

Upper Key Stage Two Local History/ Black History Unit: A Lancashire Slave Ship Called Hope

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

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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-equiano>
- 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

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- 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.

Suggested Creative Learning Opportunities and Outcomes	Learning outcomes
<p>Purpose of the learning</p> <p>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.</p> <p>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.</p> <p>Key questions:</p> <ul style="list-style-type: none"> 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 <i>The Package Book of the Ship Hope</i> 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? <p>The Importance of Studying Black History</p> <ul style="list-style-type: none"> 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. <i>Learie Constantine experienced racism in England and his grandparents were enslaved; Henry Ashcroft, a Quaker, was a benevolent cotton mill manager and employer.</i> Share and discuss this quotation from David Olusoga in his book for children, <i>'Black and British: A Short, Essential History.'</i> "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. 	<ul style="list-style-type: none"> 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..?'