



Scheme of Learning for Geography and History



Sheep Dip Lane
Academy



Phase	UKS2 Year 5, 5&6, 6
Strand	Identity & Social Justice
Leader	F Parish Principal/History N Pounder/ Geography



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Programme of Study



Sheep Dip Lane
Academy

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KS2 Cycle B

Year 5, 5/6, 6

How has America tackled injustice?

Human Rights, Civil Rights, Slavery –
what have we learnt?

HISTORY

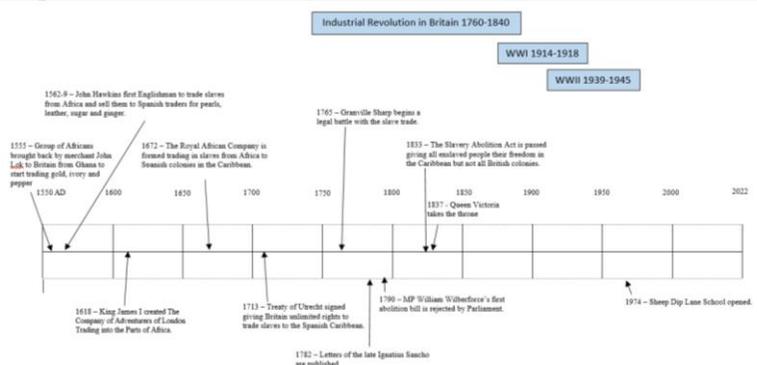
Main Strand/Concepts	Identity and Social Justice –pupils will learn about the slave trade and abolition movement in the past, children’s rights, the civil rights movement up to today with injustice and Black Lives Matter campaign against racism on a global scale and social justice within USA and the UK.					
Unit overview	<p>Within this unit children will build upon their historical knowledge of trade during Tudor times, women’s rights and the suffragette movement from LKS2.</p> <p>Children will develop their understanding of the history and subsequent abolition of the Slave trade in Britain and beyond. They will learn that the slave trade was established due to European nations (particularly Portugal, Britain and Spain) wanting slave labour to work their plantations and mines in North and South America. Slave labour meant that New World products such as sugar, tobacco and cotton could be sold to the rest of the world for a very cheap price. Slavery had always existed, but it was the scale of Atlantic Slave trade that has made it so infamous.</p> <p>Children will understand the key events during the slave trade era and explore the lives and influence of significant people such as Ignatious Sancho, Harriet Tubman, Mary Prince and Olaudah Equiano. They will expand this knowledge and learn about the abolition of the slave trade, they will then focus on understanding the civil right movement and human rights today. They will learn how inequality and racism still exists today and what is being done about it - through e.g. the Black Lives Matter political campaign is still prevalent to protest against injustice and raise the profile of racism) and how these have changed over time because of a range of significant figures.</p>					
Disciplinary Knowledge – Thinking like an historian						
Historical Enquiry	<p>Chronology Recall when the transatlantic slave trade took place? What was happening in Britain during this period? Use a timeline – what significant events and people over time were involved in the abolition of the slave trade, the civil rights movement and today Black Lives Matter global campaign.</p>	<p>Cause and Consequences What led to the rise of the Atlantic slave trade? Why were people shipped to America? What legacy did the abolitionists leave behind? Has the civil rights movement in the USA stopped inequality and racism?</p>	<p>Change and continuity How did the lives of significant people change inequality and human rights and what is the impact of this on the World today? What significant changes happened in the USA and Britain from 1833 and from 1963? What inequalities are being campaigned against globally today – BLM.</p>	<p>Similarities and Differences Think about Henry Box Brown and George Floyd what inequalities are the same and what is different between these two events? Compare the civil rights movement in the USA and the Black Lives Matter global campaign today.</p>	<p>Evidence “Everybody has equal rights. There should be no exceptions. Black lives matter.” What evidence explains how African slaves were treated? How do we know?</p>	<p>Significance What was significant about the work of abolitionists? How has that influenced the way other leaders and campaigners have fought for equality and social justice? There have been many significant individuals who had stood up for equality and human rights– who do you remember and why?</p>
Prior Learning Links	<p><i>In KS1 linked to learning about significant people through time – their achievements e.g. Mary Seacole, Rosa Parks.</i></p> <p><i>In LKS2 linked to learning about children’s rights when exploring the campaigning of Lord Shaftesbury and the Factory’s Act, Coalmines Act and Chimney Sweepers Act of with working in mines and factories being removed for children under 9 years old.</i></p> <p><i>Linked learning to slavery in Ancient Egyptian and Ancient Greek periods.</i></p>					



