

## History planning

This document sets out an overview of the key sticky knowledge/skills taught through each history unit



### Dynamic Dynasties - Picasso - Year 5/6

#### NC link – A depth study of an early civilisation

#### What is a dynasty and how long have dynasties ruled in China?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can say what a dynasty is	<ul style="list-style-type: none"> <li>- A dynasty is a system of rule where the throne passes from one member of a ruling family to another</li> <li>- The history of China is split into periods of dynasties and the Shang Dynasty is the earliest ruling dynasty in the recorded history of China.</li> </ul>	Place the Shang Dynasty in a chronological framework narrative and place other ancient civilisations within this (Chronology)

#### Why was the archaeological dig at Yinxu so significant?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<ul style="list-style-type: none"> <li>I can ask and answer questions about evidence</li> <li>I can analyse pieces of evidence to draw some initial conclusions about life in the Shang Dynasty</li> </ul>	<ul style="list-style-type: none"> <li>- Archaeological digs are vital in giving us information about historical periods of time.</li> <li>- A dig between 1928-1937 proved the existence of Shang Dynasty,</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of historical sources or artefacts to build a picture of a historical period.</li> <li>Analyse pieces of evidence to draw initial conclusions (Sources and evidence)</li> </ul>

#### Were oracle bones a significant discovery?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<ul style="list-style-type: none"> <li>I can undertake an enquiry to find out information.</li> <li>I can explain why oracle bones were a significant archaeological find.</li> </ul>	<ul style="list-style-type: none"> <li>- Oracle bones are carved objects used by the Shang Dynasty's oracles during important religious events called divination ceremonies</li> <li>- Oracle bones gave historians clues about early beliefs and Chinese writing.</li> </ul>	<ul style="list-style-type: none"> <li>To carry out an enquiry.</li> <li>Use a range of historical sources or artefacts to build a picture of a historical period. (Sources and evidence)</li> </ul>

#### Was making objects from bronze a significant achievement in the Shang Dynasty?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain what bronzes found in an archaeological dig tell us about the people of the Shang Dynasty.	<ul style="list-style-type: none"> <li>- Bronze working skills were a major advance during the Shang Dynasty – including for weapons, parts of chariots and decorative ritual vessels for burials and sacrifices.</li> <li>- They used techniques never seen before in any other bronze age – including in Britain and Egypt.</li> </ul>	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. (Sources and evidence)

### How important was religion in the Shang dynasty?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe some evidence that would suggest that religion was important in the Shang Dynasty.	<ul style="list-style-type: none"> <li>- People in the Shang Dynasty worshipped multiple gods as well as their ancestors and they gave offerings and carried out sacrifices to please them.</li> <li>- They also believed that humans had 2 souls – one went to heaven and lived as they did on earth. They were therefore buried with lots of their belongings.</li> </ul>	Find evidence from different sources and form balanced arguments. (Sources and evidence)

### What did hierarchy look like in the Shang Dynasty?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe the social hierarchy in the Shang Dynasty	<ul style="list-style-type: none"> <li>- There was a strict social hierarchy in the Shang Dynasty, with the king at the top and peasants and slaves at the bottom.</li> </ul>	Compare and contrast lifestyles of different social classes during the Shang Dynasty. (Similarity and difference)

### What was everyday life like in the Shang Dynasty?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe how life in the Shang Dynasty is different dependant on the person's position in society.	<ul style="list-style-type: none"> <li>- Everyday life in the Shang Dynasty was different for each person due to their position in society including their job, their home and what they ate.</li> <li>- Writing was developed during this period.</li> </ul>	Compare and contrast lifestyles of different social classes during the Shang Dynasty. (Similarity and difference)

### Why were the people in the Shang Dynasty such successful warriors?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe some elements of warfare that made warriors successful during the Shang Dynasty.	<ul style="list-style-type: none"> <li>- Warfare was a way of life in the Shang Dynasty because of attacks from neighbouring tribes.</li> <li>- The king led the army which was well organised and trained.</li> <li>- Soldiers wore protective armour and bronze helmets.</li> </ul>	Articulate and organise information and historical accounts to answer an enquiry question. (Sources and evidence)

