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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 |
| **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. | | |
| **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. | | |
| **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. | | |
| **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. | | |