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> ● Task: Research and Present <ul style="list-style-type: none"> ○ Challenge students to research other historical figures with controversial legacies and present their findings to the class. ○ Encourage them to explore the reasons behind differing viewpoints and the impact on contemporary society. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> ● Big Question Discussion: <ul style="list-style-type: none"> ○ Why do people view Edward Colston differently today compared to the past? ○ How has the Black Lives Matter movement influenced these changing perspectives? ○ Why is it important to discuss and understand differing viewpoints on historical figures? <p>Practical Resources:</p> <ul style="list-style-type: none"> ● Articles, videos, and primary sources about Edward Colston and the BLM movement. ● Materials for creating posters (paper, markers, images). ● A5 widget vocabulary sheets covering key terms such as legacy, perspective, debate, and Black Lives Matter. 		
	Lesson 6	<p>Lesson 6: Understanding the Historical Connections Between Britain and India with a Focus on Slavery</p> <p>Lesson Objective:</p> <ul style="list-style-type: none"> ● WALT (We Are Learning To): Understand the historical connections between Britain and India, with a focus on the theme of slavery and its impact on both countries. <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> ● Brief discussion on previous lessons about the Triangular Slave Trade, key historical figures, and the impact of these on modern society. 	<p>Substantive Knowledge: Children understand that:</p> <ul style="list-style-type: none"> ● Britain and India have a long history of interaction, particularly during the period of British colonial rule. ● The Indian indentured labour system was connected to the global abolition of slavery. 	<p>Disciplinary Knowledge: Children can:</p> <ul style="list-style-type: none"> ● Research and present information about historical events and cultural aspects. ● Create visual and multimedia presentations. ● Engage in discussions about the importance of

	<ul style="list-style-type: none"> ● Introduce the new partnership with a school in India and explain that this lesson will help them understand more about India's history and its connection with Britain, especially in the context of slavery and colonialism. <p>Activity 1: (20 mins)</p> <ul style="list-style-type: none"> ● Task: Introduction to India <ul style="list-style-type: none"> ○ Provide a brief overview of India, including its geography, culture, and history. ○ Show a map of India and point out major cities, landmarks, and the partner school's location. ○ Discuss key cultural aspects such as language, food, festivals, and traditional clothing. <p>Historical Connections and Slavery Activity: (30 mins)</p> <ul style="list-style-type: none"> ● Task: Explore Historical Connections Between Britain and India with a Focus on Slavery <ul style="list-style-type: none"> ○ Divide the class into groups and assign each group a specific period or event to research, such as: <ul style="list-style-type: none"> ▪ The British East India Company and its role in India. ▪ The impact of British rule on India's society and economy. ▪ The connection between the Indian indentured labor system and the abolition of slavery. ▪ Key figures in Indian history who interacted with Britain (e.g., Mahatma Gandhi, who fought against both British colonial rule and racial discrimination in South Africa). ▪ The Indian Independence Movement and its significance. <ul style="list-style-type: none"> ○ Provide resources such as articles, videos, and primary sources. ○ Each group presents their findings to the class, focusing on the historical connections, the theme of slavery, and its impact. <p>Cultural and Historical Exchange Activity: (20 mins)</p> <ul style="list-style-type: none"> ● Task: Create a Cultural Exchange Presentation <ul style="list-style-type: none"> ○ Each student creates a presentation (poster, slideshow, or video) about an aspect of Indian history or culture they find interesting, with a focus on understanding the historical context of slavery and colonialism. ○ Encourage students to include images, facts, and personal reflections. ○ Share these presentations with the partner school in India as part of the cultural exchange. <p>Class Discussion: (15 mins)</p> <ul style="list-style-type: none"> ● Task: Reflect on the Partnership and Theme of Slavery <ul style="list-style-type: none"> ○ Discuss the importance of understanding and appreciating different cultures and histories, especially the shared history of slavery and colonialism. ○ Encourage students to think about how the partnership with the school in India can enrich their learning experience and deepen their understanding of global history. ○ Discuss ways to maintain and develop this partnership, such as pen pals, video calls, and collaborative projects. <p>SEND Adaptation Note:</p> <ul style="list-style-type: none"> ● Provide additional support and simplified materials for SEND pupils. ● Use visual aids, such as maps and pictures, to assist with understanding. ● Pair SEND pupils with peers for collaborative learning and support during activities. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> ● Task: Research and Present 	<ul style="list-style-type: none"> ● Key historical events and figures have shaped the relationship between the two countries. ● Cultural exchange can enhance understanding and appreciation of different societies. 	<p>cultural understanding and collaboration.</p>
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		<ul style="list-style-type: none"> ○ Challenge students to research other countries that have historical connections with Britain and the theme of slavery and present their findings to the class. ○ Encourage them to explore the reasons behind these connections and their impact on contemporary society. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> ● Big Question Discussion: <ul style="list-style-type: none"> ○ Why is it important to learn about the historical connections between countries and the theme of slavery? ○ How can understanding India’s history and the impact of slavery help us in our partnership with the Indian school? ○ What are the benefits of cultural exchange and collaboration? <p>Practical Resources:</p> <ul style="list-style-type: none"> ● Maps and images of India. ● Articles, videos, and primary sources about the historical connections between Britain and India, focusing on the theme of slavery. ● Materials for creating presentations (poster paper, markers, digital tools). ● A5 widget vocabulary sheets covering key terms such as culture, history, partnership, slavery, and independence. 		
Assess & Review	Lesson 7	<p>Retrieval Grids</p> <p>Complete retrieval lesson to illustrate what you know about Maafa and TST at the end of the project</p>	<ul style="list-style-type: none"> ● Complete SLaE pages recapping what has been learnt in the project 	<p>What can you recall about how historians use primary sources of evidence?</p>

