



Year 1 History Autumn Term Overview

Florence Nightingale and Mary Seacole

NC Objectives:

- To know about the lives of significant individuals in the past who have contributed to **national** and international achievements. Some should be used to compare aspects of life in different periods

Key Facts/ Sticky Knowledge

- The **Crimean War** took place in Crimea from **1853 to 1856**. This was more than 150 years ago.
- Mary Seacole** was a **British Jamaican nurse**.
- Florence Nightingale** was born in **Italy** and was a **nurse**.
- Mary Seacole and Florence Nightingale helped nurse soldiers in the Crimean war.
- Florence Nightingale** was known as **The Lady with the Lamp** because she used to carry a lamp around the hospital wards at night time.
- The hospital created by **Mary Seacole** become known as the **'British Hotel'**
- Mary Seacole has experienced **discrimination** because of the colour of her skin. How does this help them to understand more about the Black Lives Matters Campaign?

Historical Skills:

Chronological understanding:

- Name a famous person from the past and explain why they are famous
Know the name of a famous person, or a famous place, close to where they live
- Sequence events in their life
- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages
- Identify similarities and differences between periods

Historical enquiry:

- Find answers to simple questions about the past from sources of information e.g. artefacts

Useful Learning links:

<https://www.youtube.com/watch?v=XkoaMawiZ-o>

<https://www.youtube.com/watch?v=lo5DdRLjkx8>

More about Mary Seacole:

<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt>

Second part Mary Seacole

<https://www.bbc.co.uk/bitesize/articles/zg7n2v4>

Interpretation of history:

- Use stories to encourage children to distinguish between fact and fiction
- Compare adults talking about the past – how reliable are their memories?
- Historical sources:**
 - Begin to identify and recount historic details from the past from sources, e.g. pictures/stories

Educational Visit:

Florence Nightingale Museum – at the end of the unit.



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- Remember parts of stories and memories about the past
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after

Organisation and Communication:

Communicate their knowledge through: Discussion....

Drawing pictures... Drama/role play.. Making models.....

Writing.. Using ICT...

The third part of Mary Seacole's story:

<https://www.bbc.co.uk/bitesize/articles/zg7n2v4>

- Finally let pupils watch the third part of the story:

<https://www.bbc.co.uk/bitesize/articles/zg7n2v4https://www.bbc.co.uk/bitesize/topics/zw44jxs/articles/z822hv4>

Information (Subject Knowledge) when teaching this unit:

Florence Nightingale was born to a wealthy British family in Florence, Italy in 1820. She was named after her place of birth. It was normal at the time for girls from wealthy families to be educated at home. Nightingale and her sister were educated at home by their father.

Nightingale believed in 1837 that she had received a vision from God and that she was to have a role in helping people.

In 1844, she decided she would become a nurse. She expressed her desire to her family, but they were extremely disapproving as it was not the done thing for a woman from a wealthy family to work. At first, her father did not let her train to be a nurse. Then, in 1851, her father finally gave her his blessing and she travelled to Germany for 3 months in order to train as a nurse.

In 1853/4, the Crimean War broke out. Britain and France fought Russia over the lucrative trade routes in the area.

Florence was friends with a man named Sidney Herbert who was a politician. Herbert asked Nightingale to travel to the Crimea to help in the field hospitals and sanctioned a team of 38 nurses to go with her.

Mary Seacole was born in Jamaica in 1805 to her Jamaican mother and her Scottish father. She was known as Mary Grant. Her father had visited Jamaica due to being in the British army. Her mother was a nurse and a healer, using many herbal remedies to treat patients. Her mother ran a healing house also known as Blundell Hall.

Mary's Life During her early life, Mary assisted her mother at Blundell Hall. She learnt how to treat ill people and on occasions was asked to assist at the British Army Hospital.

In 1843, Blundell Hall burned down and had to be replaced. This was followed by the tragedy of her mother's death.

Over the years, she treated many illnesses including cholera, which killed over 32,000 Jamaicans.

