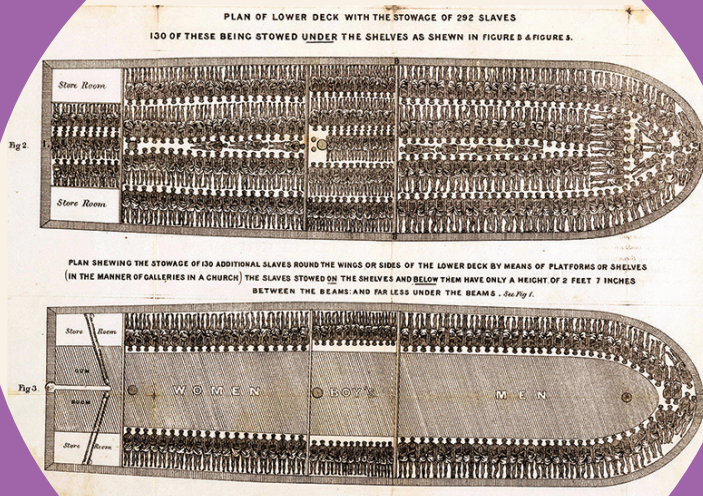


KS1, LKS2 & UKS2 Local Black History

History Units Planning Guidance Learie Constantine, The Lancashire Cotton Industry and The Transatlantic Slave Trade



KS1, LKS2 & UKS2 Local Black History

History Units Planning Guidance: Learie Constantine, The Lancashire Cotton Industry and The Transatlantic Slave Trade

The lives of significant individuals in the past who have contributed to national and international achievements. (KS1)

A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (KS2)

A local history study (KS2)

***This publication has been developed by Lancashire Professional Development Service.
Thank you to Lancashire Archives for their significant support in developing these materials.***

"When I was at school, there was no Black history. Black people from the past who we know about today were never mentioned by my teachers, and my textbooks contained nothing about the role Black people have played in the story of Britain. So what I presumed was there must not have been any Black people in British history."

(David Olusoga, 'Black and British: A Short, Essential History.')

The three Local Black History units featured within this publication seek to address the lack of balance and diversity that can occur when we 'whitewash' history and neglect to tell the stories of people from different cultures and backgrounds. Children from different ethnicities and cultures, within our school communities, will feel a sense of belonging and motivation when they can 'see themselves' in history. They will be inspired by significant individuals such as Learie Constantine and Olaudah Equiano. When learning about the Lancashire Cotton Industry (including where our cotton came from) and the Transatlantic Slave Trade, pupils will begin to understand how Britain has influenced and been influenced by the wider world.

The three units presented here are deliberately connected and provide a thread that can run throughout KS1, LKS2 and UKS2. They draw attention to important concepts, frequently revisiting them whilst building in regular retrieval opportunities. When children make deliberate connections between sets of information then images, objects and sounds can trigger memories and help recall. This approach supports secure retention unlocking rapid later recognition of these key concepts and ensuring children learn and remember more.

HISTORY OVERVIEW: A suggested sequence of units based on the National Curriculum programme of study