### How did the actions of the last king lead to the downfall of the Shang Dynasty?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify the causes and consequences of <i>Di Xin's</i> actions.	<ul style="list-style-type: none"> <li>- The last Shang Dynasty king, <i>Di Xin</i>, was a cruel dictator. He was known as the 'tyrant.'</li> <li>- An army from the neighbouring tribe invaded and defeated <i>Di Xin</i> and a new Dynasty began.</li> </ul>	Identify the causes and consequences of <i>Di Xin's</i> actions, using written text, identifying the source and reliability of the evidence. (Causes and consequences/Sources and evidence)

### Assessment

Respond to the enquiry question: How was the Shang Dynasty the same and/or different to other ancient civilisations studied previously?

## Ground Breaking Greeks - Picasso - Year 5/6

### NC links – Ancient Greece

#### Who were the Ancient Greeks?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can place Ancient Greece into a coherent chronological context</p> <p>I can locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance</p> <p>I can identify some of the similarities and differences between life in Athens and Sparta</p>	<ul style="list-style-type: none"> <li>- The period of ancient Greece spans already studied periods of world history and is itself split into different periods.</li> <li>- Ancient Greece consisted of city states</li> <li>- Ancient Greece consisted of mainland and islands which are mountainous so protected against invaders.</li> </ul>	<p>Identify the chronological context of the Ancient Greeks and make connections between periods of world history on a timeline (Chronology)</p> <p>Make inferences from sources about the location, physical features and climate of modern Greece. (Evidence and enquiry)</p> <p>Carry out research using secondary sources of written information. (Sources and Evidence)</p>

#### What do artefacts/archaeological sites tell us about what life was like in Ancient Greece?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can infer information from artefacts about what life was like in Ancient Greece</p> <p>I can select and combine information from different sources about life in Ancient Greece</p>	<ul style="list-style-type: none"> <li>- Artefacts can tell us about different aspects of Ancient Greek life including soldiers, ships, gods and goddesses, rulers, writing, art and everyday life.</li> <li>- There are characteristics of all past civilisations e.g. cities, rule and government, architecture, art, religion, inventions and set social structures.</li> </ul>	<p>Primary sources of evidence were made in the period and secondary sources were created after the time.</p> <p>Consider the use and limitations of using artefacts in isolation from other historical sources. (Sources and evidence)</p>

#### Can we learn anything from Greek myths and legends?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can show some understanding that aspects of the past have been represented and interpreted in different ways.</p> <p>I can begin to assess how useful Greek myths/legends are in helping me to find out about the past.</p>	<ul style="list-style-type: none"> <li>- Myths and legends were important in Ancient Greece.</li> <li>- Many myths and legends can teach us about important values and life lessons such as to do with family, friendship and some have common themes such as jealousy or love.</li> </ul>	<p>Show some understanding that aspects of the past have been represented and interpreted in different ways. (Sources and evidence)</p>

#### What do we know about the achievements of Alexander the Great?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can use different sources to identify the most important achievements of Alexander the Great giving reasons</p>	<ul style="list-style-type: none"> <li>- Historical sources and artefacts generally paint Alexander the Great as an intelligent and masterful leader who</li> </ul>	<p>Use a range of historical sources or artefacts to build a picture of a historical person. Use this to describe the significance of the person.</p>

	conquered many lands to create one of the largest empires in the ancient world. - He is depicted in primary and secondary sources as a strong, fearless leader who fought with his men in battle.	(Significance and Sources and evidence)
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### Assessment

What sources should we include in a museum display on the life and achievements of the Ancient Greeks?

#### What is Ancient Greeks' influence on the world today? – Hippocrates, the father of medicine

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain why Hippocrates' achievements and influence were significant. I can describe the achievements and influence of the ancient Greeks on the wider world	- Hippocrates was an ancient Greek doctor, physician and teacher. He is known as the father of medicine and there is evidence of his impact in modern life today e.g. the Hippocratic oath.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. (Significance)

#### What is Ancient Greeks' influence on the world today? – Greek philosophy

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain why Socrates achievements and influence were significant. I can describe the achievements and influence of the ancient Greeks on the wider world	- The word philosopher means 'lover of wisdom', and ideas from ancient Greek philosophers are still studied today. - Socrates was a Greek philosopher who said that happiness came from leading a moral life.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. (Significance)

