



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

 Forton Primary School History									
Pendle Class Spring 1&2 Year A	N.C. LINKS: Pupils should be taught about: A study or theme in British history which extends pupils' chronological knowledge beyond 1066.								
Etymology – slave - "person who is the chattel or property of another,"	Vocabulary:								
 The Slave Trade by Melody Herr	<table border="1"> <thead> <tr> <th style="text-align: center;">Subject Specific</th> <th style="text-align: center;">Chronological Understanding</th> <th style="text-align: center;">Knowledge and Interpretation</th> <th style="text-align: center;">Historical Enquiry</th> </tr> </thead> <tbody> <tr> <td> Friends meeting house Castle park Lancaster Castle Priory Church St George's Quay Maritime Slave trade Shipyard Grand Theatre </td> <td> BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events, dates, century, ancient, decade, timeline, chronology. Chronological </td> <td> Summarise events, describe, period, compare. Contrast, change, significant events, consequences </td> <td> Artefact, understand, present, past, argument, debate, reasoned point, evidence, different experiences, primary sources, secondary </td> </tr> </tbody> </table>	Subject Specific	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Friends meeting house Castle park Lancaster Castle Priory Church St George's Quay Maritime Slave trade Shipyard Grand Theatre	BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events, dates, century, ancient, decade, timeline, chronology. Chronological	Summarise events, describe, period, compare. Contrast, change, significant events, consequences	Artefact, understand, present, past, argument, debate, reasoned point, evidence, different experiences, primary sources, secondary
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Key Concept: TRADE <u>Lancaster and the Transatlantic Slave Trade</u>	Key Question: How big of an impact did a city have on the transatlantic slave trade?								
Unit Overview: To know about the links between the transatlantic slave trade and Lancashire. To know about what life was like for enslaved people and the significant events and people that led to the changes in law which led to the abolition of slavery <i>over time</i> .									

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	<p>North and South mills Lancaster Town Hall Gillow’s Warehouse Transatlantic Port</p>	<p>order, long ago, millennium</p>		<p>sources, points of view</p>
<p>Chronological Context:</p> <p>Lancaster merchants had been trading with the Americas for products like tobacco for many years (since at least the 1670s) before they had any involvement in the slave trade.</p> <p>The first recorded slave voyage from Lancaster was not before 1738 and could have been a few years later.</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Know key dates, people and events during a time period in history. • Understand the impact of historical events. • Understand the impact of explorer’s findings. • Understand significant aspects of history and the impact upon the wider world. • Know key processes during a historical time period. 			
<p>Key Skills (Disciplinary)</p> <p>Chronology</p> <ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework. • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. 				

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Events, People and Changes

- Describe key aspects of a non-European society such as the early Islamic civilisation.

Interpretation, Enquiry and Using Sources

- Use a wider range of sources as a basis for research to answer questions and to test hypotheses.
- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.

Sequence of Lessons:

1. To understand what slavery is.
2. To explore the history of transatlantic slave trade.
3. To understand Lancaster's role within a period of history.

Enhancements:

Lancaster Maritime Museum
Trail around Lancaster

End of Unit Outcome:

Summary write up/diary entry.

Oral Assessment:

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How big of an impact did a city have on the transatlantic slave trade?

What is slavery?

What is Lancaster's role in the transatlantic slave trade?