Why Is She Remembered?

Most famously, Mary is known for her work during the Crimean War. In 1853, the war began and disease spread immediately.

Mary sailed to England to ask to be sent to the Crimea, along with other nurses.



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When Nightingale and her nurses arrived in Scutari (in what is now modern Turkey) they found terrible conditions in the field hospital there. At first they were not allowed to treat the soldiers because only the male doctors were allowed to treat the patients. The nurses were only allowed to clean. As more soldiers arrived it was too hard for the doctors to treat them all, so Florence and her team were finally allowed to treat the patients. Florence made lots of significant changes which meant that fewer soldiers died. She would patrol the wards at night with a lamp, and became known as the <i>Lady with the Lamp</i>. <i>She was adored by her patients.</i> <i>When she came back to England she set up her own Nursing school. She became very well known for her work and was treated like a celebrity.</i>	At the time, people who were not white were treated unfairly. Mary was turned away because she was black. Using her own funds, she sailed to Crimea and opened an establishment called 'The British Hotel'. She tended to sick and injured British soldiers and became known as Mother Seacole due to her hospitality. During battles, it is thought that she distributed food, clothing and blankets. Post-war, Mary was awarded a medal of bravery. After her death, Mary was forgotten for almost one hundred years. Many people, including Jamaican nurses, fought to remind people of her. They named a building in Jamaica after her and in 2016, a statue was erected in London
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Week 1 Who was Florence Nightingale?	Week 2 Who was Mary Seacole?	Week 3 Why was Florence Nightingale so important?	Week 4 Why was Mary Seacole so important?	Week 5 What happened to Mary and Florence after the war?	Week 6
To learn about the early life of Florence Nightingale - I can describe what Florence learnt when she was young. - I can explain what she wanted to be when she grew up.	To learn about the early life of Mary Seacole - I can describe what Mary did when she was young. - I can say how Mary's early life was different to the early life of Florence. - I can explain how Mary's early life	To learn how Florence Nightingale helped soldiers in the Crimea war. - I can explain why Florence Nightingale went to the Crimea War. - I can describe how Florence helped the soldiers.	To learn how Mary Seacole helped soldiers in the Crimea war. - I can explain why Mary Seacole went to the Crimea War. - I can explain why it was difficult for Mary - I can describe how Mary helped the soldiers.	To know what happened to Mary and Florence after the war - I can explain how Florence helped improve nursing. - I can explain why Mary wrote a book about her experiences. - I can describe how Mary and Florence helped the soldiers	Assessment Task



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encouraged her to become a nurse.

- I can explain the job of a nurse today

Year 2 History Autumn Term Overview

Space Travel- Mae Jemison

NC Objectives: To know how significant events from the past contributed to national and international achievements. Some should be used to compare aspects of life in different periods

earn about events beyond living memory that are significant nationally or globally

Key Fact/ Sticky Knowledge

- **Neil Armstrong** was the first man on the moon. It happened on the **20th of July 1969**.
- **Apollo 11** was the first manned spacecraft on the moon.
- **Mae Jemison** was the first **African American woman** who became an Astronaut.
- **Mae Jemison** was part of the **Endeavour Space Shuttle** crew that orbited the earth for a week in 1992.
- **In 2016 Tim Peake** became the first official British astronaut to walk in space. He spent 6 months living and working on the International Space very strict hitting them

Historical Skills:

- Name a famous person/s from the past and explain why they are famous
- Recall a famous event from the past and explain why it is significant
- Order dates from earliest to latest on simple timelines
- Recount historic details from eye-witness accounts, photos and artefacts

Chronological understanding:

- Sequence artefacts closer together in time
- Describe memories of key events in lives
- Order dates from earliest to latest on simple timelines
- Sequence pictures from different periods
- Describe memories and changes that have happened in their own lives
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

Organisation and Communication:

Historical enquiry:

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Choose and select evidence and say how it can be used to find out about the past

Useful Learning links:

Moon Landing

<https://www.youtube.com/watch?v=CbTaDOuSePk>

<https://www.bbc.co.uk/bitesize/clips/zy89wmn>

Tim Peake

<https://www.bbc.co.uk/bitesize/topics/zw44jxs/articles/z822hv4>

Mae Jemison

Interpretation of history:

Compare pictures or photographs of people or events in the past

Historical sources:

Educational Visit:

Science Museum



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Communicate their knowledge through Discussion.... Drawing pictures...
Drama/Role play... Making models.... Writing... Using ICT...

