

Cumwhinton School Curriculum - History Y6 SPR		
Year 6	NC Content	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - the Battle of Britain A local history study - a study over time tracing how several aspects of national history are reflected in the locality

History

Abstract themes across history

Historical Concepts

Historical Methods

Historical Perspectives

Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. I.e. a change in an aspect of social history. The changing of power of monarchs using case studies. E.g. King Charles I, Henry VIII and Queen Victoria.		
Historical concepts		Key concepts include: empire; migration; exploration; exploitation, discrimination and Cumbria's historical links to the slave trade.	
Historical methods			A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - the Battle of Britain
Historical Perspectives		A local history study - a study over time tracing how several aspects of national history are reflected in the locality - Black and British - through this study pupils build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain that stretch back millennia. They will learn much about how things change over time, as well as realising that some things remain fairly constant and there is much continuity of experience.	

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History – SPRING YEAR 6 INNOVATION – Resilience

Abstract themes across history [Historical Concepts](#) [Historical Methods](#) [Historical Perspectives](#)

How much has a resilient attitude played in bringing about positive changes to the lives of black people in our country and local area?

	NC	CUMWHINTON CURRICULUM
<p>Finding out (Facts & knowledge)</p>		<p>Who were the first Black Britons in Britain? How do we know this? Watch short video clip about the discovery in York of the Roman remains of Julia Tertia, the Ivory Bangle Lady, who is the first found remains of a wealthy migrant of African origin to the UK during the Roman occupation of England. Watch the following video for just 70 seconds and then set pupils the task of finding as much evidence as they can in just 5 minutes. https://www.youtube.com/watch?v=IVPzHUG24qA Click on the following link for the evidence the children will need to complete this task: https://www.reading.ac.uk/archaeology/outreach Here you will find the following resources to support your teaching Bangle Lady script & notes for teachers Bangle Lady PowerPoint presentation Bangle Lady cards The Ivory Bangle Lady handout Use the following website to research more facts about Julia Tetia, the Ivory Bangle Lady: https://www.romansrevealed.com/ The evidence is displayed around the room as if in an art gallery. Working in pairs, the pupil's first task is to make sure they have found, understood and then absorbed the detail of each piece of 'missing' evidence. The focus is on evidence that :</p> <ul style="list-style-type: none"> • The emperor Septimius was black • There were rich women of mixed race/African heritage living in Britain in Roman times • A battalion of black soldiers from North Africa were stationed on Hadrian's wall <p>https://en.wikipedia.org/wiki/Hadrian's_Wall https://en.wikipedia.org/wiki/Roman_Britain https://en.wikipedia.org/wiki/Eboracum https://www.bbc.co.uk/programmes/p0113mp1 Discuss the evidence and what this proves. Then ask the children to produce a textbook page for a factual historical book about Black peoples in Britain. We know that in 211 AD The Roman Emperor Septimius Severus was born in Africa and died in York. Septimius was the only Black Ancient Roman Emperor. Between 253 and 258 AD there were was an African unit of Roman soldiers, the Aurelian Moors, stationed on Hadrian's wall. In 1934, a stone was found on Hadrian's Wall which had scratched on it a reference to a unit of North African soldiers. Traces of their stay have also been found in a Roman document that lists them as "Aurelian Moors" – their garrison was part of a Roman fort in Aballava in the third century. How do we know Emperor Septimius was Black? Show children a variety of historical primary source evidence. The Aurelian moors were stationed at the fortress of Aballava in the third century. The fort of Aballava was sited in modern day Burgh by Sands in Cumbria.</p>



Village centre of Burgh by Sands,
the site of Aballava



Wall Fort (Aballava)



Burgh by Sands Roman Forts



Aballava literally means 'apple' but is thought to mean 'The Orchard'. The fort is located on the highest ground east of the village. There are no visible remains. The fort was under 5 acres, measuring 520ft by 410ft north south.

What part did Black people play in British life when they started to settle 500 years ago?

This was Tudor times. What do we notice about the Tudor trumpeters in the evidence below?



<https://upload.wikimedia.org/wikipedia/commons/6/61/Black Trumpeter at Henry VIII%27s Tournament CROP %28no source%29.jpg>

Watch the following short video about John Blanke:

<https://www.bbc.co.uk/programmes/p0114302>

John Blanke is the earliest Black person in Britain whose name and face we know. He was a trumpeter in the Royal court and is known to have played at the coronation of Henry VIII and at the birth of the king's son. He was a skilled musician. We know that he applied to Henry VIII for a pay rise, so that he would be on the same level as the other trumpeters. When he married, Henry sent him a new outfit for his wedding. When his wife Catherine of Aragon arrived in England from Spain, she brought black African servants with her.