	AUTUMN	SPRING	SUMMER
Y1	Events beyond living memory – Great Fire of London. This theme is about an event beyond living memory which is significant nationally. Other significant events could be studied instead e.g. the first aeroplane flight.	Changes within living memory In this unit children investigate changes within their own living memory – or the living memory of other (older) people.	Significant individuals (extra unit) Children learn about the lives of <u>significant</u> individuals in the past who have contributed to national and international achievements e.g. Tim Berners-Lee, Marie Curie.
Y2	Significant places in their own locality (including schools and playgrounds) Alternatively children might learn about how buildings and houses/homes etc in their own town or locality have changed over time.	Significant individuals/ Black History - Learie Constantine. Additional or other significant individuals could be chosen to study.	Events beyond living memory or places in their locality – the seaside then and now In this theme children learn about holidays in the past compared with holidays now. They may also consider other significant historical events in their own locality.
Y3	Local history The purpose of this theme is for children to find out what their local area was like in the past and how it has changed over the years.	Changes in Britain from Stone Age to Iron Age In this theme children will learn about changes in Britain from the Stone Age to the Iron Age.	The Roman Empire and its impact on Britain The learning within this theme focuses on the settlement in Britain by Romans, and the impact on British life and society that occurred as a result of this.
Y4	A theme in British History beyond 1066 In this theme children learn about significant events in British History that will extend their chronological knowledge beyond 1066 e.g. <i>The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.</i> Alternatively children could study a theme such as medicine, homes, transport or technology through time to develop their chronological understanding.		Earliest Civilisations (including Ancient Egypt) In this theme, children learn about the achievements of the earliest civilisations (an <u>overview</u>) before going on to study <u>one in more depth</u> .
Y5	Britain’s settlement by Anglo-Saxons and Scots In this theme children learn about Britain’s settlement by Anglo-Saxons and Scots. They will learn that people have been coming to settle in Britain for a long time.	Early Islamic (or Maya/Benin) study c AD900 The learning within this theme focuses on a non-European society that provides contrasts with British history. Pupils could also compare with what was going on in Britain at the same time.	Ancient Greeks (including sports) The learning within this theme focuses on life in Ancient Greece and the impact that their thinking and ideas have had on the western world.
Y6	Another unit such as one based on local history, a topical issue, significant individuals or events, WW1 or WW2 remembrance etc. could be added here.	Viking and Anglo-Saxon struggle for the Kingdom of England The learning within this theme focuses on events in British history from the Fifth Century until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. Children will have studied Anglo-Saxon society in more depth as part of their learning in Year Five (A Kingdom United).	Aspect of British History beyond 1066 – ‘A Lancashire Slave Ship called Hope’/ The Transatlantic Slave Trade, 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. They will find out about how significant people, events and changes to laws led to the abolition of slavery over time.

History	
Unit:	Upper Key Stage Two Black History/ Local History Unit: A Lancashire Slave Ship called Hope
Possible Disciplinary Concepts:	Consequence: The identification and description of the results of historical events, situations and changes studied in the past. Historical Evidence: What evidence should we look at to discover what life was like for (enslaved) black people in (British) history?
Possible Substantive concepts:	Slavery, Racial Equality, Trade
Key Learning:	<p>Chronology:</p> <ul style="list-style-type: none"> ▪ Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends ▪ Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. ▪ Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc. <p>Events, People and Changes:</p> <ul style="list-style-type: none"> ▪ A study or theme in British History that extends pupils' chronological knowledge beyond 1066 ▪ A local history study <p>Enquiry, Interpretation and Using Sources:</p> <ul style="list-style-type: none"> ▪ Use a wide range of sources as a basis for research to answer questions and to test hypotheses ▪ Regularly address and sometimes devise historically valid questions about change and continuity, consequence and significance. ▪ Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' ▪ Recognise how our knowledge of the past is constructed from a range of different sources ▪ Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' ▪ Describe the results of historical events, situations and changes e.g. the impact on people's lives ▪ Evaluate sources and make inferences <p>Communication:</p> <ul style="list-style-type: none"> ▪ Discuss how Britain has influenced and been influenced by the wider world ▪ Describe aspects of cultural, economic, military, political, religious and social history ▪ Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. ▪ Discuss and debate historical issues acknowledging contrasting evidence and opinions ▪ Use appropriate vocabulary when discussing and describing historical events and concepts e.g. reliability, parliament, and society ▪ Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines ▪ Produce structured work that makes connections, provides contrasting evidence and analyses trends

History

Suggested texts and resources:

- Contact Steven Kenyon at LPDS for free, complimentary material that further supports this unit (steven.kenyon@lancashire.gov.uk)
- *Black and British: A Short, Essential History* by David Olusoga
- Horrible Histories Series 9: 1: British Black History <https://www.bbc.co.uk/iplayer/episode/m000vsk4/horrible-histories-series-9-1-british-black-history>
- International Slavery Museum www.liverpoolmuseums.org.uk/ism/
- 3D video reconstructions of slaving vessels. The Slave Ship L'Aurore <https://www.slavevoyages.org/voyage/ship#slave->
- 'The Slave Trade in Lancashire' http://www.bbc.co.uk/lancashire/content/articles/2007/03/26/abolition_radio_brett_davision_feature.shtml
- The Life of Olaudah Equiano <https://www.bl.uk/collection-items/the-life-of-olaudah-equinao>
- Slavery and Remembrance: Olaudah Equiano <https://slaveryandremembrance.org/people/person/?id=PP003>
- 3D video reconstructions of slaving vessels. <https://www.slavevoyages.org/voyage/ship#slave->
- A short film, *The Ship They Called the Zong* <https://www.blackhistorymonth.org.uk/article/section/poets-corner/the-ship-they-called-the-zong-poem/>
- Zong massacre https://en.wikipedia.org/wiki/Zong_massacre
- Slave Ship (Slavers Throwing Overboard the Dead and Dying, Typhoon Coming On), Joseph Mallord William Turner <https://www.williamturner.org/slave-ship/>
- English Heritage www.english-heritage.org.uk
- National Archives www.nationalarchives.gov.uk/education
- British Library www.bl.uk/learning/citizenship/campaign/myh/photographs/gallery2/imagesofslavery.html

