

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Clougha Class
Autumn 2
Year B

N.C. LINKS:

Pupils should be taught about:

A local history study- a study of an aspect of history that is significant in the locality.

Etymology – enslave - c. 1300, *slave, esclave*, "person who is the chattel or property of another," from Old French *esclave* (13c.) and directly from Medieval Latin *Sclavus* "slave"



Civil Rights Stories
Slavery

By Catherine Chambers and Toby Newsome

Vocabulary:

Subject Specific

Chronological Understanding

Knowledge and Interpretation

Historical Enquiry

Cotton Industry, Cotton mill, factories, Lancashire, famine, impact,

BCE, Before Common Era, CE Common Era, dates, order,

Influence, important figures, influence, artefacts, legacy, effects

Archaeologists, understand, past, sources, period, research, first hand evidence, historian,

Key Concept: TRADE

Lancashire Cotton Industry- Black history

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<p>Key Questions: What can we learn from Henry Ashworth’s notebooks?</p>	<p>communities, cotton, slavery, transatlantic, slave trade, Atlantic Ocean, Africa, Europe, North America, Henry Ashworth, enslave</p>	<p>timeline, ancient chronology, chronological order, timeline</p>		<p>second hand evidence</p>
<p>Unit Overview: To investigate what life was like in our local area and how it changed. Using Henry Ashworth’s notebooks, they will consider the impact that a cotton famine had on Lancashire communities. They consider where cotton comes from and the impact that the cotton industry had on those caught up in the transatlantic slave trade.</p>				
<p>Chronological Context:</p> <p>Before 18th Century – cotton production is done by families in their homes.</p> <p>Around 1760 – The Industrial Revolution begins.</p> <p>1790s – Cotton goods make up 15% of all British exports.</p> <p>1860 – There are over 2000 cotton mills in Lancashire with nearly 500 000 people working in them.</p> <p>Lancashire Cotton Famine – 1861 – 1865.</p> <p>New Year’s Eve 1862 – Cotton mill workers vote to write to Abraham Lincoln in support of his fight against slavery.</p> <p>1874 – The Factory Act ban children under 10 years old from working in factories.</p> <p>1912 – Britain produces 7 billion metres of cloth a year.</p> <p>1960s - On average, one Lancashire cotton mill closes every week.</p>				
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> Children will learn about what life was like in Lancashire during the Cotton Industry. 	<p>Building on Prior learning KS1: Understand what a significant person in history is.</p>	<p>Building on Prior learning when B follow A:</p>		

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- Know about the cotton famines and the impact it had on people.
- They will learn where cotton comes from and how it fits in with the transatlantic slave trade.
- Understand what happened during the transatlantic slave trade.

Sequence events that happened during Learie Constantine's life.
Explain the impact Learie Constantine had on Black History.
Understand where Learie Constantine fits into the chronology of history.

- Children will learn about The Industrial Revolution and Cotton Industry, and how it helped change Britain.
- Learn about the life of a child apprentice working in a cotton mill factory.
- Understand how working conditions were poor and the dangers involved. Know why children were chosen to work.
- They will learn about the different machines that were invented during this period and how they were used.

Key Skills (Disciplinary)

Chronology

- Use some dates and historical terms when ordering events and objects.
- Explore trends and changes over time.
- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, people and changes

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

Interpretation, Enquiry and Using Sources

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- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Recognise how sources of evidence are used to make historical claims.
- Identify historically significant people and events in different situations

Communication

- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

Sequence of Lessons:

1. LO – To understand where cotton comes from and what it is used for.
2. LO – To explore what life was like during the Cotton Industry.
3. LO – To use historical sources to see the impact of a cotton famine.
4. LO – To understand the links between the Cotton Industry and Transatlantic Slave Trade.

Enhancements: Quarry Bank Mill

End of Unit Outcome: Children will diary in role of a child during the cotton famine. They will explain what life was like during those times.

Oral Assessment:

What can we learn from Henry Ashworth's notebooks?

Where does cotton comes from and what it is used for?

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What was life like during the Cotton Industry?

How do historical resources tell us about the impact of a cotton famine?

What is the link between the Cotton Industry and Transatlantic Slave Trade?