#### What is Ancient Greeks' influence on the world today? – Masters of Mathematics

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain why Socrates achievements and influence were significant. I can describe the achievements and influence of the ancient Greeks on the wider world	- To the ancient Greeks, mathematics was not just a way of doing calculations, but of testing and understanding the world around them. - Ancient Greek mathematicians made many discoveries, especially about geometry	Describe the achievements and influence of the ancient Greeks on the wider world. (Significance and Sources and evidence)

#### What is Ancient Greeks' influence on the world today? – Ancient and modern Olympic Games

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain how we know that the Olympics were so important to the ancient Greeks. I can recognise many aspects of the Olympics then and now. I can explain how artefacts have given so many clues about the Ancient Olympics.	- The ancient Olympic Games were the sporting, social and cultural highlight of the ancient Greek calendar. - The ancient Olympic Games were named after the city of Olympia, in Greece. - The Olympic Games served as a religious festival dedicated to Zeus, the king of the gods. - Many aspects can be seen in the modern Olympics today.	To recognise the significance of the Olympics in Ancient Greece (by examining artefacts) and to name some of the similarities and differences between the ancient and modern Olympics. (Significance and similarities and differences and sources of evidence)

## What is Ancient Greeks' influence on the world today? – Art and culture

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can describe some of the legacies of Ancient Greece related to the arts and culture.</p> <p>I can explain that much of what we know is from the study of artefacts found from the period.</p>	<ul style="list-style-type: none"> <li>- The ancient Greeks created the first theatres, realistic sculptures, which influenced the art of later civilisations and continue to inspire artists today.</li> <li>- Greek architecture was admired and copied worldwide, even to the present day.</li> <li>- Literature is extensive and varied, from poetry to myths and fables.</li> </ul>	<p>To compare and contrast the art and culture of Ancient Greece through time to the present day. (Similarity and difference)</p> <p>To use a range of artefacts to build up a picture of Ancient Greek culture. (Sources and evidence)</p>

### Assessment

Respond to the enquiry question: What was the ancient Greeks' greatest idea?

## The Abbots Ripton Train Crash of 1876 - Picasso - Year 5/6

NC links – Local History - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

### How did railways begin?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can explain how advances in technology resulted in the creation of railways.</p> <p>I can present a clear chronological narrative for the growth of the railway network.</p>	<ul style="list-style-type: none"> <li>-The first railways had horse-drawn wagons and were to move mining products coal/ ore short distances to canals/ports.</li> <li>-Development of iron rails replaces wooden rails (in 1767).</li> <li>-Steam engines were invented – first steam locomotive by Trevithick 1804 (To move men and coal).</li> <li>-Steam trains used to transport freight.</li> <li>- Expansion to passenger services.</li> <li>- Connection of large cities to ports and coal fields.</li> <li>- Rapid expansion to form extensive network by 1850.</li> </ul>	<p>To articulate and present a clear chronology for the development of the railway network in Victorian Britain. (Chronology)</p> <p>To describe the growth of the British railway network and the ways in which its growth impacted on British life. (Cause and consequence)</p>

### Victorian Railways: were there winners and losers?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can identify and reason why there were winners and losers with the coming of the railways.</p> <p>I can explain the likely effect the railways would have had on different occupations.</p>	<ul style="list-style-type: none"> <li>-Travel times for train journeys – passenger and goods trains – were substantially quicker than stagecoach travel</li> <li>-Coastal/Seaside towns were winners as they were accessible to far more people at reasonable cost</li> </ul>	<p>To describe the growth of the British railway network and the ways in which its growth impacted on British life. (Cause and consequence)</p> <p>To identify different types of bias in historical sources both for and against the railway and explain the impact of that bias on British society</p>

	'Railway fear' was promoted by certain individuals/communities – speed/combustion concerns, loss of work – canal workers, stage coach companies.	(Sources and evidence)
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### How were railway organised prior to 1876?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can place Abbots Ripton, Huntingdon, Peterborough, Edinburgh etc on a map of the East Coast Railway Line I can learn topic-based terms to ensure I am ready for this unit.	-Victorian railways were operated by different train companies. -Abbots Ripton is located on the East Coast Mainline - between Wood Walton and Stukeley. -Freight and passenger trains share the same tracks -Terminology (shunting, points, wagon siding, signal box, signals, cutting, engine, carriages, signalman).	