All hyperlinks were correct and fully functioning when checked (March 2022). Titles have been included alongside hyperlinks to enable teachers to locate texts/clips/resources should the hyperlinks no longer work in the future.

Black Local History Unit 2 Resources:

- Black History Unit 3, Artefact 3: A diagram of the Transatlantic Slave Trade.
- Black History Unit 3, Artefact 4: A Transatlantic Slave Trade Timeline
- Black History Unit 3, Artefact 10: Countries from which slave ships came
- Black History Unit 3, Artefact 11: The number of enslaved people taken from Africa across the Atlantic in British ships.
- Black History Unit 3, Artefact 12: The Ship They Called The Zong (Poem)

Lancashire Archives Resources:

With thanks to Lancashire Archives for the following resources:

- Black History Unit 3, Artefact 1: A detail from a diagram of the Brookes slave ship
- Black History Unit 3, Artefact 2: A diagram of the Brookes slave ship
- Black History Unit 3, Artefact 5: A letter from the owner of The Hope.
- Black History Unit 3, Artefact 6: The Crew of the Hope.
- Black History Unit 3, Artefact 7: A letter from Captain Collins to the owner of Hope
- Black History Unit 3, Artefact 8: Trade goods on board Hope

- Black History Unit 3, Artefact 9: Plantation Indenture.
- Black History Unit 3, Artefact 13 Slave Trade Report by the 1820 Lancaster Society of Friends (Quakers)

Lancashire Archives **archives@lancashire.gov.uk** can also provide advice about what else in their collections might support teaching and learning in your school.

SAMPLE

Suggested Creative Learning Opportunities and Outcomes

Learning outcomes

Purpose of the learning

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. Where appropriate, teachers should make deliberate connections between sets of information, images, objects and sounds from Black History Units 1 and 2; these connections can trigger memories and help recall.

When planning this unit, teachers should select content (including some of the material presented here) to create their own 'planned route' and sequence of learning for the topic. Teachers may prioritise knowledge that they feel will have the greatest impact in supporting pupils to learn more in the future.

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?

The Importance of Studying Black History

- Examine 'The Infinitely Incomplete Puzzle' image by Ramy Kandil <https://medium.com/@ramykandil/the-infinitely-incomplete-puzzle-bd06de0b21a5> "I look around, I look around and something is amiss. I keep searching for what it is I seem to have lost, but every turned corner turns up nothing but more questions." How do this image and these words encapsulate history? Look at the image again; have historians and cultures, in the past, been guilty of 'white-washing' history (hiding the stories of people from other cultures)?
- Through the use of a 'memory box', re-watching video clips or examining earlier written work in history, trigger memories of Black History Units 1 and 2 that will connect to Unit 3, e.g. *Learie Constantine experienced racism in England and his grandparents were enslaved; Henry Ashcroft, a Quaker, was a benevolent cotton mill manager and employer.*
- Share and discuss this quotation from David Olusoga in his book for children, *'Black and British: A Short, Essential History.'* "When I was at school, there was no Black history. Black people from the past who we know about today were never mentioned by my teachers, and my textbooks contained nothing about the role Black people have played in the story of Britain. So what I presumed was there must not have been any Black people in British history." Why is it important to study Black British History?
- Horrible Histories Series 9: 1: British Black History <https://www.bbc.co.uk/iplayer/episode/m000vsk4/horrible-histories-series-9-1-british-black-history> charts the contribution of Black people to British life throughout history.

- Children will be able to investigate a theme in British History that extends pupils' chronological knowledge beyond 1066 and enables them to complete a local history study.

- Children will be able to devise and answer questions such as, 'What might these images/ words tell us about..?'

For further information, please contact:

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