



# History Medium Term Spring Year 6 Unit **The Transatlantic Slave Trade**

Substantive concept: Migration/Beliefs    Disciplinary concept: Change and Continuity

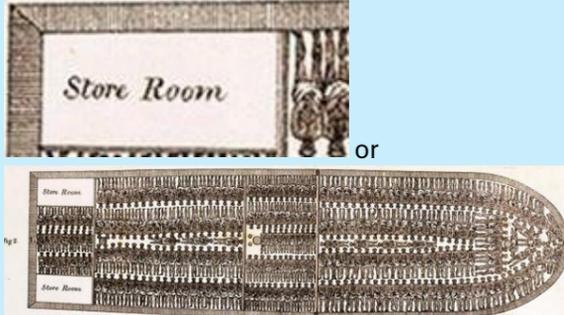
Enquiry Question: Why did the abolition committee start meeting? Did people's beliefs inspire their fight for abolition?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>Year 1/2 - Learie Constantine- migration, racial equality and significance of a local pioneer.                      Year 3- The Lancashire Cotton Industry (local industry)                      Future learning in this unit links this to Global exploitation</p>	<ul style="list-style-type: none"> <li>• Address and devise historically valid questions about significance</li> <li>• Ask and answer questions about the past through observing, handling and using a range of sources</li> <li>• Use a wide range of sources as a basis for research to answer questions and to test hypotheses</li> <li>• Evaluate sources and make inferences</li> <li>• Recognise that some events, people and changes are judged more historically significant than others</li> <li>• Sequence events and periods using appropriate terms                             <ul style="list-style-type: none"> <li>• Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms</li> </ul> </li> </ul>	<p>Evidence, cotton industry, factory, trade, import, export, supply chain, mill, migration</p>	<p>Black and British: A Short, Essential History by David Olusoga                      Horrible Histories Series 9: 1: British Black History  <a href="https://www.bbc.co.uk/iplayer/episode/m000vsk4/horrible-histories-series-9-1-british-black-history">https://www.bbc.co.uk/iplayer/episode/m000vsk4/horrible-histories-series-9-1-british-black-history</a>  <a href="https://www.bbc.co.uk/bitesize/articles/zfkfn9g">https://www.bbc.co.uk/bitesize/articles/zfkfn9g</a></p>	
Year 6 Essential knowledge end point (substantive)	Year 6 Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Possible misconceptions	Vocabulary	Writing opportunities
<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066/ A local history study</p> <ul style="list-style-type: none"> <li>• What was the Transatlantic Slave Trade</li> <li>• What life was like for enslaved people in the past including enslaved people who were forced to endure long journeys on board (Lancashire) Slave ships.</li> <li>• Significant people, events and changes to laws that led to the abolition of slavery over time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends                             <ul style="list-style-type: none"> <li>▪ Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</li> <li>▪ Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.</li> <li>▪ Use a wide range of sources as a basis for research to answer questions and to test hypotheses</li> <li>▪ Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance.                                     <ul style="list-style-type: none"> <li>▪ Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</li> <li>▪ Recognise how our knowledge of the past is constructed from a range of different sources</li> <li>▪ Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?'</li> <li>▪ Describe the results of historical events, situations and changes e.g. the impact on people's lives</li> <li>▪ Evaluate sources and make inferences</li> <li>▪ Discuss how Britain has influenced and been influenced by the wider world</li> <li>▪ Describe aspects of cultural, economic, military, political, religious and social history</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• That slavery only happened far away in America or the Caribbean, without recognising Britain's direct involvement and the links to Lancashire's prosperity.</li> <li>• That enslaved people were treated fairly or paid for their work, rather than understanding the reality of forced labour and exploitation.</li> <li>• That trade is always positive, without recognising that trade can involve exploitation and injustice as well as exchange and cooperation.</li> <li>• That sources always tell the whole truth, not realising that shipping records, factory accounts and abolitionist materials reflect different perspectives and biases.</li> <li>• That the cotton industry and the slave trade were separate, rather than understanding that</li> </ul>	<p>Transatlantic Slave Trade, enslaved person, plantation, abolition, campaign, bias</p>	<p>Claim, support, question responses</p>