### How did railway signalling operate prior to 1876?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain how the railway signalling system operated prior to 1876	-Signal Boxes- with levers and signalmen Block signalling (first signal and home signal) Telegraph messaging between signal boxes -Safety measures- lamps detonators etc, brakes <u>Bing Videos</u>	To articulate the significant invention and development of the railway signalling system in British history (Cause and consequence)

### What do we know about the Abbots Ripton train crash in 1876?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can use a range of different primary and secondary sources to build a picture of the Abbots Ripton train crash.	- The main line London to Edinburgh railway passes within a half mile of the village. - In 1876 a rail disaster occurred at Abbots Ripton which was to have a significant impact on signalling procedures ever after. - It is recorded as one of the 50 most serious and important rail crashes to ever have occurred in Britain. - A station was constructed north of the village but closed to passengers in September 1958.	To find evidence from different sources to build a picture of the events of the train crash. (Sources and Evidence)

### Assessment

The Abbots Ripton Railway Crash is a local history event so why was it so significant nationally?

## The Blitz – WW2 - Picasso - Year 5/6

**NC links – An aspect of British history that extends pupils' chronological knowledge beyond 1066.**

### The Blitz: All we need to know about World War 2?

#### How significant was the Blitz?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can sequence events leading up to the Blitz including the causes of the war.</p> <p>I can ask and answer questions related to the causes of the Blitz.</p> <p>I can describe how the Blitz affected people at the time and why it is still remembered today.</p>	<ul style="list-style-type: none"> <li>-The causes of WW2 – Economic hardship in Germany post WW1, rise of Adolf Hitler and Nazi party, expansionism and invasion by Germany.</li> <li>-The term 'Blitz' relates to the bombing raids in London and other major cities.</li> <li>-British leadership was provided by Winston Churchill - prime minister - and people supporting each other – a People's War.</li> </ul>	<p>To sequence and make connections with the events that led up to WW2. (Chronology)</p> <p>To understand what made the Blitz so significant. (Significance)</p> <p>Can address questions related to similarities and differences of civilians experiencing bombing during World War 2. (Similarities and differences and sources of evidence)</p>

#### World War 2: Whose War?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can ask and answer questions about the global context of the war.</p> <p>I can identify and describe people involved in the war from both Britain and the world.</p>	<ul style="list-style-type: none"> <li>-Allied Powers and Axis Powers – Countries involved (include British Empire- Anzac and Canadian forces etc)</li> <li>-The United States involvement before and after Pearl Harbour (1942).</li> <li>-War in North Africa, Japan, Burma.</li> <li>-The Germans difficulties fighting a war on two fronts.</li> </ul>	<p>To sequence and discuss significant chronological world events regarding countries entry into WW2. (Chronology)</p> <p>To understand and explain the links between Britain and the world. (Significance and Similarities and differences)</p> <p>The ability to select information from a range of historical sources about people involved in the war from both Britain and the world. (Sources and Evidence)</p>

#### Evacuee experiences in Britain: Is this all we need to know about children in World War 2?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can describe what was it like to be a child – in Britain and Germany - in World War 2.</p> <p>I can enquire about who were the Kinder transport.</p> <p>I can explain why they left their country.</p>	<ul style="list-style-type: none"> <li>-Evacuation - a major government-led campaign to move children from cities in 1939, anticipating the Blitz.</li> <li>-Children in Europe and other parts of the world were affected by the war and evacuation.</li> <li>-Kinder transport - German for "children's transport" – a series of rescue efforts of refugee children, the vast majority Jewish, to Great Britain from Nazi Germany – 1938 and 1940.</li> </ul>	<p>To identify similarities and differences between different children's experiences of war. (Similarity and difference)</p> <p>To explore the causes of the Kindertransport. (Cause and consequence)</p>

