

National Curriculum:

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

Subject: History

Year: 5/6

What can we learn from black history?

Context:

To understand the significance achievements of black people.

The history of slavery and apartheid

To look at and evaluate different sources of evidence and propaganda

Prior Knowledge:

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In KS1 the children looked at the lives of inspirational people, including Grace Darling and Neil Armstrong and how their lives were important.



Sticky Knowledge:

- Slavery is the treatment of humans as property, being deprived of human rights.
- Slavery has many different forms
- In 400 years of the Atlantic Slave Trade, at least 12 million Africans were taken to the Americas as slaves.
- The Atlantic Slave Trade began because Europeans wanted labourers to work producing goods like sugar, tobacco and cotton
- The British Empire began in the late 1500s under Queen Elizabeth I.
- By 1913 the empire had grown to rule over 400 million people, making it the largest empire in history.
- Dr Martin Luther King Jr. wanted people to be treated equally whatever the colour of their skin.
- Dr. Martin Luther King Jr. gave powerful speeches and led peaceful protests.
- Caribbean people who moved to the UK were known as the **Windrush Generation**.
- Between **1948 and 1971**, over **half a million** people from the Caribbean settled in the UK.
- Nelson Mandela was the first black **President of South Africa**.

Key Vocabulary:

Slavery

Segregation

Discrimination

Abolition

Rosa Parks

Martin Luther King

British Empire

Windrush

Generation

Apartheid

Enquiry Questions:

- 1) Where and why did slavery exist?
- 2) Was the British Empire welcomed?
- 3) What difference did Martin Luther King make?
- 4) Why did people come to live in England after WW2?
- 5) Why was Nelson Mandela so important?
- 6) What challenges do black people still face?

Enrichments:

First generation immigrant to speak to children (use class families)

Black History month resources

Misconceptions:

Skills:

- Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it (Y6)
- Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. (Y6)
- Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity (Y6)
- Use/recognise OS map symbols; Use atlas symbols. (Y6)
- Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) (Y6)
- Use a scale to measure distances. Draw/use maps and plans at a range of scales. (Y6)
- Draw a plan view map accurately (Y6)
- Confidently identify significant places and environments (Y6)
- Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe. (Y6)