	<ul style="list-style-type: none"> <li>▪ Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</li> <li>▪ Discuss and debate historical issues acknowledging contrasting evidence and opinions</li> <li>▪ Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society</li> <li>▪ Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines</li> <li>▪ Produce structured work that makes connections, provides contrasting evidence and analyses trends</li> </ul>	<p>they were interconnected parts of the same global system.</p> <ul style="list-style-type: none"> <li>• That slavery ended quickly once people realised it was wrong, without recognising the long struggle for abolition and the resistance of those who profited from it.</li> </ul>		
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**Substantive concept: Migration/Beliefs** **Disciplinary concept: Change and Continuity**  
**Enquiry Question: Why did the abolition committee start meeting? Did people’s beliefs inspire their fight for abolition?**

**\*\*Please refer to and use the Local Black History planning guidance (one drive) alongside this MTP.**

Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Historian)	Activities
<p><b>Lesson 1-</b> What information does the 18th Century ‘Diagram of the Brookes’ reveal? (Artefact session)</p>	<p><b>Essential knowledge end point (substantive):</b></p> <p><b>What the transatlantic slave trade was briefly</b>  <b>Conditions on the ships</b></p> <p><b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>• Evaluate sources and make inferences</li> <li>• devise and answer questions such as, ‘What might this tell us about..?’</li> <li>• identify historically significant people groups and publications.</li> </ul>	<p>(The Atlantic Slave Trade was a global system of forced migration and exploitation between the 16th and 19th centuries. Millions of enslaved people were taken from Africa to the Americas, where they were forced to work on plantations producing crops such as cotton, sugar and tobacco. Ships carried manufactured goods from Britain to Africa, enslaved people across the Atlantic and raw materials back to Britain in what became known as the triangular trade. Conditions on slave ships were horrific, with people packed tightly and treated brutally. Britain profited greatly from this trade, while enslaved people suffered immense hardship and loss of freedom. Understanding the Atlantic Slave Trade helps pupils see how Lancashire’s prosperity was connected to global exploitation.)</p> <p><b>Quick quiz: (year 3 knowledge retrieval)</b> Why was cotton so important to people in Lancashire? <b>(year 5 knowledge retrieval)</b> What is trade? Can you give an example of something Britain imports today?</p> <p><b>Suggested activity: Artefact session (Claim–Support–Question):</b>  Pupils annotate a zoomed in/out image of the plan of the slave ship Brookes (see supporting resources for this unit: Unit 3 Artefact 1 A detail from the Diagram of the Brookes). For example:</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Claim: What do you think this image shows?</li> <li>• Support: What details can you see that suggest this?</li> <li>• Question: What else would you like to know about it?</li> </ul> <p>▪ Show the children Black History Unit 3, Artefact 1- A detail from a Diagram of the Brookes slave ship (with text removed). Without revealing any information</p>

