



EGERTON PRIMARY SCHOOL KNUTSFORD

HISTORY END POINTS ASSESSMENT

"Ready to learn. Ready to thrive. Ready for tomorrow."

"The farther backward you can look, the farther forward you are likely to see."

Winston Churchill

Year 6

The Transatlantic Slave Trade



End Point Assessment

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

I can give a definition of slavery during the Atlantic slave trade

I can draw conclusions about slavery from a variety of sources

I can name the three main locations in the triangular Atlantic Slave Trade and explain the way in which each location benefited

I can describe what the Middle Passage was and what this was like for the slaves

I can use the information gained from sources to report on what life was like for slaves during the Atlantic Slave Trade

I can name reasons that the slave trade was abolished and when it was abolished

I can name some key figures involved in the abolition of slavery

I can describe what the Underground Railroad was and how it helped slaves

I can give reasons as to why Tubman is considered an important historical figure

I can give an example of modern slavery and describe a way in which Britain changed because of the slave trade

Skills

I can use dates and terms accurately in describing events and people: I can correctly use terms like "Middle Passage," "abolition," "slave trade," and key dates like 1807 when the British slave trade was abolished.

I can use sources of information to deduce information and form conclusions about the past: I can examine diaries, historical documents, and images to understand and discuss the experiences of enslaved people during the Atlantic Slave Trade.

I can explain that no single source of evidence gives the full answer to questions about the past: I understand that personal accounts, historical records, and objects from the period give different perspectives on the slave trade, and no single source tells the whole story.

I can analyse and refine a wide range of evidence to justify claims about the past: I can examine a variety of primary and secondary sources to explain why the Atlantic Slave Trade began, how it affected people in Britain, Africa, and the Americas, and what led to its abolition.

I can describe some of the causes and consequences of the main events of the period studied and use evidence to support answers: I can explain the role of the triangular trade in the Atlantic Slave Trade and discuss the long-term consequences for both the enslaved people and the countries involved.

I can compare similarities and differences over time and the main changes in a period of history with the present day: I can identify key similarities and differences between the conditions faced by enslaved people in the 18th and 19th centuries and those experiencing modern slavery.

I can describe the social and cultural significance of a past society: I can explain how the wealth generated by the slave trade affected British industries, cities, and social structures, and how this has left a lasting legacy in British society.

Key Vocabulary

Abolition	Ending of slave trade and slavery
Atlantic Slave Trade	Between 1640 and 1807 millions of Africans taken to America on ships to be slaves
Commonwealth	Group of over 50 countries once part of the British empire
Discrimination	Unfair treatment of people based on unreasonable ideas about the person or group
Empire	Large group of places controlled by one powerful country

Middle passage	Horrific journey that Africans were forced to take across the Atlantic as slaves
Migrant	A person who moved from one country to another
Prejudice	Opinions against certain people not based on reason or actual experience
Racism	The unfair treatment of people who belong to a different race
Segregation	Keeping people from different races apart
Underground Railroad	The Underground Railroad was a network of people who worked together to help runaways from slaveholding states travel to states in the North and to the country of Canada, where slavery was illegal.

Chronology	Empire	Society and Community	Migration	Human Rights
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Year 6

The Industrial Revolution



End Point Assessment	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
I can explain when the Industrial Revolution was	
I can explain what was life like in England before the Industrial Revolution	
I can analyse the causes of Industrial Revolution	
I can describe some technological developments during this period	
I can explain which inventions made the biggest impact	
I can contrast changes in the countryside and towns	
I can explain how did working conditions change during the Industrial Revolution	
I can explain how the Industrial Revolution changed Manchester	
I can analyse different sources of evidence depicting Manchester during the Industrial Revolution	
Skills	
I can use dates and terms accurately in describing events and people: I can accurately use terms like "Industrial Revolution," "urbanization," "factories," "steam power," and "Victorian era" to describe key events and individuals during this period.	
I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural): I can explain how life in towns and the countryside changed socially and culturally due to industrialization, including changes in family life, work, and technological advancements.	
I can use sources of information to deduce information and form conclusions about the past: I can examine factory reports, workers' letters, photographs, and paintings to understand what life was like for people living and working in industrial England.	
I can analyse and refine a wide range of evidence to justify claims about the past: I can use maps, census data, and workers' accounts to support my conclusions about how the Industrial Revolution affected places like Manchester and people's lives.	
I can describe some of the causes and consequences of the main events of the period studied and use evidence to support answers: I can explain how the development of steam power, transportation, and machinery led to urbanization, social change, and new economic systems, supported by evidence from the time.	
I can identify periods of rapid change in history and contrast them with times of relatively little change: I can compare how quickly life changed for people in Manchester and other industrial towns compared to earlier periods and contrast these changes with today's technological advances.	
I can compare similarities and differences over time and the main changes in a period of history with the present day: I can identify differences in working conditions between factory workers in the 19th century and workers today, as well as how child labour and urban living conditions compare then and now.	
I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children: I can explain how people's attitudes toward work, wealth, and society shifted during the Industrial Revolution, and how the experiences of men, women, and children in factories and cities differed.	

Key Vocabulary	
Agriculture	Animal or crop farming.
Child labour	Employment of children in a business or industry
Cottonopolis	Manchester's nickname because it had so many cotton mills.
Industrial Revolution	A time in British history when the country changed from a mostly rural one to an industrial one.
Manufacture	To make something on a large scale using machinery.
Mass production	Producing goods on a large scale using machinery.
Pollution	Harmful gases, smoke and chemicals in the environment.
Population	The amount of people living there.
Poverty	Lack of money
Revolution	A huge change or a change in the way things are done

Rural	Countryside
Trade	Buying and selling goods.
Transport	Take or carry people or goods by vehicle (e.g. canal boat, train, lorry)
Urban	Town or city
Urbanisation	The growth of cities due to movement of people.

Industrial Revolution	Development	Society	Population	Urbanisation
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