Glossary

Maafa	Swahili for “great disaster” - a term referring to the centuries-long enslavement / murder of millions of Africans by white people
Atlantic (Triangular) Slave Trade	Three journeys from Europe to Africa to Caribbean / America to Europe
Middle Passage	The journey from Africa to Caribbean transporting enslaved Africans to work on plantations
Abolition	Removal or ban of a practice or law
Plantations	Specialised farms in Caribbean or south of America growing cotton, sugar, jute for export to Europe
Indigenous people	People born and with a heritage in a specific land
Colonisation	Take-over of land and the indigenous people by a more powerful nation
Auction	Selling of enslaved Africans to the highest bidder
Chattel	Chattel slavery: one person has total ownership of another, either domestic chattel (household) duties or productive chattel (fields or mines)
Coffle	A group of enslaved people chained together in a line
Diaspora	A large group of people with a shared cultural / regional origin living away from the traditional homeland
Emancipation	Freeing a person from another person’s control
Import / Export	Buying ‘goods’ in / selling ‘goods’ out of a country or region
Maroon	To be left stranded
Slavery Abolition Act 1833	Act of Parliament (British) abolishing slavery and freeing 800,000 enslaved Africans



Atlantic
Slave Trade




Maafa



Middle
Passage



abolition



plantations



indigenous
people



auction



chattel



Maafa:
Transatlantic
Slave Trade



coffle

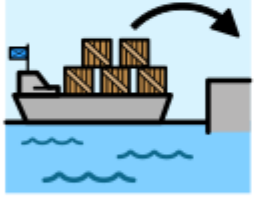


Symbol

diaspora



emancipation



import




export



Slavery
Abolition Act
1833




Bristol



Edward
Colston




William
Wilberforce



John
Wesley

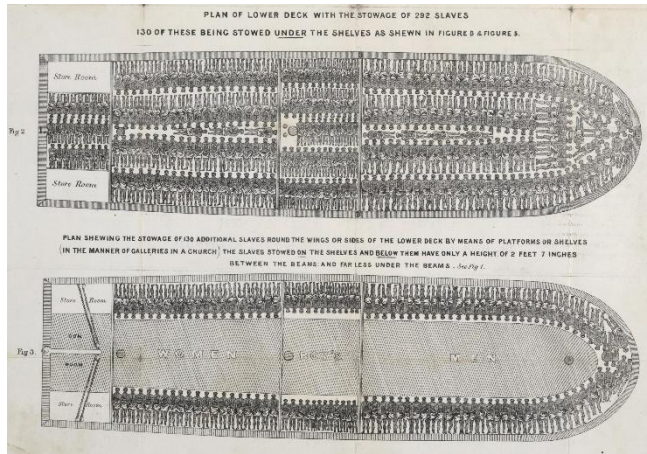


Black Lives
Matter



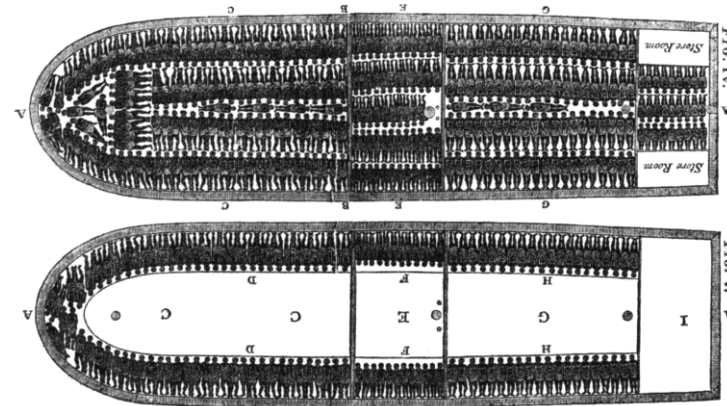
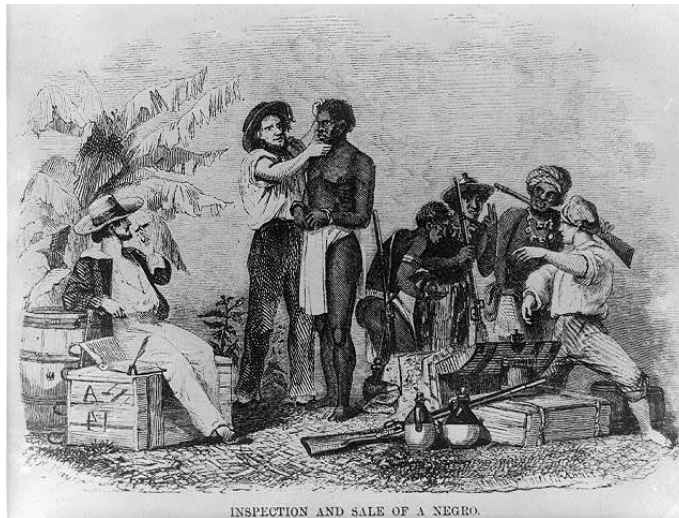
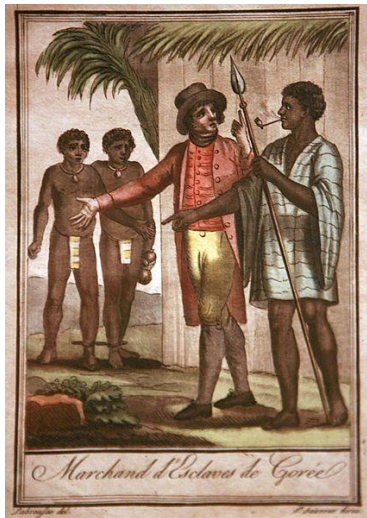
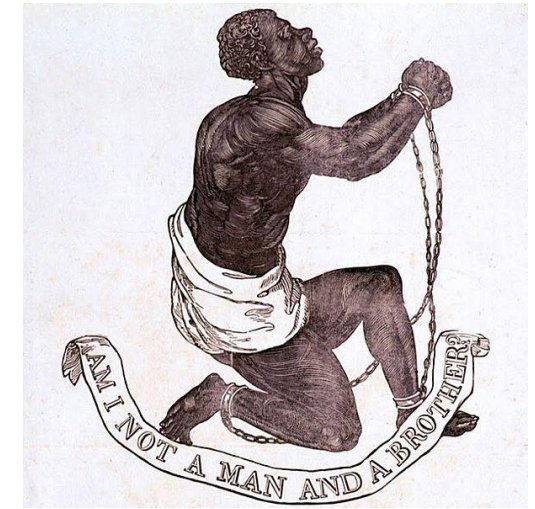
Olaudah
Equiano.

