

Pioneer Federation
Medium term plan
Cycle 2, Term 4
History



Subject: History; Black and British			
Key Concept/ Theme: Monarchy, Hierarchy and Power			
Prior Learning links: KS1 Explorers, Tudors KS2, Romans KS2, Victorians KS2			
Vocabulary: Abolition, Atlantic Slave Trade, Commonwealth, Discrimination, Empire, Middle Passage, Migrant, Prejudice, Racism, Segregation, Windrush			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
Local study of a famous person: Picasso visiting and visit to Farley Farm.	Local study of a famous person: The Armitage's	Local study of a famous person: AA Milne	Local study: Michealeam priory
1.	<p>How shall we tell the story of the first Black people in Britain?</p> <p>Prior learning reconnection Look at the class Timeline. Reconnect with previous areas studied so far that will build on this unit of learning; Romans, Tudors, Victorians, WW1 and WW2 LO: <i>let's learn about the first black people in Britain</i> <i>Pupils understand that the first Black people on the landscape of Britain were Roman soldiers</i> Pupils can make deductions from clues, knowing how to cite evidence to prove an assertion They can identify the most significant ideas that need covering and carefully select the most compelling evidence</p> <p>Activity: Pupils watch a video and then have to improve it. They use the technique called gallery to visit the relevant clues and then summarize these so they can improve the BBC video by adding an extra 45 seconds of commentary. The gallery includes slides from the PowerPoint and a short video which you'll need to find ways of integrating, possibly by starting with this. Be sure not to show the whole video, just the three-minute section from 1.00 to 4.05.</p>		
2.	<p>What does the evidence tell us about the role of Black people in Tudor society?</p> <p>Reconnection: Who were the first Black people in Britain? LO: Let's learn about Black People in Tudor Times Pupils grasp that there had been no black people in Britain since Roman times and that there were only a few hundred black Britons living in Tudor times. - They investigate a range of sources to draw inferences, especially about the status of the featured individuals. - They learn to read documents in context, making sure they do not jump to conclusions, and working out what can be said with certainty and what cannot.</p>		

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	<p>Activity: Pupils are introduced to four seminal sources, 3 visual, 1 written. They draw conclusions/inferences. They learn of the importance of context when assessing a source's value</p>
3	<p>What difference did the slave trade make to the experiences of Black people in Britain?</p> <p>Reconnection: Can we trust all sources of evidence? LO: Let's learn about the experiences of the slave trade</p> <p>Pupils can explain the nature of the transatlantic slave trade and how it worked to Britain's benefit, as one of the world's biggest slave-trading nations.</p> <ul style="list-style-type: none">- They understand that more than three million people were forced into slavery by British traders.- They can appreciate the extent of human suffering this caused to Black Peoples of Africa.- They grasp that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'.- They can deduce from portraits the role black people played in rich households.- They understand how some black activists helped bring about the end of the slave trade in 1807. <p>Activity: Pupils discover how the transatlantic slave trade worked, stressing the suffering caused to Black Africans both on the Middle passage and on the plantations. Pupils physically act out the three legs of the transatlantic slave trade, carrying the appropriate goods with them on each leg. Pupils are introduced to the effect of the slave trade on Africans transported to the Americas. Pupils work in expert groups as art critics and researchers to analyse what the lives of 7 individuals tells us about life for black people at the time of the slave trade. Short conclusion explaining the end of the slave trade.</p>
4	<p>When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated?</p> <p>Reconnection: Recap previous learning highlights about the World War- have Black people featured in learning so far?</p> <p>LO: Let's learn about the role of Black people in the World Wars Pupils grasp that discriminatory attitudes restricted the roles Black people could play.</p> <ul style="list-style-type: none">- They understand that the Air Force was more receptive than the other two services. They can contrast changing attitudes from World War1 to World War 2.- They can fully explain why the role of Black people has been relatively neglected, until recently. <p>Activity: Overview of two world wars</p> <p>Examination of the role of Walter Tull in World War One Pupils work in groups to explore the work of Ulrich Cross and Lilian Bader in World War Two</p>

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	<p>Explanation builder - Pupils use influence cards to build an answer to the question as to why Black contributions to the two world wars have been relatively neglected, until recently.</p>
5	<p>From Windrush to “Notting Hill”: what was the experience of the first post-war Black immigrants?</p> <p>Reconnection: Why wasn’t the role of Black People more understood in the World Wars?</p> <p>LO: Let’s learn about the experiences of Black people after the World Wars</p> <p>Pupils discover that there was widespread prejudice and a color bar in Britain after the war.</p> <ul style="list-style-type: none">- They are aware that a large number were disappointed and felt that they had been lured to Britain under false pretences of a better life.- They develop a balanced view that appreciates the rewards that many got in terms of much higher wages. They learn to generalize from the particular.- Pupils are able to use terms such as ‘most’, ‘the majority’, ‘common’, ‘exceptions to the rule’ etc when generalizing from the particular. <p>Activity:</p> <p>Brief introduction to the arrival of the Empire Windrush using slides 2-5 from the PowerPoint.</p> <p>Main activity Empire Windrush reunion: a market place activity: fully described in lesson</p> <p>Spectrum: pupils position themselves physically, in role, on a spectrum from very good/happy experience through to very sad/bad experience.</p>
6	<p>How far has life improved for Black people living in Britain in the last 60 years?</p> <p>Reconnection: What has life been like for Black people after the war?</p> <p>LO: Let’s learn how life has changed for Black people in the last 60 years</p> <p>Pupils can interpret the likely effects of new laws on Black people.</p> <ul style="list-style-type: none">– Pupils can make judgments about the relative significance of relevant events e.g. Brixton riots.- Pupils can evaluate the extent to which the experience for Black people living in Britain has improved in the last 60 years.- Pupils are able to see the influence of the ‘Black Lives Matter’ campaign.- Pupils can identify ways in which life has improved for Black people living in Britain over the last 60 years, as well as the issues still facing them.

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Activity:

The main activity is the fortunes graph. Pupils are given a key event in the fortunes of Black people living in Britain from 1960 to 2020. They have to work out the significance of each. Was it very positive, positive, neutral, negative, or very negative?

You be the barrister. Pupils have to find evidence to counter claims that life hasn't really improved much over the last 60 years for Black people living in Britain.

End Points:

To know the changes for Black people in Britain

To know how to use a variety of sources to interpret the past.

To know the significance of the slave trade

To know the impact of Black British people during the war and understand why it has rarely been celebrated

To know how and why life has improved in the last 60 years

Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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