<https://www.bing.com/videos/search?q=mae+jemison+for+kids&docid=608034289876010643&mid=04FC326BB42ABE9CE93704FC326BB42ABE9CE937&view=detail&FORM=VIRE>

Information (Subject Knowledge) when teaching this unit:

1942-The German V2 was the first rocket to reach 100km from the Earth's surface

1947 The first animals were launched into space. Fruit flies were used to study the effects of space travel on animals

1949 Albert II, was the first monkey in space. He was a Rhesus monkey, a type of monkey that originally comes from Asia.

On 4th October 1957, Russia launched the first satellite into space; Sputnik 1, and the space age had properly begun

In November 1957, the Russian space dog Laika became the first animal to orbit the earth in a rocket called Sputnik 1.

1959 Space-probe Luna 2 crash- landed into the Moon at a speed that would kill an astronaut if one had been travelling in it

On 12th April 1961, Russian Cosmonaut Yuri Gagarin became the first man in space. Gagarin's spacecraft, Vostok 1, completed one orbit of the earth

1963 The first woman in space was Russian cosmonaut Valentina Tereshkova.

1966 Before risking people's lives, NASA sent a robot spaceship, to make sure they could land safely. It was called Surveyor 1.

On 20th July 1969, Neil Armstrong. and then Buzz Aldrin took "one small step" and became the first men on the Moon. The first words said on the Moon were "The Eagle has landed".

1970 Two days into its journey to the Moon, on 13th April 1970, Apollo 13 suffered an explosion caused by a wiring fault.

From 1971, American astronauts on the fourth, fifth and sixth Apollo missions enjoyed use of a Moon car to explore the Moon.

1981 The Space Shuttle, was designed to be reused for up to 100 visits to space, in an attempt to make space travel less expensive.

On January 28th 1986, tragedy struck. Space Shuttle Challenger exploded shortly after launch, because of a fuel system failure. All seven astronauts on board were killed.

1991 Helen Sharman entered a competition to become the first British astronaut in space

Chronology – give the children a timeline dating from 1950 to the present day and place on it the first moon landing, their grandparents' year of birth, their parents' year of birth and their own year of birth.

- On **July 20 1969, Apollo 11** became the first manned spacecraft to land on the moon.
- This spacecraft had a crew of three astronauts **Neil Armstrong, Buzz Aldrin and Michael Collins**. The crew travelled 240,000 miles from the Earth to the Moon in



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approximately 76 hours.

- Pupils should work as a group of three and each one should find out five things about each of the three astronauts.
- **The first human to land on the Moon** was an amazing time in history. There are many people who are still alive today who remember it well. **Watch the following internet clip to capture this special moment in history:**

<https://www.youtube.com/watch?v=CbTaDOuSePk>

- Having watched the internet clip twice, pupils should write 10 key factors about the first Moon landing. They should then check with their critical friend to see if they have captured everything they should about the moon landing.

Use the following internet link to interview Tim Peake:

<https://www.bbc.co.uk/bitesize/topics/zw44jxs/articles/z822hv4>

Questions for Tim Peak:

- What is the international space station?
- How do you get to the space station?
- Where is the space station?
- What powers the space station?
- How do you survive in space?
- What happens to your body in space?
- What would happen without a spacesuit?
- How do you sleep in space?
- How do you become an astronaut?
- What inspires you about space?
- **Who is Mae Jemison and why will we always remember her?**

Watch the following internet clip:

https://www.bing.com/videos/search?q=mae+jemison+for+kids&docid=608034289876010_643&mid=04FC326BB42ABE9CE93704FC326BB42ABE9CE937&view=detail&FORM=VIRE

- Why do you think choosing Mae Jemison was an important part of the history of space travel?
- Find out 10 facts about Mae Jemison, some will come from the internet clip. Research to find additional information.