<p>Main enquiry question/s</p>	<p>How has America tackled injustice?</p>	
<p>Programme of Study NC Requirements</p>	<p>To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>Concept 1 When and why were African slaves transported to the Americas?</p>	<p><i>Lesson ONE and TWO of Geography to be completed first as this covers why Britian wanted an Empire and the countries involved in the Empire and the transatlantic slave trade.</i></p> <p><i>Children will need pre-learning to link this period in history to one previously studied: they will need to know Britain was once an Empire and the influences it had in the World</i></p> <p><i>Children will understand when the time period sits on a timeline</i></p> <p><i>Children will understand the sources of evidence historians use to tell us about the past</i></p> <p><i>Children will understand that some of sources are biased due to prejudice and beliefs of the time</i></p> <p>Pre-learning vocabulary recall: words pupils should know from prior learning – slavery, trade, commerce, exporting and importing goods.</p>	
<p>Subject Specific Vocabulary</p>	<p>Substantive/ Core Knowledge - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge learning to be developed with pupils)</p>
<p>Tier 2: Slavery Plantation passage trade</p> <p>Tier 3: barracoon Atlantic</p>	<ul style="list-style-type: none"> • <i>Know that the slave trade took off due to European nations (particularly Portugal, Britain and Spain) wanting slave labour to work their plantations and mines in North and South America.</i> • <i>Know that during the period of 1562 to 1833 the Atlantic slave trade took place.</i> • <i>Know that slave labour meant that New World products such as sugar, tobacco and cotton could be sold to the rest of the world for a very cheap price.</i> • <i>Know that up until 1807, the British shipped 3.5 million African people across the Atlantic to work as slaves.</i> <p>Teacher additional knowledge:</p> <ul style="list-style-type: none"> • <i>Know that slavery had always existed, but it was the scale of Atlantic Slave trade that has made it so infamous.</i> • <i>Know that an estimated 11 million Africans were transported across the Atlantic between 1500 and 1867.</i> 	<p>Connect – back by sharing a timeline to recall key periods or events previously learnt by children e.g. Ancient Greek and Ancient Egyptian period by sharing illustrations or hieroglyphics of slaves in Sparta or building the pyramids.</p> <p>Explain The chronology of the Atlantic slave trade starting in 1555 up to the abolition act in 1833 in British Parliament. Share a map demonstrating the ‘triangular trade’ that British merchants were involved in, going between Britain, the West Coast of Africa, and the Americas.</p> <p>Example Model how to plot the time periods on a timeline, discuss layout and how to locate key information on significant events from references e.g. books, websites and model how to draw the map and label this showing the slave trade routes.</p> <p>Children to attempt to re-order key events linked to the Atlantic slave trade in pairs and plot the route of the triangle on given maps.</p>



- **Know that African slaves descends make up much of the population of Brazil, the United States, and the Caribbean today.**



The slave trade took off due to European nations (particularly Portugal, Britain and Spain) wanting slave labour to work their plantations and mines in North and South America.

Stage 1:

Slave ships left British ports such as London, Liverpool and Bristol and sailed to Africa. They carry goods manufactured in Britain, such as cloth, guns, ironware and drink. On the African coast, these goods were exchanged for men, women and children who were captured by African slave dealers and kept in barracoons.

Stage 2:

African slaves were loaded onto the British ships, crammed side-by-side onto wooden bunk beds and chained by the feet. They were then sailed across the Atlantic in a journey lasting up to three months, unable to move. Disease spread like wildfire, and one in ten slaves died before reaching America. This dreadful journey was known as the 'middle passage'.

Stage 3:

Apply

Children to be split into 3 groups and shown some links and resources to find out about significant developments and events linked to the slave trade between Britain America and the Spanish colonies in this period, children draw their own timelines, children draw their own maps showing the routes, children can research using images of artefacts, maps, reference books and websites.

Challenge

Read Olaudah Equiano's account of being captured by African slavers and loaded onto a slave ship. Spend some time introducing him and his amazing life to the children using given resource. Children watch video links to begin to make notes and personal research on inequality of the slave trade at this time , using research paper and Historic England website they enquire about the landowner of Brodsworth Hall and how the family made their money from the slave trade to draw some conclusions about when and why the slave trade existed in Britain between mainly 1562 and 1833. They focus their enquiry

research on the following themes:

- When the transatlantic slave trade took place?
- What led to the rise of the Atlantic slave trade?
- Why were people shipped to America?



	<p>The slaves were sold at auction in America. The slave ships filled up with raw materials produced in America, such as sugar, cotton, timber and tobacco. These were then sailed back across the Atlantic to Great Britain where they were turned into manufactured goods. Thus, each stage of the triangular journey earned profits for the traders.</p>	
<p>Assessment questions</p>	<p>What does slavery mean? Why did the Slave Trade develop? What were conditions like on a slave ship?</p>	<p>Resources: A terracotta tablet dating back to 7th century BC showing slaves working in the mines in Sparta. Murials showing slaves in Ancient Egyptian times</p>  <p>https://exceedlearning-my.sharepoint.com/personal/head_sheepdiplane_doncaster_sch_uk/Documents/2022-2023/Teaching%20&%20Learning/Wider%20curriculum/Humanities/timeline%20British%20atlantic%20slave%20trade%20FP.docx</p> <p>Resource Pack-Year 5-The Abolition of Slavery.pdf (coreknowledge.org.uk)</p> <p>Resource 1 map of slave trade triangle route Resource 2 Olaudah Equiano's account</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	