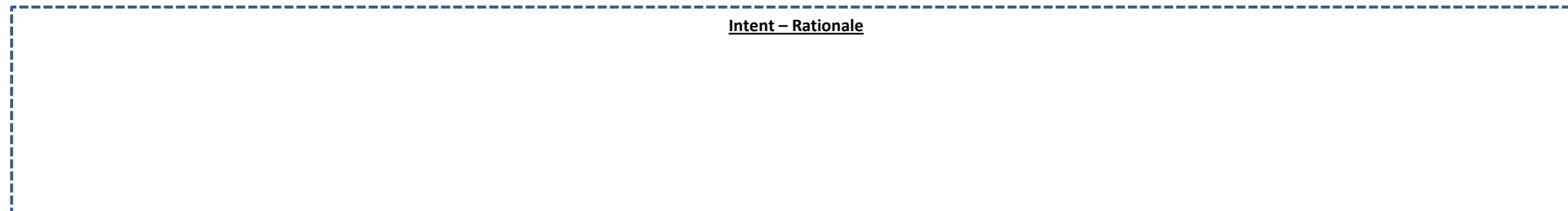




History Scheme of Learning

Year 9– Term 1 and 2 -The History of Black People in the Americas and the UK

Intent – Rationale



Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> Industrial Britain 1745-1900 in Year 8 	<ul style="list-style-type: none"> Year 9 – The Twentieth Century World GCSE - The Making of America 1789-1900 A-Level - The USA, 1865-1975: The Making of a Superpower
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> SMSC – SP2, SP3, M1, M2,M3,SO1,SO3,C1,C2,C3,C4 BV - 1,2,3,4 and 5 GB - a,b,c,d,e,f,g,h,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>Roots – Alex Haley FROM THE LIBRARY: <i>Daily Life on a Slave Plantation</i>-326 <i>Slavery</i>-306.36 <i>Heroic leaders and Activists</i>-305 <i>Far From Home</i>-300 <i>Inventing Human Rights</i>-323 <i>Slavery Today</i>-331 <i>Black people of Americas</i>-973 <i>Britain, The Slaves and the American Revolution</i>; Simon Schama-973 <i>Human Rights</i>-323 <i>Citizenship</i>-323.6</p>	<ul style="list-style-type: none"> Using statistics as part of source material Living Graphs Venn Diagrams



Migration and population-363.9
 My Story- Biography series
 BBC History Magazine

History Scheme of Learning

Year 9 – Terms 1 and 2 - The History of Black People in the Americas and the UK

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- What life was like in Africa before the Trans-Atlantic slave trade was established
- What happened to people who were captured or sold into slavery
- What life was like working on the plantations and how slaves were treated by their masters
- How and why slavery came to an end and how slavery in the Americas has been viewed by historians
- How black people have been treated since the end of slavery up to today, including the role of the civil right movement
- How and why black people came to the UK during the 1950s and 1960s
- What influence black people have had on British culture and society
- What problems black people have faced in Britain and how attitudes have changed
- How black Britain has diversified and developed due to ‘Africanisation’

Apply

- Knowledge of how the Trans-Atlantic slave trade operated
- Knowledge of how slaves were used and mistreated by their masters
- Knowledge of why attitudes towards slavery changed culminating in the American Civil War and the abolition of slavery
- Knowledge of the problems faced and racism that have Black Americans have faced during the Twentieth Century



- Knowledge of how the Civil Rights movement has made life better for Black People in America
- Knowledge of different attitudes towards Black People in America by white Americans
- Knowledge of why Black People came to the UK during the 1950s and 1960s
- Knowledge of the social, economic, political and cultural impact of Black People in the UK
- Knowledge of attitudes that led to conflict against Black People
- Knowledge of how diverse the demographic of Black People is within the UK

Extend

- Evaluate past and present attitudes towards race and Black People in America and the UK
- Evaluate the moral dimension behind the slave trade and racism
- Evaluate the importance of Civil Rights and Democracy in racially diverse nations