		<p>about the artefact, use the image to lead the children into an artefacts session. Scaffold the children’s learning as they look closely to gain information. Help the children to ask/ construct questions about the diagram and then discuss how those questions might be answered from the children’s own prior knowledge/ schema. Historical knowledge is socially constructed and communicated so allow plenty of time for listening and speaking. ■ Following discussion, children could annotate a copy of the diagram with their ideas, questions etc. ■ Use C. S. Q. (Claim, Support and Question) to extend the children’s responses. Can the children support their claims about the object and then ask a further question? ■ Encourage children to remember that it is okay to be unsure about history. ■ Teaching staff could discuss the children’s findings/ hypotheses and encourage them to reflect on and refine their hypotheses following further discussion and information. ■ Share Black History Unit 3, Artefact 2 - A Diagram of the Brookes slave ship (with text included). Using this fresh evidence, can the children refine their hypotheses? ■ Children could be encouraged to consider the artefact’s: - Design, appearance and construction e.g. When was it created? Who made it? Features? Symbols? - Function: What was it created for? What would it have been used for? What impact did it have? ■ - Value: Do you think it is valuable? Was it valuable when it was made? <b>Suggested video resources (pre-watch and check any video clips for appropriateness first):</b></p> <ul style="list-style-type: none"> <li>• <a href="#">BBC Bitesize – Origins of the Atlantic Slave Trade</a></li> <li>• <a href="#">National Museums Liverpool – International Slavery Museum</a></li> </ul> <p><b>**Please refer to and use the Local Black History planning guidance (one drive) alongside this MTP.</b></p>
<p><b>Lesson 2- What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved? (Enquiry)</b></p>	<p><b>Essential knowledge end point (substantive):</b></p> <p>What the transatlantic slave trade was GB and Lancashire involvement</p> <p><b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>• Children will be able to use appropriate vocabulary when discussing and describing historical events and concepts, e.g. stowed, abolish(ed) and influential.</li> <li>• Children will be able to present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</li> <li>• Children will be able to use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society.</li> <li>• Children will be able to discuss how Britain has influenced and been influenced by the wider world.</li> </ul>	<p>(Great Britain was deeply involved in the Atlantic Slave Trade. Merchants in ports such as Liverpool, Bristol and London financed voyages that carried goods to Africa, enslaved people to the Americas and raw materials back to Britain. The trade brought enormous wealth, supporting industries such as shipbuilding, textiles and banking and helping towns like Lancashire prosper. However, this prosperity was built on the exploitation of enslaved people. The government regulated and taxed the trade, while campaigners and abolitionists fought to end it. Britain’s involvement shows how national wealth was tied to global injustice and how different perspectives — merchants, enslaved people and abolitionists — reveal contrasting experiences of the same system).</p> <p><b>Enquiry: What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved?</b> ■ Define key vocabulary to support clarification, e.g. Transatlantic, slave, trade ■ Show children a child-friendly World Map. Can they locate Europe, Africa, North America and the Atlantic Ocean? ■ What is The Atlantic? The Atlantic is an ocean lying between the Americas to the west and Europe and Africa to the east. ■ What does ‘transatlantic’ mean? Transatlantic means ‘crossing or extending across the Atlantic Ocean’. ■ What do the words ‘slave’ and ‘enslaved’ mean? An enslaved person is: a person who is forced to work for someone; someone who is owned by another person; someone who can be bought and sold like a piece of property or an animal; someone who is not free to do what they want; someone who has to do what his or her master wants him or her to do. ■ The term ‘slave’ has increasingly come to be seen as dehumanising. To refer to the Africans who were enslaved only as ‘slaves’ strips them of their identity. They were, for instance, farmers, merchants, priests, soldiers, goldsmiths and musicians. They were husbands and wives, fathers and mothers, sons and daughters. They could be Yoruba, Igbo, Akan or Kongolese. The terminology ‘enslaved person or</p>

		<p>people’ is preferable. Visit <a href="https://www.liverpoolmuseums.org.uk/history-of-slavery/transatlantic-slave-trade">https://www.liverpoolmuseums.org.uk/history-of-slavery/transatlantic-slave-trade</a> for more information. ■ What does the word trade mean? Noun: buying and selling of things Verb: to do business, to exchange one thing for another with someone e.g. money for sweets with a shopkeeper ■ What is Great Britain? How has Britain influenced and been influenced by the wider world? -John Hawkins, an English merchant, was given money by Queen Elizabeth I to support his voyages. She rewarded his success at slave trading by making him a knight. -Charles II saw an opportunity to make money by trading in enslaved people from Africa. -In the early 18th Century, enslaved people were bought by rich British families who made them work for them as servants. -In 1850, King Ghezo of Dahomey (present-day Benin) sent Queen Victoria a young slave girl as a present. ■ What is Lancashire? Examine a map of Lancashire. Can children locate their home town/ city and key Lancashire towns/cities, e.g. Preston, Lancaster? ■ Lancaster was the fourth biggest slave trading port in the UK sending over 180 slave ships to sea. Preston also sent out ships to Africa to trade for slaves. ‘The Slave Trade in Lancashire’ <a href="http://www.bbc.co.uk/lancashire/content/articles/2007/03/26/abolition_radio_brett_davision_feature.shtml">http://www.bbc.co.uk/lancashire/content/articles/2007/03/26/abolition_radio_brett_davision_feature.shtml</a> ■ Link back to Unit 2/ Lower Key Stage Two: Show children an image of a worker in a cotton factory and enslaved people working in the cotton fields. What links these two images? ■ Re-examine Black History Unit 2, Artefact 11: Henry Ashworth’s notebook 1860 article - famine warning. In what ways were the Lancashire Cotton Industry, and the people of Lancashire, dependent on the Transatlantic Slave Trade? ■ Discuss Black History Unit 3, Artefact 3: A diagram of the Transatlantic Slave Trade. A segment of the global slave trade, the transatlantic slave trade, transported between 10 million and 12 million enslaved Black Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century.</p> <p><b>**Please refer to and use the Local Black History planning guidance (one drive) alongside this MTP.</b></p>
<p><b>Lesson 3- Where does the Transatlantic Slave Trade fit into our chronological framework? (chronology)</b></p>	<p><b>Essential knowledge end point (substantive):</b></p> <p>When the Transatlantic Slave Trade happened</p> <p>Significant people, events and changes to laws that led to the abolition of slavery over time.</p> <p><b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</li> </ul>	<p><b>Timeline: Where does the Transatlantic Slave Trade fit into the children’s chronological framework?</b> ■ Re-visit Black History Unit 2 Artefact 5 (Cotton Industry timeline) to re-cap the chronological framework of the Lancashire Cotton Industry. ■ Examine Black History Unit 3, Artefact 4 A Transatlantic Slave Trade Timeline. When was the peak of the transatlantic slave trade reached? When did Great Britain abolish the slave trade with its colonies? What was the Slavery Abolition Act? What impact did it have? ■ Significant individual: Focus on Olaudah Equiano. Revise possible definitions of significance (See Unit 1). Olaudah Equiano published what many now consider to be the first significant work about an enslaved person’s life. The book became well known for its graphic descriptions of the suffering endured by African captives on the transatlantic voyages and helped turn public opinion against the slave trade. ■ Equiano was bought by Michael Henry Pascal, a lieutenant in the Royal Navy. Pascal renamed the boy "Gustavus Vassa", after the 16th century King of Sweden Gustav Vasa. Equiano had already been renamed twice: he was called Michael while on board the slave ship that brought him to the Americas and Jacob, by his first owner. ■ The Life of Olaudah Equiano <a href="https://www.bl.uk/collection-items/the-life-of-olaudah-equiano">https://www.bl.uk/collection-items/the-life-of-olaudah-equiano</a> ■ Slavery and Remembrance: Olaudah Equiano <a href="https://slaveryandremembrance.org/people/person/?id=PP003">https://slaveryandremembrance.org/people/person/?id=PP003</a> Lots of discussion- print out information for the children to read and figure out what was important and significant during this period.</p>