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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
What significant events happened in our lives?	Why will Neil Armstrong always be remembered?	What happened in the first moon landing?	What is the timeline of the history of space exploration?	Why is Mae Jemison an important person?	What is the international space station?
To recall famous events from the past and explain why it is significant. I can recall events in my life and order them on a timeline. I can order dates from the earliest to the latest on a simple timeline. I can order events in recent history on a timeline.	To understand why Neil Armstrong will always be remembered. To understand why Neil Armstrong will always be remembered. I can find out when and where Neil Armstrong was born.	To recap a significant event in history. I can recount the first moon landing that happened. I can name the astronauts and the spacecraft.	To create a timeline setting out the history of space exploration. I can order the dates from the earliest to the latest. I can choose an event on the timeline and find out more about the event.	To find out facts about Mae Jemison. I can say why Mae Jemison is an important person in history. I can research her life and write at least 10 facts about her life.	To recap Tim Peaks' time on the international space station. I can find out facts about the International Space station. I can find out how astronauts survive in space.



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Year 3 History Autumn Term Overview

Windrush Generation

NC Objectives: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Key Facts / Sticky Knowledge

For **WW2** the British Government encouraged **members from the British Empire** to come to Britain.

In **1948**, **Empire Windrush**, carried passengers from the Caribbean, who were migrating to Britain.

During the **1940s-50s** majority of black people settled in **Notting Hill**, an area with a high population of white people.

Paul Robeson was on Empire Windrush and was the **first black mayor** of Southwark.



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Claudia Jones was deported to Britain in 1955 for her radical views. She then created the **West Indian Gazette**, the first black newspaper in Britain.
On 30th August—5th September 1958 about 300/400 white people were seen attacking the homes of Caribbean residents.
 Because of the riots so Claudia Jones planned a carnival to unify the community. Today **Notting Hill Carnival** is a great event that celebrates Caribbean culture.

Historical Skills:

Chronological understanding:

- Place events from the period studied on the timeline
- Use terms related to the period and begin to date events
- Know how to use a timeline

Historical enquiry:

- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life
- Ask a variety of questions
- Use the library and internet for research

Organisation and Communication:

Communicate their knowledge through Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...Recall, select and organise historical information
 Communicate their knowledge and understanding

Useful learning Links

Windrush Empire

<https://www.bbc.co.uk/newsround/43793769>

Further reading about Sam Beaver King:

- <https://www.postalmuseum.org/blog/sam-king-a-postal-worker-of-the-windrush-generation/>
- <https://www.museumoflondon.org.uk/discover/how-did-empire-windrush-change-london-docklands>
- Further information about the scandal can be found here:
- - Sitting in Limbo film:
<https://www.bbc.co.uk/iplayer/episodes/p08g29ff/sitting-in-limbo>
- - Windrush Lesson Learned Review:
<https://www.gov.uk/government/publications/windrush-lessons-learned-review>

Interpretation of history:

- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use textbooks and historical knowledge

Range of Depth of Historical Knowledge:

Information (Subject Knowledge) when teaching this unit:



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After losing many soldiers during WWII, Britain had a shortage of workers and needed labourers to build up the country.

The British Government encouraged members from the British Empire, to come to Britain for work.

In 1948, Empire Windrush, set for sail to Britain. It carried passengers from the Caribbean, who were migrating to Britain for more work opportunities and some wanted to see the 'Mother Country'.

During WWII many young men and women from the Caribbean, had served in the British armed forces because at time, some Caribbean countries were still ruled by Britain and had not gained their independence.

After the war, some of these workers took on the advertisement to find work in the 'Mother Country' Britain. Others just wanted to see what life in Britain was like. Travel was arranged for people to travel to Britain and the ship set sail in 1948.

