**Year 6 HISTORY Curriculum – Spring Term**

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| **Theme: Black and British** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | | **Keyword** | Definition | **Keyword** | Definition | | **Geography** – locate West African and Caribbean heritage. |
| Atlantic slave  trade | Between 1640 and 1807 millions of  Africans taken to America on ships to be slaves | Migrant | A person who moved from one country to  another | |
| Commonwealth | Group of over 50 countries once part of  the British empire | Prejudice | Opinions against certain people not  based on reason or actual experience | |
| Discrimination | Unfair treatment of people based on  unreasonable ideas about the person or  group | Racism | The unfair treatment of people who  belong to a different race | |
| Empire | Large group of places controlled by one powerful country | Segregation | Keeping people from different races  apart | |
| Middle passage | Horrific journey that Africans were forced to take across the Atlantic as slaves |  |  | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children are introduced to the Roman Empire in Year 4 and the Battle of Britain in Year 5. They will also have learnt about the Windrush empire through their study of Floella Benjamin in Year 3. | | | | | Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.  Key concepts will be experienced, as a good preparation for KS3. These include: empire; migration; exploration; exploitation, slavery trade and discrimination. | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What part did Black people play in British life when they started to settle 500 years ago? | | * Know that there have been black people living in Britain through much of history. * Understand that the first Black people on the landscape of Britain were Roman soldiers. | | | | | * Chronological understanding * Use a range of primary and secondary sources to find out about the past * Investigation | |
| 1. What difference did the slave trade make to the experience of the Black people? | | * To understand black people suffered horribly as slaves working on plantations in the Americas, but they also worked as slaves in rich people’s homes in British cities. * Understand that more than three million people were forced into slavery by British traders. * Grasp that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a ‘sweet tooth’. | | | | | * Investigation * Critical thinking skills * Knowledge & understanding of events | |
| 1. When so many Black people fought in the two world wars, why is it only recently bring recognised? | | * Know black people served in the trenches in World War One and as pilots in the Second World War. * Know the discriminatory attitudes that restricted the roles Black people could play. | | | | | * Knowledge of people and changes in the past * Investigation | |
| 1. How did the arrival of the Empire Windrush change the way Black People were treated in Britain? | | * Understand that the best-known and most significant period of black immigration came with the arrival of SS Windrush in 1948 to work in the NHS and on the buses. * To be aware that a large number were disappointed and felt that they had been lured to Britain under false pretences of a better life. | | | | | * Knowledge & understanding of events in the past * Use a range of primary and secondary sources to find out about the past | |
| 1. How far has life improved for Black people living in Britain in the last 60 years? | | * To interpret the effects of new laws to prevent discrimination. * Able to see the influence of the ‘Black Lives Matter’ campaign. | | | | | * Critical thinking skills * Interpretation | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 1 – what part did Black people play in British life when they started to settle 500 years ago? * Lesson 4 - how did the arrival of the Empire Windrush change the way Black People were treated in Britain | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** |  | | | | | | | |
| **Evidence** | * Lesson 3 – what roles did Black people have in WW1 and WW2? * Lesson 5 – how has life improved in Britain today? | | | | | | | |