What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<p>Abolitionist – a person who wanted to abolish the slave trade Absentee proprietor – a person who owned land in the Caribbean but did not live there Atrocity – a wicked or cruel act Auction – a sale of slaves British West Indies – Caribbean islands which were colonies of Britain Civil Rights Colony – an island or land which was not independent but which was ruled by another country Constitution – a set of rules and ideas which a government uses to rule a country Creoles – slaves who were born in the West Indies Dysentery – very bad diarrhoea, as a result of a person’s bowel becoming inflamed Freedmen’s Bureau – set up by the government to make sure anti-slavery laws were enforced Gangs – groups of workers Lynchings – murdering people for a supposed crime without a trial, usually by hanging Maroons – people who were descended from slaves who ran away when the British first invaded Jamaica in 1655 Middle Passage – part of the Triangular Trade where Black Africans were carried as cargo from Africa to the Caribbean Mulatto – slaves with one black parent and one white parent Mutiny – open revolt against authority New World – America and the Caribbean Overseer- a person, usually a slave, who was put in charge of gangs of slaves to get a job done Plantation – the entire estate (land and buildings) belonging to a farmer and his family Racial prejudice – the belief that one race or colour of people is superior to another, and the unfair behaviour that this attitude leads to Segregation – the enforced separation of different races and colours in society</p>	<ul style="list-style-type: none"> • Skills – evaluation and analysis of historical sources and interpretations • Written assessments: <ol style="list-style-type: none"> 1) ‘Life on the plantation was the same for everyone’. How far do you agree with this statement? 2) To what extent has life improved for Black People in the USA between 1865 and today?



Slavers – ships that carried slaves, or people involved in the slave trade
Sharecropping – a farmer giving part of their crops as rent for the land on which the crops are grown, instead of money
Triangular trade – trade involving three stages: (i) goods from Britain to Africa (ii) slaves from Africa to the Caribbean (iii) goods from the Caribbean to Britain
Underground railroad – various escape routes for runaway slaves heading to the Northern States where slavery was illegal

Windrush – The name of the ship that brought the first Black migrants from Jamaica to Britain in 1948
British Empire – land or territories controlled by Britain
Calypso – a type of Afro-Caribbean music
NHS – National Health Service
Pardna – an old credit and saving system from Africa and the Caribbean
Negro –
Carnival – a street party
Ska – A style of music from Jamaica
Boycott – to
Mods – a White British working class sub-culture whose focus was scooters, fashion and music
Commonwealth – The name given to countries that once belonged to the British Empire
National Front – a racist Nazi inspired political movement