When teaching this topic, is important that children understand that the Windrush Generation were invited and encouraged to come and settle in Britain. This will help children to better understand the Windrush Scandal.

During the 1940s-50s, the Notting Hill area had a high population of White British people.

Many people from the Windrush Generation settled in this area and they were the majority of black people during this time.

Though they had been invited to come to London, they faced racism in the Notting Hill area and other areas in London.

When teaching this lesson, it is important that children are aware that the Windrush Generation were not the first group of black migrants to settle in Britain. History shows that there were black people during earlier periods in history such as the Victorian and Tudor eras.

Nonetheless, after WWII many areas in London had predominate demographics of White British people. Thus, when the Windrush Generation settled in these places, they were seen as outcasts.

A great point to highlight to children when teaching is that the Windrush Generation had moved from a country where they were the predominant race to another country where they became a minority.

Sam King was born in Jamaica and served in the Royal Air Force during the Second World War.

He was on Empire Windrush and after serving in the Royal Air Force he settled in Southwark.

Sam helped to support the West Indian community in the Southwark area. He was the first Black Mayor of the borough, and the only black Mayor in London at the time.

He set up the Windrush Foundation to help preserve the memories of the Windrush Generation, and also campaign for the West Indian community.

Claudia Jones was born in Trinidad and moved to the USA when she was 8.

She was involved in communist and black politics. She was deported to Britain in 1955 for her radical views.

When Claudia arrived in Britain, she was shocked by how many British communists were hostile to a black woman. She then created the West Indian Gazette, the first black newspaper in Britain.

When teaching this topic, some children may identify that the issues the Windrush Generation were facing in the past, are issues that the black community are still dealing with today.



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This can be a great opportunity to discuss whether children think that society has made progress or not. Also, can further discuss what children think should happen next.

In the 1950s, many people from the Caribbean settled in the Notting Hill area. Those who were already living in the area did not like black people, and so they made life hard for the Caribbean community.

They would put signs in the pubs that read, 'No dogs, No blacks.' It was difficult for the Caribbean Community to find housing as well.

There were a group of white working-class boys called 'Teddy Boys', who were determined to make Britain white again.

On the 30th August 1958 about 300/400 white people were seen attacking the homes of Caribbean residents. Petrol bombs and milk bottles were used as missiles.

These attacks took place every night until 5th September 1958.

After the riots, Claudia Jones saw the need to uplift the Caribbean community by 'washing away the taste of the riots'. She planned a carnival to unify the community.

This was the precursor to the Notting Hill Carnival today.

In 2012, the government introduced the 'Hostile Environment' legislation – a policy that meant workers from the NHS, landlords, banks, employers and many others, could enforce immigration control. Any undocumented migrants would have to leave.

However, many of those who travelled on Empire Windrush, came as children on their parents' passports, and the Home Office destroyed their landing cards. The Windrush Scandal came to light in the media from 2017, as many were being detained or deported because they had no proof of their identity. Many lost their access to housing, healthcare, jobs and bank accounts.

With the Windrush Scandal, the Caribbean community were treated as illegal immigrants, despite the fact that many had been invited to come to Britain in the 1940s as British Citizens.

Still today, many cases remain unsolved and unfortunately some people had already been deported back to the Caribbean before this issue came to light. A review into the scandal was published on 19th March 2020, and it showed that the Windrush Scandal was not an accident and thus seen as an act of discrimination.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Why did individuals settle in Britain during this period?	What was Hackney like in the 1950s?	What was Sam Beavers contribution to the Caribbean community?	What Impact did Claudia Jones have on British society?	How has life changed after the Notting Hill riots?	What was the impact of the Windrush generation on British culture?