#### New opportunities? How significant was the impact of World War 2 on women?



I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can enquire into the roles/jobs that women did in the war.</p> <p>I can explain why women were important in the war.</p> <p>I can investigate and describe how far things changed for woman in World War 2 – From 1832 to present day.</p>	<p>-The changing role of women (for example working in the Armed services, Factories, Land Girls, Air Raid Wardens and Voluntary work.)</p> <p>-The Ministry of Information film produced in 1942 called <i>They Keep the Wheels Turning</i>.</p>	<p>To understand and appreciate the significance of how far World War 2 changed women's lives for the future. (Significance and Cause and Consequence)</p> <p>Compare and contrast the role of women in WW2 and how this relates to broader changes over time. (Similarity and difference/Continuity and Change)</p>

### What did men do in the War? Did all men have to fight?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can ask questions about what all men did throughout the war.</p> <p>I can describe and explain what men did in the war.</p>	<p>-The range of roles which men undertook, ranged from servicemen in the army, navy and air force and civilians including air raid wardens, Bevin Boys who were conscripted to work in coal mines, the Home Guard, and youth organisations such as the Air Training Corps.</p>	<p>To describe and explain the similarities and differences between experiences of men during the war – fighting and non-fighting. (Significance and Cause and Consequence)</p> <p>The ability to examine and discuss information from historical sources – propaganda posters - about the role of men in WW2. (Sources and Evidence)</p>

### Assessment

### When was the most dangerous time to live? How different was the Blitz?

### Maafa – Picasso - Year 5/6

NC links – A non-European society that provides contrasts with British history and a study in British history that extends pupils' chronological knowledge beyond 1066

### What is Africa like today? Am I ready to learn about Africa in the past?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can place the continent of Africa on a world map and know it is made up of lots of countries</p> <p>I can learn topic based abstract terms to ensure I am ready for this project.</p>	<p>- Africa is made up of lots of countries and is a diverse continent with different climates, landscapes, human settlements and populations.</p> <p>- Some new words will become sticky knowledge through this study.</p>	

### What was Africa like in the past?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill



I can place some Ancient Africa civilisations (including Benin) in a chronological framework which includes already studied projects from the same period of time.	- A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin were powerful, highly-evolved civilisations that created wealth and power from Africa's natural resources, trade and military prowess.	Place African civilisations in a chronological framework with periods already studied including British history. (Chronology)
<b>Was the Kingdom of Benin ended by Britain?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe some features of Ancient Benin including how we know about these features. I can explain why Britain invaded Benin	- Archaeologists and historians have learned about Benin's history and development over time through artefacts, traditional stories passed down by word of mouth and written accounts from European traders who travelled to Benin. - An invasion by British soldiers ended the Kingdom of Benin.	Changes over time can affect people, their beliefs, resources, technology etc. (Continuity and change)
<b>What can the Benin Bronzes tell us?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe some features of life in Ancient Benin which was learned from the Benin Bronzes.	- The Benin Bronzes tell us that the metalworkers of Benin were highly skilled craftspeople and artists. - The Bronzes help us to learn about aspects of society, including roles, status, clothing, traditions, trade partners and important events.	Identify the key features of life in Ancient Benin. (Continuity and change and Significance)
<b>What is 'slave-trade' and how did it start?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can explain some of the events that led to the first enslaved African people coming to Europe.	- A prince from Portugal invaded and took an area in North African from where he explored to find riches and spread Christianity. - One of the Prince's captains brought gold and 12 enslaved African people back to Portugal as gifts for the king. From this, the trade in enslaved people increased.	Identify the causes of the trade in enslaved people. (Cause and consequence)
<b>What was Britain's role in the Maafa?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe some of the varied causes of the growth of the slave trade and the hierarchy of involvement.	- Elizabeth I gave permission and money to transport enslaved African people to the Americas. - On this journey 300 African people were kidnapped and taken to the Caribbean where they were traded. - Overtime the slave trade increased and private companies grew to take control of this trade.	Articulate the significance of Elizabeth I's decision to give permission to the first British slave trader. (Significance, Cause and Consequence)

## What was the triangular slave trade?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain the three stages of the slave trade including some detail about what happened in each.	<ul style="list-style-type: none"> <li>- The triangular slave trade consisted of three journeys.</li> <li>- Great wealth was brought to Britain as a result of the slave trade.</li> </ul>	Present a detailed historical narrative about a significant global event. (Significance)

