

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>In this topic children will learn about how the lives of Black People have changed in Britain since the first Black People arrived with the Roman invasion. They will study the diversity of Henry VIII court and how this changed when Elizabeth I became queen. They will study significant people on both sides of the slave trade before learning about the role William Wilberforce played in the Slave Abolishment Act. The children will then learn about the lives of Black People in Britain from WW1 to now, focusing on the mistreatment of Black soldiers in the war and the Windrush generation.</p>	<p>In year 4 the children studied the Romans including looking at the spread of their empire and the diversity within their armies. Last term, the children learnt about WW2, studying how the people in Britain supported the war efforts and the main events within the war.</p>	<p>This unit will support all children in developing their understanding of discrimination and inequality, not just in History but all aspects of their lives. In year 7 the children will learn about the Tudors and Stuarts. They will also be able to use their knowledge of bias and studying sources to identify how reliable they are.</p>	<p>Roman Empire Aurelian Moors Invasion Court Trade Slavery Bias Discrimination</p>	<p>Abolishment Enlist labour Migration exploitation</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE		TIMELINE OF EVENTS	
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Chronology Pupils should understand key terminology when talking about the past and use common words and phrases relating to the passing of time.</p> <p>Pupils should be able to establish clear narratives within and across periods studied.</p> <p>Pupils should be able to note connections, contrasts and trends over time.</p> <p>Historical enquiry. Pupils should be able to describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Pupils should be able to identify, give reasons and results of a for historical event.</p> <p>Pupils should understand how knowledge of the past is constructed from a range of sources.</p>	<p>How did the population of Britain change with the Roman invasion? Know that the first Black people in Britain came with the Romans Know that the Romans doesn't just mean people who lived in Italy. To research the 'Aurelian Moors' and Septimius Severus (first Black emperor of Rome) <i>Establish clear narratives within and across periods studied.</i> <i>Identify historically significant people and events and begin to discuss how significant they are.</i></p> <p>How diverse was Henry VIII's court? Understand when and who the Tudors were. Know who John Blanke was and why he was important. <i>Understand how knowledge of the past is constructed from a range of sources.</i> <i>Evaluate and discuss how useful and reliable a historical source is.</i> <i>Construct informed responses by selecting and using relevant historical sources.</i></p> <p>Who were the 5 men of Sharma? Know why trade between England and Africa began <i>Understand that England first traded in West Africa and to know some of the resources they went for</i></p> <p>Research who the 5 men of Sharma were and why they were brought to England</p> <p>How did John Hawkins influence British trading? Know that John Hawkins was the first person to take Africans against their will across the seas to Europe and the Americas. Understand that he was supported by Elizabeth I.</p>		<p>625 BC to AD 476 - Roman empire</p> <p>AD 193 to 211 - Septimus Severus was emperor of Rome</p> <p>1509–1547 – Henry VIII ruled England</p> <p>1558 - 1603 – Elizabeth I ruled England</p> <p>1562-1563 – John Hawkins went on his first voyage to Africa</p> <p>1833 – The Slavery Abolishment Act was passed</p> <p>1914-1918 – World War 1</p> <p>1939 – 1945 – World War 2</p> <p>1948 – The Windrush arrives in Britain</p>	

<p>Pupils should be able to construct informed responses by selecting and using relevant historical sources.</p> <p>Pupils should be able to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Pupils should be able to identify historically significant people and events and begin to discuss how significant they are.</p> <p><u>Historical interpretation</u></p> <p>Pupils should be able to understand that different versions of the past may exist, giving some reasons for this.</p> <p>Pupils should begin to evaluate and discuss how useful and reliable a historical source is.</p> <p><u>Vocabulary</u></p> <p>Pupils should be able to use key vocabulary linked to their specific topic.,</p>	<p>Describe and make links between main events, situations and changes within and across different periods/societies.</p> <p>Identify historically significant people and events and begin to discuss how significant they are.</p> <p>Note connections, contrasts and trends over time.</p> <p>What does slavery mean?</p> <p>Know slaves were stolen from their homes, kept in a ship hold for many weeks before being sold in a foreign country.</p> <p>Understand that life as a slave was horrific and slaves were seen as property.</p> <p>Know that owning slaves was seen as an example of wealth.</p> <p>Understand key terminology when talking about the past and use common words and phrases relating to the passing of time.</p> <p>What is the connection between the abolitionist movement and Shrivenham Primary school?</p> <p>Know that it was started by William Wilberforce to abolish slavery in Britain who is father to Samuel Wilberforce</p> <p>Understand that this took many years to succeed.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Identify historically significant people and events and begin to discuss how significant they are.</p> <p>When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated?</p> <p>Understand a large number of black people fought in the war.</p> <p>Explain why the role of Black people has been neglected, until recently</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>What does Windrush mean?</p> <p>Know that after the war there was a huge shortage of labour in Britain.</p> <p>Know that the Windrush was sent to Jamaica to encourage and offer jobs to people.</p> <p>Understand that the British government did not see recognise these people as British citizens,</p> <p>Identify, give reasons and results of a for historical event.</p> <p>Identify historically significant people and events and begin to discuss how significant they are.</p>	<p>1948 – 1971 – People arrived in Britain from Caribbean countries known as the Windrush Generation</p>
<p>CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM</p>	<p>BY THE END OF THIS UNIT...</p> <p>By the end of this unit children will have developed an understanding of the timeline of Black people in Britain dating back to the Roman invasion when Black people first arrived, through to the Windrush generation. The children will know that the roman empire spread throughout the world meaning people from different countries began moving and settling across the world. They will know that Black people fought in the roman empire and that Septimus Severus was the first Black roman emperor. The children will know that during Henry VIII court Black people were seen as equals and worked freely within the country. They will learn that when Henry VIII daughter came into power this began to change. Elizabeth I supported the introduction to slavery when John Hawkins took Black people from Africa to work in Europe and the Americas. The children will know that after this slavery became more and more popular across the world with over 12 million being taken from their homes and sold across the 'new world'.</p>	

They will know that this continued until 1833 when slavery was abolished with the help of William Wilberforce. The children will know that despite this act Black people were still treated unfairly including during WW1 and WW2 where they were segregated and not allowed to celebrate with everyone else. The children will also know that in 1930 a ship called the Windrush arrived in England from the Caribbean .