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To investigate why individuals settled in Britain (1948-1971). - I can explain what Britain was like at that time (post WW11) - I know about the Empire Windrush	To identify the human and physical features of places in the past. (1950s-1960s) - I can explain what Hackney was like in the 1950s - I can use old maps to identify the features - I can compare Hackney to a Caribbean country.	To understand why an individual is significant - I can explain who Sam Beaver King was. - I can explain his contributions to supporting the Caribbean community (1950s-1960s)	To explore the life of Claudia Jones and her work with the West Indian Gazette (the 1950s-1960s). - I can explain who Claudia was and why she was significant - I can say what impact she had on society today	To Explore cultural influences - I can explain what life was like for the Caribbean community - I can explain the impact of the Notting Hill riots and what happened after.	To explore contributions to Black British History - I can identify some contributions of the Windrush Generation to Black History. - I can explain the Windrush Scandal.
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Year 4 History Autumn Term Overview

Civil Rights – Significant people in history

NC Objectives: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Key Facts / Sticky Knowledge

- **Rosa Parks** refused to give up her seat on the bus to a white man and was **arrested for breaking the segregation laws**. This incident caused the **Montgomery Bus Boycott**, the first mass protest against segregation.
- After the boycotts the courts ruled that the busses must be integrated. Segregation ended -**Civil Rights Act of 1964**
- **Dr Martin Luther King Jr. Civil rights groups led many peaceful protests against segregation across America.**
- **Dr King Jr. was shot and killed on the 4th of April 1968.**
- **Nelson Mandela** was born on July 18th, 1918.
- Nelson Mandela **spent 27 years in prison for campaigning for racial equality.**
- Nelson Mandela is significant because he was the **first black South African President.**

Historical Skills:

Chronological understanding:

- Place events from the period studied on the timeline
- Use terms related to the period and begin to date events
- Know how to use a timeline
- Understand more complex terms e.g. BC/AD
- Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use words and phrases: century, decade

Organisation and Communication:

Communicate their knowledge through Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...Recall, select and organise historical information
Communicate their knowledge and understanding

Historical enquiry:

- Know the difference between primary and secondary sources of evidence
- Use a range of sources to collect information about the past
- Construct informed responses about one aspect of life
- Ask a variety of questions
- Use the library and internet for research

Historical sources:

Useful Learning links:

Clip about Nelson Mandela:

https://www.youtube.com/watch?v=zhq2f_WdCIY

Interpretation of history:

- Look at the evidence available
- Begin to evaluate the usefulness of different sources

- Use textbooks and historical knowledge

Range of Depth of Historical Knowledge:

- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in the time studied
- Offer a reasonable explanation for some events



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Educational Visit:

Information (Subject Knowledge) when teaching this unit:

- **Rosa Parks** fought for the rights of black people in the USA. She became very well-known in **1955 for not giving up her seat to a white person** on a bus.
- In 1955, Rosa was asked to move to give up her seat on the bus to a white man. She refused and was **arrested for breaking the segregation laws**.
- This incident caused the **Montgomery Bus Boycott**, the first mass protest against segregation. The boycott lasted 381 days.
- After the boycotts the courts ruled that the busses must be integrated. Segregation ended -**Civil Rights Act of 1964**
- **Dr Martin Luther King Jr.** Civil rights groups led many peaceful protests against segregation across America.
- **In 1963 led a peaceful march with black and white people, it culminated with King's famous, 'I have a dream' speech.**
- **In 1964** Dr King received a **Noble Peace Prize** for his leadership of the Civil Rights Movement.
- **He was shot and killed on the 4th of April 1968**
- **Nelson Mandela** was born on July 18th, 1918.
- **From 1942**, he was becoming more and more politically active and by **1944**, he was instrumental in creating the youth section of the **African National Congress (ANC); a left-wing, democratic political party in South Africa.**
- **Later, in 1952, he was chosen as the National Volunteer-in-Chief of the Defiance Campaign**, which was a movement to fight against **apartheid**.
- Nelson Mandela is significant because he was the **first black South African President**.
- Nelson Mandela **spent 27 years in prison for campaigning for racial equality**.
- He was a hero all across the world. His courage and wisdom in bringing people together and living in peace were respected around the world.
- He has written a book about his life, called 'A long walk to freedom'. Nelson married his third wife on his 80th birthday
- He died on December 5th, 2013.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To learn about some of the important people in the recent history of Civil Rights	To learn about the history of segregation in America. I can understand the meaning of the word segregation	To learn about the life and legacy of Rosa Parks in the context of Civil Rights. I can find out about the life of Rosa Parks.	To learn about the life and legacy of Dr Martin Luther King Jr. in the context of Civil Rights. I can find out about the life of Dr King Jr.	To describe how Nelson Mandela's life has impacted our lives today. I can find out about the life of Nelson Mandela.	To discuss the differences and similarities in the stories of Rosa Parks and Nelson Mandela. I can create a chart to outline what both Nelson Mandela and Rosa Parks stood for.