What does the story of John Blanke tell us? The sort of things you will be looking for are:

The story tells us that some Black people held important positions

. Black people started to move into Britain from other countries at this time, having been largely absent for centuries, because of increased trade or ...there weren't very many Black people about whom we have any evidence.

Who was John Hawkins?

John Hawkins traded slaves for commodities such as fish, which were then brought back to England to be sold. He followed the trade route from Britain to West Africa and the Caribbean (which was known as the Triangular Trade route) He lived in the 1560s and became famous for attacking Portuguese slave ships and then making the slaves work for him. These people had been captured in Africa and then shipped to the Americas. He also raided towns in Africa himself and then sailed with them across the Atlantic before selling them as slaves in Spanish colonies.

Watch the following video:

<https://www.bbc.co.uk/programmes/p0113163>

This is the coat of arms of John Hawkins. Discuss what it tell us about him?



https://upload.wikimedia.org/wikipedia/commons/9/9e/Drake_Jewel.JPG

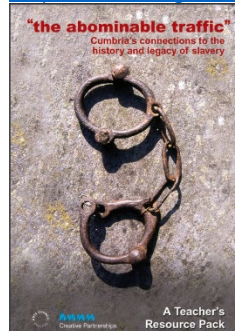
Look at the painting of Sir Francis Drake above. What does it tell us?

Drake was very proud of this jewel given to him by Queen Elizabeth I in 1586 and wore it often as you can see in the painting. Clearly, neither he nor the queen were at all worried that he had profited from slavery. It was almost a badge of honour.

What part did Cumbria play in the Triangular Trade?

Whitehaven was the only port in Cumbria that played a part in the Slave Trade (Triangular Trade) during the 18th Century. Click on the following link to access an information pack:

<https://cumbria.gov.uk/elibrary/Content/Internet/542/795/41053132443.PDF>



Discuss with the children what it might have been like to have been a slave?

Ask the children to close their eyes whilst you read the visualisation, on page 22 in the pack above, about being taken by slave traders.

What is a slave is?

A slave is a person who is forced to work for someone - they might be threatened and harmed if they do not do so. A slave is someone who is owned by someone/an employer. A slave can be bought and sold like a piece of property or an animal. A slave is not free to do what they want to. A slave has to do what his or her master wants him or her to do.

Where did the slaves come from? Different countries in Africa.

Where did they go to? The Caribbean and parts of America.
 How did the slaves get to the Americas? Ships from Liverpool, London, Bristol, Lancaster and Whitehaven. This was known as the transatlantic slave trade and Britain was one of the countries involved in it. There was a three-way trade. Ships left from ports in England such as Whitehaven, with goods to trade for the slaves. Slaves were taken from different countries in West Africa. Many were enslaved by African chiefs. The slaves were then taken to the Caribbean and the southern states of America where they were sold to work on the plantations which grew cotton and sugar. The ships then returned to England carrying goods such as tobacco, sugar, rum and cotton from the plantations that the slaves were working on.

Using
 (Applying &
 analysing)

A local history study - a study over time tracing how several aspects of national history are reflected in the locality - Black and British - through this study pupils build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain that stretch back millennia. They will learn much about how things change over time, as well as realising that some things remain fairly constant and there is much continuity of experience.

Ask children to look at the following pictures. What do they think they are and what might they have in common?



Sugar nips, then a drawing showing how slave ships were packed in an inhumane way; then a manacle and finally a picture of slaves being chained and led away.

Explain that it was at this time that British people developed a sweet tooth and wanted as much sugar as they could get for their new craze of drinking tea and coffee and having sweet puddings. With sugar in the British West Indies the issue was how to harvest it and get it to Britain cheaply. Capturing slaves in Africa and then shipping them into slavery in the West Indies was the answer.

Provide children with the context – explaining briefly the Triangular trade and the awful conditions for slaves during the Middle Passage.



Look at a variety of pictures of what it was like on board the slave ships during the times of the Triangular Trade.

Ask children to write in role as a slave showing empathy with their plight and historical context.

Provide information about the lives of the following Black figures and set children the task working in investigative groups to find out about these figures and to report back their findings about who they were and what their experience tells us about society during that time in British history.

- Dido Belle
- Olaudah Equiano
- Sancho
- Jonathan Strong
- Cesar Picton
- Scipio Africanus
- John Glassford and the strange case of the missing slave.

