

BRUNSHAW PRIMARY SCHOOL



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Subject: History

Year group: 5 Term: Summer 2

Title: Transatlantic Slave Trade

What should I already know?

- I should know how significant the Lancashire Cotton Industry was for the people of Lancashire and beyond
- I should know how to make a timeline showing different historical periods, key events or lives of significant people.
- I should know how to make inferences and deductions from sources of information
- I should know how to identify primary and secondary sources
- I should know how to construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms

Facts I will learn:

- I will learn that the diagram of Brookes was one of the most powerful images created in the abolition of slavery.
- I will learn that the Transatlantic Slave Trade (TST) was the largest forced migration in history.
- I will learn when the Trade occurred.
- I will learn what a book, poem and picture can tell us about the TST.
- I will learn what the Slave Trade Report was.

Key questions:

- Why was the 18th Century 'Diagram of the Brookes' created?
- What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved?
- Where does the Transatlantic Slave Trade fit into the children's chronological framework?
- What does *The Package Book of the Ship Hope* tell us about the Transatlantic Slave Trade?
- What can a picture and a poem tell us about the Transatlantic Slave Trade?
- What was the Slave Trade Report in 1820?

What was the Transatlantic Slave Trade and how did it link to Lancashire in the past?

Key Skills: • To be able to sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends • To be able to Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time • To be able to Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc. • To be able to give some reasons for contrasting arguments and interpretations of the past. Ask, ‘Why have different stories been told about..?’ • To be able to discuss how Britain has influenced and been influenced by the wider world • To be able to use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society	Experiences that school will provide: Listening to some poetry linked to the unit 	<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>slave</td><td>The practice. of people owning other people</td></tr><tr><td>quaker</td><td>Members of the Christian group known as the Society of Friends</td></tr><tr><td>Atlantic</td><td>The Atlantic Ocean lies between North and South America on the west and Europe and Africa on the east</td></tr><tr><td>transatlantic</td><td>Crossing or being beyond the Atlantic Ocean.</td></tr><tr><td>trade</td><td>Trade is the buying and selling of goods and services.</td></tr><tr><td>abolition</td><td>To get rid of or do away with</td></tr></table>	Key vocab	Definition	slave	The practice. of people owning other people	quaker	Members of the Christian group known as the Society of Friends	Atlantic	The Atlantic Ocean lies between North and South America on the west and Europe and Africa on the east	transatlantic	Crossing or being beyond the Atlantic Ocean.	trade	Trade is the buying and selling of goods and services.	abolition	To get rid of or do away with
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Web links: https://www.theschoolrun.com/homework-help/atlantic-slave-trade https://school-learningzone.co.uk/key_stage_two/ks2_history/world_history/slavery/slavery.html	Experiences that could be provided at home: Can you try and recite the poem “The Ship They Called Zong”															