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I can place the birth dates of historical figures on a timeline. I can identify how they helped people's civil rights.	I can discuss how segregation affected people in America after slavery	I can explain why what she did was so significant in the history			
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Year 5 History Autumn Term Overview The Kingdom of Benin

NC Objectives: A non-European society that provides contrasts with British history

Key Facts/ Sticky Knowledge

- The Benin Empire was an African empire – from AD900 to 1897.
- A new era for the people of Benin began in 1180 when Eweka started his rule.
- Around 1470 the Kingdom of Benin was visited by Europeans and around 1517 the Europeans began trading with Benin.
- Benin traded commodities such as pepper, ivory, cloth, leopard skins, beads, rubber, palm oil and people (slaves). A1400AD -1600 AD was the 'golden age' of Edo.
- Benin began to decline after 1700. It lost a lot of its wealth because of civil wars, and the abolishment of the slave trade which had been Benin's most profitable exports.
- Britain wanted to control trade in the area, and in 1897 the British launched the 'Benin Punitive Expedition' and destroyed Benin city and colonised Benin.

Historical Skills:

Chronological understanding:

- Order an increasing number of significant events, movements and dates on a timeline using dates accurately

Historical enquiry:

- Recognise when they are using primary and secondary sources of information to investigate the past
- Use a wide range of different sources to collect evidence about the past, such as

Interpretation of history:

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of



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- Accurately use dates and terms to describe historical events - Know and describe in some detail the main changes to an aspect in a period of history being studied - Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt Organisation and Communication: Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... Recall, select and organise historical information Communicate their knowledge and understanding Historical sources: Paintings of the time. photos of artefacts of the time – or replica artefacts. Tudor buildings.	ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites - Select relevant sections of information to address historically valid questions and construct detailed, informed responses - Investigate own lines of enquiry by posing historically valid questions to answer - Recognise when they are using primary and secondary sources of information to investigate the past - Use a wide range of different evidence to collect evidence about the past Useful Learning links: http://www.kingdomofbenin.com/teachers1.html Support organizations like Anti-Slavery International. Find out more about the great work they do at www.antislavery.org	events, linking this to factual understanding of the past - Consider different ways of checking the accuracy of interpretations of the past - Realise that there is often not a single answer to historical questions Range of Depth of Historical Knowledge: - Study different aspects of different people - differences between men and women - Examine the causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of life with the same aspect in another period Educational Visit: British Museum London
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Information (Subject Knowledge) when teaching this unit:

The Kingdom of Benin was one of most powerful civilisations in West Africa, which endured from the 11th century until it was **annexed** by the British **Empire** in 1897.

Oral tradition and the Kingdom of Benin

Much of what we know about history comes from written records and other artefacts. Another way of learning about history is through spoken recollections of events and traditions passed down from **generation** to generation through stories. This is known as **oral tradition**. Some historians are sceptical about the **accuracy** of oral tradition and its value for learning about history; other historians recognise that all history is imperfect and regard the systematic gathering of oral histories as being able to contribute to our understanding of history. The use of oral tradition is particularly important in understanding the Kingdom of Benin.