Who were the Abolitionists?

Abolitionism, or the abolitionist movement, is the movement to end slavery. In Western Europe and the Americas, abolitionism was a historic movement that sought to end the Atlantic slave trade and liberate the enslaved people

	<p>As a Christian, William Wilberforce could not accept that humans could treat other humans in such a way. He was shocked that so much money was being made by plantation owners and shippers. He was shocked by the fact that so many African people were dying both on the trip to the Americas and while they were working on the plantations. He was mostly shocked that over half the trade in people was carried in British ships from towns such as Liverpool, London, Bristol, Lancaster and Whitehaven. He discovered that the pattern was to trade textiles, beads, trinkets, brandy and gunpowder in Africa in exchange for people who became slaves. The slaves were then shipped in appalling conditions, in the holds of ships where they were crammed together in overcrowded, damp, smelly conditions. They were taken to the southern states of America and the West Indies where they were sold, just as if they were animals. They were taken to plantations where they worked in the heat in the fields picking cotton and sugar. Often they were shackled and branded and often they were treated very badly. The anti-slavery bill was difficult to get through Parliament. Wilberforce persevered and eventually he was successful. It is really important to stress the role that Black people like Olaudah Equiano played in ending the despicable trade.</p> <p>On March 25, 1807 it was declared that: 'The purchase of slaves in Africa and their transport to the West Indies or any other country is hereby utterly abolished and declared illegal.'</p> <p>When so many Black people rushed to fight in the two world wars, why then is it only recently that their sacrifice has been properly recognised?</p> <p>Pupils work in groups to investigate the lives of significant Black figures: e.g. Walter Tull (World War One), Lilian and Ulrich in World War Two. The Tuskegee Airmen in World War Two.</p> <p>Children report back their findings to the rest of the class.</p> <p>Then give children a number of reasons why their war efforts might not have been recognised until recently. Ask the class to order these reasons in the order they think most likely – discuss. This can then be used as visual writing frame from which pupils could answer the question, with greater likelihood of using phrases such as : the main/principal/ key reason, also important are, another reason was that.</p> <p>How did the arrival of the Empire Windrush change the way Black People were treated in Britain?</p> <p>Watch the following video clip about the Empire Windrush: https://www.youtube.com/watch?app=desktop&v=Si3IRAPJkKU</p> <p>Read the following newspaper article 'You Called – We Came': https://www.blackhistorymonth.org.uk/article/section/the-windrush-generation/called-came-remembering-nurses-windrush-generation/</p> <p>Ask the children to research facts about what life was like for the Windrush generation when they arrived. From Windrush to "Notting Hill": what was the experience of the first post-war Black immigrants?</p> <p>What was the Windrush Scandal?</p> <p>Recently, the government was forced to apologise for what has been called the 'Windrush Scandal', in which people who have lived in Britain ever since immigrating decades ago have been wrongly arrested, denied legal rights, threatened with deportation and sometimes even wrongly deported from the UK by the Home Office.</p>
<p>Concluding (Evaluating & summarising)</p>	<p>How far has life improved for Black people living in Britain in the last 60 years?</p> <p>Give pupils a broad list of the key landmark events and legislation, and events over the past 60 years (e.g. In 1962 an Act of Parliament controlled the number of Black People coming to Britain. 1965 The Race Relations Act outlawed discrimination. In 1987 the first three Black post-war members of parliament took their seats. 2012 In the opening ceremony of the London Olympic games the arrival of the Windrush is celebrated alongside other great moments in British history such as the birth of the NHS). Look at a variety of tabloid images from these times. Ask the pairs to form a view about how each of these would have made Black people feel at the time.</p> <p>Ask pupils to spot any TURNING POINTS in attitudes/society. When did they happen? Why?</p> <p>Resilience - the capacity to <u>withstand</u> or to recover quickly from difficulties; <u>toughness</u>. Psychological resilience is the ability to cope mentally or emotionally with a crisis or to return to pre-crisis status quickly.</p> <p>Recap all the key information the children have learnt about our country's Black British history and discuss which historical figures showed the greatest resilience in their time – why? In pairs/small groups children prepare and put forward their case for who they believe showed the greatest resilience and why?</p> <p>Considering all the facts carefully ask the children to write their own written response to the question: How much has a resilient attitude played in bringing about positive changes to the lives of black people in our country and local area? How is this reflected in our local area? Encourage pupils to use key facts/arguments to justify their reasoning.</p>