

Year 5&6: Local Study - Facing the past



Substantive Concept: Slavery

Essential Learning:

By the end of this topic, you will have learned:

- To establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.
- To describe the results of historical events, situations and changes e.g. the impact on people's lives in our local area
- How Britain has influenced and been influenced by the wider world
- To describe aspects of cultural, economic, military, political, religious and social history

Enquiry Drivers:

How was Lancaster involved in the Transatlantic Slave Trade?

Chronology

Make connections between periods of history

Continuity and Change

Explain change and continuity across and within periods of history

Cause and Consequence

Analyse and explain the results of historical event, situations and changes

Historical Vocabulary

Interpret historical language in the context of concepts and questions linked to periods of history

Perspectives and Interpretations

Explain how and why different historical viewpoints and interpretations have been constructed

Similarities and Differences

Analyse the diverse experiences, beliefs and attitudes of people in past societies

Prior Learning: Tolerance and diversity issues (PSHE); Fairtrade implications (Sustainability); local area studies (Carnforth); transport links;

Curriculum enrichment: Lancaster Slavery Trail

Outdoor learning:

Create an outside graffiti wall linked to anti-racism/BLM/slavery

Key Vocabulary: slave, enslaved, slavery, stowed, abolish(ed), influential, racial equality, racism, bias, reliability, trade, colony, auction, exploitation, parliament, plantation, profit, emancipation, protest,

Unit Focus: History

NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

The purpose of this theme is to find about The Transatlantic Slave Trade and its links to Lancashire in the past. Children will learn about 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. They will find out about how significant people, events and changes to laws led to the abolition of slavery over time.

Children should:

- investigate a theme in British History that extends pupils' chronological knowledge beyond 1066 and enables them to complete a local history study
- devise and answer questions such as, 'What might these images/ words tell us about..?'
- be able to evaluate sources and make inferences.
- be able to identify historically significant people groups and publications.
- be able to use appropriate vocabulary when discussing and describing historical events and concepts, e.g. stowed, abolish(ed) and influential
- be able to present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms
- be able to use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society
- be able to discuss how Britain has influenced and been influenced by the wider world.

Key Questions:

▪ Why is it important to study Black British History? ▪ Why was the 18th Century 'Diagram of the Brookes' created? ▪ What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved? ▪ What do the words 'slave' and 'enslaved' mean? What is the difference between these terms and which one should be used? Why? ▪ What does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade? ▪ What do we look at to work out what it was like in the past? ▪ How do historians investigate history? ▪ What is evidence? Primary? Secondary? ▪ Is it possible to get a complete, 100% accurate, picture of the past? ▪ Should we always believe what we read in the evidence? Is it reliable? Biased?

For full planning details please refer to:



RES 259-Local Black History.pdf



LBHG Slavery Trail V 3 2021 Final.pdf



Facing the Past Booklet PDF (1).pdf

Science

NC - Properties and Change of materials – dissolving, mixing, filtration, changes of state.

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Scientific Enquiry

Pupils might work scientifically by:

Carrying out tests to answer questions such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' ß Compare materials in order to make a switch in a circuit.

Observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes. ß Researching and discussing how chemical changes have an impact on our lives, for example cooking. ß Discuss [research] the creative use of new materials such as polymers, super-sticky and super-thin materials.

Music

Songs of Resistance

To understand how enslaved people used music as a way of resisting their Masters

Suggested songs to use:

Amazing Grace

Swing Low Sweet Chariot

Wade in the Water

Slavery Chain Done Gone at Last

Go Down Moses

Ain't Gonna Let Nobody Turn Me Around

Listen to the songs and identify meaning/hidden messages. Look at key words which are renown as coded messages

Link to Freedom/Black Rights songs today:

Wavin' Flag (K'naan)

Freedom (Pharrell Williams)

Redemption Song (Bob Marley)

Children spend the last couple of lessons writing their own anti-resistance//freedom song in small groups in the style of those studied (try for two verses of 4 lines plus a chorus). They will then perform it.

Listening and responding:

'Inkanyezi Nezazi' Ladysmith Black Mambazo

South Africa

Choral

Songs of Resistance

R.E.

Christianity (God)

Why is it sometimes difficult to do the right thing?

Coverage:

- Sin
- Adam and Eve's disobedience
- Temptation and morality



Knowledge Matrices
Y1-6 FV.pdf

<https://www.stem.org.uk/resources/community/collection/12742/year-5-properties-materials>
[Activities - Explorify](#)
<https://grammarsaurus.co.uk/portal/2020/01/year-5-science-properties-and-changes-of-materials-lesson-1/>
<https://grammarsaurus.co.uk/portal/2020/01/year-5-science-properties-and-changes-of-materials-assessment-pack/>
<https://www.twinkl.co.uk/resource/tp2-s-111-planit-science-year-5-properties-and-changes-of-materials-unit-pack>

Computing/ICT

Online reputation

Pupils should be taught to: -

- Locate and respond appropriately to the terms and conditions on websites.
- Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and conduct.
- Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications.
- Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.