		<p>Children could create a timeline of the significant events and people over this time including the abolition committee forming and why. This will help when answering the overarching enquiry question at the end of the unit.</p> <p><b>**Please refer to and use the Local Black History planning guidance (one drive) alongside this MTP.</b></p>
<p><b>Lesson 4-</b></p>	<p><b>Essential knowledge end point (substantive):</b>          What was the Transatlantic Slave Trade          What life was like for enslaved people in the past including enslaved people who were forced to endure long journeys on board (Lancashire) Slave ships.          Significant people, events and changes to laws that led to the abolition of slavery over time.</p> <p><b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>● use a wide range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>● to talk and write about historical events and changes by selecting and organising historical information and dates</li> <li>● to describe the results of historical events, situations and changes e.g. the impact on people’s lives.</li> <li>● to evaluate sources and make inferences</li> </ul>	<p><b>Select sources from the Local Black History planning guidance (one drive) under the section beginning ‘What does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade?’, for groups to explore and discuss.</b> All artefacts mentioned in the planning guidance can be found in the artefact pack saved in the same folder. Direct their research by sharing the overarching enquiry questions. Record information on WW or ask children to produce detailed information posters and present to the rest of the class.</p> <p>This will prepare them to communicate their findings next lesson.</p>
<p><b>Lesson 5- The abolition of slavery (communicate findings)</b></p>	<p><b>Essential knowledge end point (substantive):</b>          What was the Transatlantic Slave Trade          What life was like for enslaved people in the past including enslaved people who were forced to endure long journeys on board (Lancashire) Slave ships.          Significant people, events and changes to laws that led to the abolition of slavery over time.</p> <p><b>Disciplinary Knowledge: (Working, Talking, Writing like a Historian):</b></p> <ul style="list-style-type: none"> <li>● to communicate historical findings through a range of methods including the use of ICT, maps and timelines</li> <li>● to produce own accounts that make some connections and describe some contrasts</li> </ul>	<p>Possible activities:</p> <ul style="list-style-type: none"> <li>● Encourage debate. Provide source materials which are appropriately challenging. Give pupils opportunities to present an argument selecting evidence from a wide range of sources which supports the case e.g. take on a role and justify their actions/ behaviour (which may include controversial decisions).</li> <li>● Ask children to use the information they have learned over the unit and from previous units of study, to write a persuasive letter FOR the abolishment of slavery.</li> <li>● Using the information gathered from the different sources, the children could write in role, e.g. as the Quakers of Portsmouth, recommending the abolition of slavery.</li> </ul>