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
What was life like in Africa before slavery?	<i>To be able to explain what life was like in Africa before the slave trade</i>	<i>To be able to explain and evaluate key aspects of life in Africa before the slave trade</i>	<ul style="list-style-type: none"> •Mansa Munsa powerpoint and guided reading task • Read pg 100-103 EH2complete questions 1-2 pg101 and questions 1-3 pg 103. • Read pg 80-82 TH3 and create a spider diagram of what it meant to be a slave. Guided Reading Task
How and why did the Transatlantic Slave trade begin?	<i>To be able to explain how the slave trade worked</i>	<i>To be able to explain and to evaluate the key aspects of how and why the slave trade worked</i>	<ul style="list-style-type: none"> •Duel coding sheet – links industrial revolution to slavery • Sketch diagram of Triangular Trade. • Write a diary extract describing a slave’s experience of the Middle Passage. Use historical sources B-G in TH3 pg 84-5
What happened to people once they were captured?	<i>To be able to explain the process of changing from a person to a possession</i>	<i>To be able to explain the impact of the process of changing from a person to a possession</i>	<ul style="list-style-type: none"> • Create a storyboard to show how slaves were captured through to arriving in the Americas. Use in conjunction with clips from Roots.
What role did Britain play in the slave trade triangle?	<i>To be able to explain the role of Britain in the Trans-Atlantic slave trade</i>	<i>To explain and evaluate the role of Britain in the Trans-Atlantic slave trade</i>	<ul style="list-style-type: none"> • Knowledge Test on key elements of the slave trade • Read pg 18-21 BATST and complete questions and activities. • Historians view of Britain’s role on the slave trade – for and against debate then write a PEE paragraph to explain judgments made Guided Reading Task
ASSESSMENT: ‘Life on the plantation was the same for everyone’. How far do you agree with this statement?	<i>To be able to explain how the life of a slave was different to other people on the plantations, leading to a clear and concise conclusion</i>	<i>To be able to explain and evaluate how the life of a slave was different to other people on the plantations, leading to a substantiated judgment</i>	<ul style="list-style-type: none"> • Read TH3 pg 87-90 and complete tasks. • Watch selected clips from Roots to show the types of jobs and experiences slaves endured. •Assessment task - ‘Life on the plantation was the same for everyone’. How far do you agree with this statement? Students to find and use their own sources to support their essay
How and why were slaves punished?	<i>To be able to explain how and why slaves were punished by their ‘masters’</i>	<i>To be able to explain the impact of how and why slaves were punished by their ‘masters’</i>	<ul style="list-style-type: none"> •Read TH3 pg 91-94 and complete tasks • Roots video clips • Source analysis task
Who were the Abolitionists and how did they end slavery?	<i>To evaluate the main reasons why slavery in the Americas came to an end</i>	<i>To evaluate and reach a substantiated judgment about the main reasons why slavery in the Americas came to an end</i>	<ul style="list-style-type: none"> • Read pg 95-96 and write a paragraph to explain the work of the Abolitionists • Read pg 22-27 BATST and complete ‘think it through’ and activities tasks.
How has slavery been interpreted?	<i>To evaluate historian’s interpretations of the Trans-Atlantic slave trade</i>	<i>To evaluate and reach a substantiated judgment about historian’s interpretations of the Trans-Atlantic slave trade</i>	<ul style="list-style-type: none"> •Complete ‘How was slavery been interpreted? Worksheet (HIP pg 148-9) complete source analysis questions.
How were Black People treated after the Civil War in the South?	<i>To be able to explain the problems faced by Black people after the end of slavery</i>	<i>To be able to explain the problems faced by Black people after the end of slavery and put them into historical context</i>	<ul style="list-style-type: none"> • Read TH3 pg 97-100 and complete the living graph task. This can be done in groups and use learning walls. • Class discussion – did groups have differing views? Debate. • Historians interpretation task – Pee paragraph judgment
What was the Civil Rights movement and what impact did it have in the 1960s?	<i>To evaluate how the Civil Rights movement started and evaluate the impact the Civil Rights movement had on the USA in the 1960s</i>	<i>To evaluate how the Civil Rights movement started and evaluate the impact the Civil Rights movement had on the USA in the 1960s, whilst putting events into historical context</i>	<ul style="list-style-type: none"> • IT research task – book IT rooms Groups produce a powerpoint on the beliefs and lives of Booker T Washington and W.E.B.DuBois. Print off a copy for exercise books. • TH3 pg 102-106 and complete board game task on pg 106

