### LPDS History Subject Leader Network Specials: Local Black History

These update sessions for subject leaders will include a focus on local black history linked to the requirements of the History National Curriculum in Key Stage One, Lower Key Stage Two and Upper Key Stage Two.

They include key support documents and creative ideas, including a focus on developing core skills in history, as well as exemplar teaching sequences focussing on Learie Constantine, The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade.

In addition to the video links, you will be provided with a download pack of resources and a PowerPoint presentation, including key messages and training materials, which can be used for staff meeting updates or CPD sessions.

Suitable for: Subject Leaders, Senior Leadership Teams and Teachers

# Video 1 - Black History: The significance of Lancashire cricketing legend and political activist - Lord Learie Constantine.

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

The Key Stage One significance unit focusses on the life of Lancashire, and international, cricketing legend Lord Learie Constantine (1901-1971). Constantine was a sporting icon, political activist and Britain's first black peer. Born in Trinidad, Learie moved to Lancashire and played for Nelson in the Lancashire League from 1928 – 1937. In the New Year's Honours list for 1962, Learie was knighted and became Lord Learie Constantine. Constantine stated: "I think it must have been for what I have tried to do to make it possible for people of different colour to know each other better and live well together."



# Video 2 - Black History: The Lancashire Cotton Industry and its links to the Transatlantic Slave Trade

#### A local history study.

The Lower Key Stage Two unit investigates *The Lancashire Cotton Industry* and its significance for the people of Lancashire (and beyond) in the past. Children find out what life was like, in their local area, in the past and how it has changed over the years.

Using artefacts including Henry Ashworth's (An English cotton manufacturer, 1794 – 1880) notebooks, from the



Upwards of half a million workers are now employed in our cotton factories; and it has been estimated that at least four millions of persons, in this country, are dependent upon the cotton trade for subsistence.

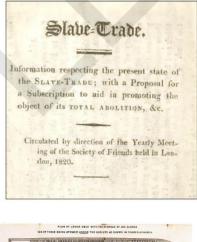
A century ago Lancashire contained a population of only 300,000 persons; it now numbers 2,300,000. In the same period of time, this enormous increase exceeds that of any other equal surface of the globe, and is entirely owing to the development of the cotton trade. Lancashire Archives, children will discover important information about the cotton industry, its impact on the population of Lancashire and the devastating effect a cotton famine could, and did, have on the local population. They will also consider where the cotton came from before it arrived in the mills and the impact the cotton industry had on the lives of those caught up in the Transatlantic Slave Trade.

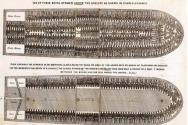


### Video 3 - Black History: A Slave Ship Called Hope

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

The Upper Key Stage Two Unit examines The Transatlantic Slave Trade and its links to Lancashire in the past. Children 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 (including Olaudah Equiano), events and changes to laws led to the abolition of slavery over time. Excerpts from The Package Book of the Ship Hope and an 1820 Slave Trade Report by the Lancaster Quakers, from the Lancashire Archives, reveal stark details both about conflicting attitudes towards enslaved people at the time and the dark reality of life on board a Lancashire Slave Ship.





#### A commendation from Lancashire Archives:

"It's great to see all this come together so wonderfully and it's so obvious how much of your time and thought has gone into it. I really appreciate the "voice" you've given to some of our archives in these units, which are so interesting, engaging and thought-provoking, not just in terms of the specific content, but also the bigger questions about what history is about and why it's so ace." (David Tilsley, Archivist)