Appendix One:
Primary sources of evidence



Charlestown, July 24th, 1769.

TO BE SOLD,
On THURSDAY the third Day
of AUGUST next,
A CARGO
OF
NINETY-FOUR
PRIME, HEALTHY
NEGROES,
CONSISTING OF
Thirty-nine MEN, Fifteen BOYS,
Twenty-four WOMEN, and
Sixteen GIRLS.
JUST ARRIVED,
In the Brigantine *DEMBIA*, *Francis Bare*, Master, from SIERRA-
LEON, by
DAVID & JOHN DEAS.



Appendix Two:

Overview of the the Atlantic Slave Trade and the abolition of slavery.

The **Atlantic slave trade** was the selling of African people as slaves by Europeans that happened in and around the Atlantic Ocean. It lasted from the 15th century to the 19th century. Most of the enslaved people were shipped from West Africa and brought over to the New World on slave ships. This was also called the Middle Passage.

Some enslaved people were captured in battles or through raids and kidnapping. Some were sold into slavery as punishment or to pay a debt, usually by other Africans. Then they were shackled together and marched to the coast on journeys lasting weeks or months.

When they arrived they were imprisoned in forts where they were purchased by Europeans.

Most historians today think that between 12 million and 13 million Africans arrived in the New World.

The Dahomian army was involved and traded slaves for weapons to protect themselves. King Gezo of Dahomey said in the 1840s:

The slave trade is the ruling principle of my people. It is the source and the glory of their wealth...the mother lulls the child to sleep with notes of triumph over an enemy reduced to slavery...

The slave-trade is sometimes called the *Maafa* by African and African-American scholars. It means catastrophe in Kiswahili. Some slave ships worked a three-part economic cycle often called the triangular trade. It tied the economies of several regions and continents together. The main triangular trading countries were:

England,
The Netherlands
France
Spain
Portugal.

Christopher Columbus first came to the Americas in 1492 while seeking the West Indies. This led to an economic reason for the transatlantic slave trade. Enslaved people were first imported in large numbers for mining and later to grow sugarcane in plantations.

Slavery is much more ancient than the transatlantic trade. Slaves were used in many ancient societies.

In the 18th century, opposition developed against the slave trade in Britain, America, and some parts of Europe. In Britain and America, opposition to the trade was led by the Religious Society of Friends (Quakers) and establishment Evangelicals such as William Wilberforce. People who protested against the trade were opposed by the owners of land in the Americas.

After 1772, slaves became free upon entering the British Isles.

Denmark was the first country to ban the slave trade, in 1792, which took effect in 1803. Britain banned the slave trade in 1807, imposing stiff fines for any slave found aboard a British ship (Slave Trade Act). The Royal Navy acted to stop other nations from continuing the slave trade.

On 22 February 1807, the work of William Wilberforce was rewarded with victory. By an overwhelming 283 votes for to 16 against, the motion to abolish the Atlantic slave trade was carried in the House of Commons.

Enslaved people continued to be sent to the Spanish colonies of Puerto Rico and Cuba until much later in the 19th century.