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			<ul style="list-style-type: none"> • Watch Civil Rights documentary on the 1960s in the USA. Students take notes to answer key question – link to assessment at end of unit.
Did all black people have the same views about Civil Rights?	<i>To be able to explain the different perspectives within the Civil Rights Movement about how to achieve their aim of civil rights for Black People</i>	<i>To be able to explain and evaluate the different perspectives within the Civil Rights Movement about how to achieve their aim of civil rights for Black People</i>	<ul style="list-style-type: none"> • TH3 pg 107-110 and complete TV documentary task on pg 110. Knowledge checker test
ASSESSMENT: To what extent has life improved for Black People in the USA between 1865 and today?	<i>To be able to explain and evaluate how much life has changed for Black People in the USA between 1865 and today</i>	<i>To be able to explain and evaluate how much life has changed for Black People in the USA between 1865 and today, reaching a substantiated judgment</i>	<ul style="list-style-type: none"> • Independent research and recall assessment task. • Planning, research and write up of assessment question – ‘How much has life changed for Black People in the USA between 1865 and today? Explain your answer. Students find and use their own sources to support their answer.
How were the ‘Windrush’ generation and why did they emigrate to Britain?	<i>To be able to explain why people from the British Empire came to Britain in the 1950’s and 1960’s</i>	<i>To be able to explain why people from the British Empire came to Britain in the 1950’s and 1960’s and the impact it had on their lives</i>	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=Ut5gtrezN4E – Intro video about why we should study black uk history • https://www.youtube.com/watch?v=HHZXKEEbLJO British identity video clip discussion • Class discussion about British society and the Black Lives Matters protests in the UK. • Students list 5 black Britons that they think are influential. • HIP book 3 pg 162-165. Complete questions 1-4 <p style="text-align: center;">Guided Reading Task</p>
How important is Black culture to Modern British Culture?	<i>To be able to explain the cultural influence Black people have had on British culture</i>	<i>To be able to explain the impact and significance of the cultural influence Black people have had on British culture</i>	<ul style="list-style-type: none"> • Use information sheets on the Calypso Years, Rock and Roll, Carnival, R&B, SKA, Reggae, 2 Tone, Soul, Jungle, Garage and Grime to complete Black Music table
What jobs did Black migrants do ?	<i>To be able to explain how the role Black people have played in the British workforce</i>	<i>To be able to explain and evaluate the impact of the role Black people have played in the British workforce</i>	<ul style="list-style-type: none"> • Source task – Use sources to create a living graph on A3 to show the influence Black Workers have had • Class discussion – who has been the most influential Black person from those listed in the activity
How have Black Britons entered the mainstream?	<i>To be able to explain the achievements of Black Britons</i>	<i>To be able to explain and evaluate the significance of the achievements of Black Britons</i>	<ul style="list-style-type: none"> • Use information cards on intellectuals, boxing, athletics, football, literature, drama, art & textiles and politics • Complete the information collecting grid using the cards. Write the name of each topic at the top. Once completed rank the areas 1-8 (1 being the most influential)
Why has conflict broken out leading to anti-black violence?	<i>To be able to explain why anti-black violence has broken out</i>	<i>To be able to explain why anti-black violence broken out and put events into historical context</i>	<ul style="list-style-type: none"> • Read the information sheet on Anti-Black violence 1958-59 and complete questions 1-5 • https://www.youtube.com/watch?v=aGi_wIWRyys • https://www.youtube.com/watch?v=bzDltpuBcEg • https://www.youtube.com/watch?v=qkqnOhR1XI – issues today



			<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=8HP5i9QWDq4 – Steven Lawrence enquiry 15 mins • Guided Reading task
How successful was the Civil Rights movement in Britain between 1963 and 1970?	<i>To be able to explain and evaluate the impact of the Civil Rights movement in Britain</i>	<i>To be able to explain and evaluate the impact of the Civil Rights movement in Britain, reaching a substantiated judgment about its effectiveness</i>	<ul style="list-style-type: none"> • Read civil rights struggles information sheet and complete activities • https://www.youtube.com/watch?v=bZkSR1ZgQBc • https://www.youtube.com/watch?v=-0eR7dH7BYy – Paul Stephenson • https://www.youtube.com/watch?v=5k3vsjRDxFU – Bristol Bus boycott • https://www.youtube.com/watch?v=-CQw4fZ8oXA – Darcus Howe
Why was Enoch Powell such a controversial figure?	<i>To be able to explain the controversial views on Enoch Powell</i>	<i>To be able to explain the controversial views on Enoch Powell and put them into historical context</i>	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=qjbZi2hTLVw – intro to Rivers of Blood speech • Read Enoch Powell worksheet and complete activities • Class discussion on findings about Enoch Powell • Historians view discuss and PEE paragraph • Immigration debate • Recap grid pg 102 – Black British History KS3 • Race relations Act questions pg 157 – Black British History KS3
To what extent has ‘Africanisation’ of Black Britain taken place	<i>To be able to explain how Black Britain’s demographic has changed over time</i>	<i>To be able to explain how Black Britain’s demographic has changed over time and the impact this has had on Britain</i>	<p>Read The ‘Africanisation’ of Black Britain worksheet and complete activities</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=98yV6Y1gmkg – Don Warrington interview • Knowledge checking task
How have attitudes towards Black British History changed?	<i>To be able to explain why Black British History Month started</i>	<i>To be able to explain and evaluate the impact of Black British History Month since it started</i>	<ul style="list-style-type: none"> • Read the Black activism and Black History Month sheet and complete activities 1-7. • https://www.youtube.com/watch?v=fcLj2CVC1VU – Morgan Freeman interview • https://www.youtube.com/watch?v=EHsi-tKFP98 • Black Lives Matter explained: The history of a movement - YouTube • Guided reading task