Use electronic communication and collaboration tools safely.

Use the following link for planning: -

[Search and Access Resources](#) ▶ [Strand](#) ▶ [Online Reputation \(projectevolve.co.uk\)](#)

Programming – Python Language

Pupils should be taught to: -

- Use repetition* and selection* in programs.
- Use variables* in programs.

PSHE

Community – 7 lessons

Value – Respect

[Kind conversations](#) (Y5) Value Link

LO: Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.

[Working together](#) (Y6)

LO: Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this.

[Mo makes a difference](#) (Y5)

LO: Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.

[Advertising friendships!](#) (Y6)

LO: Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

[Different skills](#) (Y5) (Non-Statutory)

- Design and create programs using decomposition.
- Design programs to accomplish specific tasks or goals.
- Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.
- Use procedures in programs..
- Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.
 - Use programming software to create simulations.

Useful resources/websites: -

<https://www.computingschool.org.uk/resources/2012/november/python-module-for-ks2>

[29 Top "Python Coding" Teaching Resources curated for you \(twinkl.co.uk\)](https://www.twinkl.co.uk/resource/t3-i-57-introduction-to-python-lesson-6)

<https://www.twinkl.co.uk/resource/t3-i-57-introduction-to-python-lesson-6>

LO: Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements.

[Let's negotiate \(OPTIONAL\)](#) (Y6) (Non-Statutory)

LO: Explain what is meant by the terms 'negotiation' and 'compromise'; Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task.

MFL

Let's Visit a French Town.

Children will build on their existing knowledge of the **French** language whilst teaching them new vocabulary and phrases to do with places in **town**, directions and numbers. By the end of this unit, your children will be able to read **French** Signs and find their way **around** a **French town**.

[French Signs - Let's Visit a French Town Year 6 Unit Pack \(twinkl.co.uk\)](#)

Art

Painting & Graffiti Art – Black Lives Matter

Look at the work of graffiti artist Banksy. Use sketchbooks to annotate his pictures noting what they like/dislike and why and what the impact on his audience might be.

<https://www.bbc.co.uk/bitesize/topics/zpqxs82/articles/zd4n3qt>

<https://www.twinkl.co.uk/resource/t2-t-346-banksy-powerpoint>



Discuss how graffiti polarises opinion, identify distinctive features of graffiti art and consider when it is, and is not, appropriate to make graffiti art. They may then either sketch to develop designs linked to racism & BLM for graffiti art, or translate given designs onto larger canvasses/sheets of paper. Create an outside graffiti wall linked to anti-racism/BLM/slavery.



Cross-curricular Maths

Position and Direction – describe co-ordinates on 2D grid

English Focus

Biography (4 wks)– Harriet Tubman & Rawlinson family (local link see Faces from the Past booklet)

Reading Phase:

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr>

<https://www.twinkl.co.uk/resource/ks2-all-about-harriet-tubman-powerpoint-t-tp-2550175>

<https://grammarsaurus.co.uk/portal/2020/11/year-3-4-model-text-biography-harriet-tubman/>

Explore the biography of a particular person as presented in a range of different texts, on paper and on screen. Build up a picture of their life from the various perspectives offered, as well as discussing and evaluating the differences between the texts. Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.

Read a range of biographies and identify key features. Pull out the key features from texts read and use as a model for scaffolded writing.

Gathering Content: Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, for example of historical characters, through preparing a CV; composing a biographical account based on research

Use hot seating and questioning to gather information about Harriett Tubman. Model how to make effective notes (use abbreviations, symbols, bullet points or numbers, not full sentences etc) and children make notes/research about Harriett's life.

Short writing opportunity: CV for Harriett Tubman/Rawlinson family

Writing Phase: Planning: Discuss sub-headings and layout. Model how to organise class /teacher modelled notes into sub-headings – use planning templates. Model and scaffold using class/teacher notes to write the different sub-headings for the Life of Harriett Tubman. Spend time on an effective introduction and conclusion. Emphasise the dates should be chronological. Agree success criteria.

Grammar: Active and passive voice

Cross-curricular Writing: Diary of a slave//slave trader

Guided Reading: <https://www.twinkl.co.uk/resource/t2-e-5033-transatlantic-slave-trade-differentiated-reading-comprehension-activity> & Twinkl reading comprehension Harriet Tubman

Speaking and Listening: <https://www.bbc.co.uk/newsround/52965665>

Argument and Debate (2 weeks – week 1 prepare oral debate in groups week 2 plan, draft and write one paragraph for and one against using the oral debate as Talk for Writing. The children will conduct a debate on whether or not statues of slave traders/ owners should be removed before voting on the motion.

Global links:

The Transatlantic slave trade

Local links:

Lancaster's involvement in the slave trade