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| **AUTUMN**  | **SPRING**  | **SUMMER** |
| The History of Skelmersdale  |  | International Slave Trade  |
| *What can we learn about the history of our town?*  |  | *Why was Lancashire involved in the transatlantic slave trade?**What led to the abolition of the transatlantic slave trade?*  |
| **Key Knowledge*** The first recording of Skelmersdale was in the Domesday Book in 1086
* Skelmersdale existed during Normal Rule of Britain
* Skelmersdale was once a coal mining town and was home to many collieries
* There was a disaster at the Tawd Vale Colliery in 1897 (2 workers died)
* Skelmersdale was developed as a new town in the 60s
* The new town was to act as an overflow for Liverpool as it was overcrowded post-WWII
* Skelmersdale’s population was intended to be 80,000, but today it is only 35,000. This is because many big businesses left leaving much unemployment in the town.

  | **Key Knowledge*** Britain joined the slave trade because they realised Africa was worth trading with
* African leaders captured many African people from towns and villages and traded them with the European slave traders
* Europe, Africa and the Americas created a transatlantic slave triangle
* Africa traded slaves, the Americas traded raw materials and Europe traded manufactured goods
* Conditions on slave ships were brutal and many died on the trip across the Atlantic
* The Zong poem and The Slave Ship painting both showed the people of Britain how brutal the slave trade was
* Olaudah Equiano was a slave who bought his own freedom and helped to abolish slavery in Britain
* Britain abolished slavery in 1807
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| **Skills**  |
|  **Chronology** | * Order an increasing number of significant events, movements and dates on a timeline using dates accurately.
* Accurately use dates and terms to describe historical events.
* Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
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| **Knowledge of People/Events** | * Identify and note connections, contrasts and trends over time in the everyday lives of people.
* Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.
* Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
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| **Historical Enquiry** | * Recognise when they are using primary and secondary sources of information to investigate the past.
* Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.
* Select relevant sections of information to address historically valid questions and construct detailed, informed responses.
* Investigate their own lines of enquiry by posing historically valid questions to answer.
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| **Historical Interpretation** | * Find and analyse a wide range of evidence about the past.
* Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
* Consider different ways of checking the accuracy of interpretations of the past.
* Start to understand the difference between primary and secondary evidence and start to question its reliability.
* Show an awareness of the concept of propaganda.
* Know that people in the past represent events or ideas in a way that may be to persuade others.
* Continue to develop their understanding of how historians and others investigate the past.
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