## What was life like for enslaved African people on a Caribbean plantation?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can recall some facts about what life was like for enslaved African people.</p> <p>I can use primary and secondary sources of evidence to find out about life for enslaved people. evidence including paintings,</p>	<ul style="list-style-type: none"> <li>- Life was very difficult for enslaved people on plantations. Many worked long hours and living conditions, health and food supplies were poor.</li> <li>- Enslaved people were punished by their owners and were not protected by the law. Enslaved people were also subjected to racism and were manipulated and controlled by their enslavers.</li> </ul>	Identify different types of bias in historical sources and explain the impact of that bias. (Sources and Evidence)

## What were the consequences of the slave trade?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can describe some of the consequences of the slave trade for Africa.</p> <p>I can describe some of the devastating human consequences.</p>	<ul style="list-style-type: none"> <li>- African families, societies, cultures, languages and religions were lost and suffering and war increased.</li> <li>- In total Britain transported around 3.1 million enslaved people across the Atlantic Ocean more than any other European country.</li> </ul>	The growth of the slave trade had many consequences, Articulate the significance of Britain's involvement in the slave trade as a key period of British history. (Significance, Cause and Consequence)

## How did Britain benefit from the enslavement of African people?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe some ways in which Britain benefitted from enslaved people.	<ul style="list-style-type: none"> <li>- Britain benefitted from the enslavement of African people in many ways.</li> <li>- Country houses, museums and libraries that are still used today were built with the profits from slavery.</li> <li>- People from all levels of British society used and benefitted from goods produced by enslaved people.</li> </ul>	The growth of the British economy between the 16 <sup>th</sup> and 19 <sup>th</sup> centuries impacted British life. (Continuity and change, cause and consequence)

## What actions and events led to the abolition of slavery?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can explain what 'abolition' means.</p> <p>I can describe some of the key actions and events that led to the eventual abolition of slavery in 1833.</p>	<ul style="list-style-type: none"> <li>- Abolish means to end or ban something.</li> <li>- There were many different actions and events, over a period of around 100 years, that led to the abolition of slavery.</li> </ul>	Describe the causes and consequences of this significant event in history. (Cause and consequence)

- These actions of different groups (*including religious groups, revolts by enslaved people and abolitionists*), as well as economic considerations, all affected the campaign for the abolition of slavery.

### What was life like after abolition and why was Africa colonised?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can describe what life was like for enslaved people after abolition.</p> <p>I can describe some of the events that led to, and the reasons for, the colonisation of Africa.</p>	<ul style="list-style-type: none"> <li>- Life was difficult for enslaved people after abolition.</li> <li>- They did not receive compensation but their enslavers did - for the loss of their property.</li> <li>- Many people settled in the country where they had been enslaved or travelled to other countries.</li> <li>- In the 1880s, European countries began to colonise Africa for trade, Africa's natural resources and to build their overseas empires.</li> <li>- At the Berlin West Africa Conference, African lands were divided between 14 European countries – including Britain.</li> <li>- There were many consequences of colonialism.</li> </ul>	<p>Describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. (Cause and consequence)</p>

### Why did black people come to live and work in Britain and what contribution did they make?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can explain some of the reasons why Britain recruited black people to live and work in the UK.</p>	<ul style="list-style-type: none"> <li>- Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain.</li> <li>- These people made significant contributions to society including fighting in both World Wars, rebuilding after the war and establishing the NHS.</li> <li>- Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.</li> </ul>	<p>Describe the causes and consequences of a significant event in history (Cause and consequence)</p>

### Why was the Race Relations Act of 1965 so significant?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
<p>I can explain the significance of the Race Relations Act and describe its impact today.</p>	<ul style="list-style-type: none"> <li>- The Race Relations Act of 1965 is significant because it was the first piece of British law that dealt with issues of racism and discrimination.</li> <li>- it was made illegal to refuse a person a house, mortgage or job because of their race.</li> <li>- The act was eventually replaced by the Equality Act 2010, which covers a great deal more.</li> </ul>	<p>Articulate the significance of a historical event in British history and its impact today. (Significance)</p>

### Assessment

Why was this unit called Maafa? How has life today been impacted by these historical events?