Oral tradition suggests that the **ancestors** of the rulers of Benin moved to what became the Kingdom of Benin from Egypt. In a forested area of Western Africa circa 900 CE, the Edo



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people cleared parts of the forest and built villages in which to live. By around the 11th century, these **consolidated** into a kingdom. The rulers of this kingdom became known as Obas, and they held a similar role to monarchs in European countries. The Kingdom of Benin was located within the country that is now called Nigeria. (There is a modern country called Benin, but this is not directly related to the kingdom of Benin.)

The Obas ruled the Kingdom of Benin. The first Oba was called Eweka I, and the line of Obas has continued up until the present day. While women were not considered as potential Obas, the Oba's mother was a key advisor to the Oba and ranked with the highest chiefs, and women in the Kingdom of Benin had many important roles, including doing much of the farming, house-building and undertaking some crafts (e.g. pottery).

Around 1440, Oba Ewuare became the Oba and began the kingdom's **expansion** into an empire. He also established **primogeniture**, the principle that the eldest son would inherit the kingdom and become the next Oba. In addition, Benin city, which was the centre of the kingdom, was redesigned during Oba Ewuare's reign, adding to the walls of the city which were, at the time, one of the largest constructions on Earth. Oba Ewuare also encouraged the arts, in particular the carving of wood and ivory, and it is likely that the tradition of bronze heads being part of shrines began during his reign.

Religious belief

The people of the kingdom of Benin worshipped many gods, including Osanobua who created the world; his son, Olokun who was the god of the sea and of wealth; Osanobua's daughter, Obiemven, who was in charge of farming; and Osanobua's youngest son, Ogiuwu, who became the king of death.

Trade with Europe

As with all powerful civilisations, trade was essential to the Kingdom of Benin, and much of the trade of the West African empires went through Benin City. In 1472, Portuguese explorers first arrived to the Kingdom of Benin, and within a few **decades**, Benin and Portugal were trading for goods such as brass, copper, metal and ivory. Some slaves, which the Kingdom of Benin had captured from neighbouring territories, were also traded to the Portuguese. Over time, other European powers, including the British Empire, would become interested in trade with the Kingdom of Benin.

The decline of the Kingdom of Benin

Due to **civil war** relating to who would be in power, the 17th and 18th centuries saw a decline in the Kingdom of Benin. By the late 19th century, European empires had colonised territories around the world, including large parts of Africa. **Colonialism** was the practice of taking control of foreign territories by force (or threats of force), occupying it with settlers from the 'home' country and exploiting the colony **economically**, often by extracting **natural resources**. Through this, territories from around the world became part of a country's empire. Some of the most notorious **atrocities** in modern history were committed as part of this practice. The Kingdom of Benin had managed to maintain its independence, but in 1897, the British Empire sent an army of around 1,200 men to invade Benin City. Many inhabitants were murdered, the city was burned to the ground and the precious art of the city was looted, in particular, works called the Benin bronzes.

Colonialism and the modern world



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The impact of this colonialism is a **controversial** topic to this day. The Benin bronzes that were taken by the British Empire are now scattered across the globe, and there is debate as to whether such artworks should be returned to Nigeria, the modern country in which the Kingdom of Benin was located. The Humboldt Forum, a museum in Berlin, has committed to returning the Benin bronzes that are held by the museum. The largest collection of Benin bronzes in the world is held in the British Museum in London.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To learn about how the kingdom of Benin formed. - I can find out how the kingdom of Benin developed. - I can explore life in Britain at that time	To learn about the religious beliefs of the people of ancient Benin. I can describe what the people of Benin believed in.	To understand why the art of Benin challenged the world's perceptions of African art. I can understand why Benin's sculptures surprised the people who discovered them.	To find out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180). - I can find out how Benin's past is recorded through a range of sources. - I can find out about the story of how Eweka came to be the Oba of the Benin Kingdom.	To explore what we can learn about the Benin Kingdom from different artefacts. I can examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture	To learn how and why the kingdom of Benin came to an end. I can explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end

Year 6 History Autumn Term Overview The Trans-Atlantic Slave Trade

NC Objectives:

Key Facts/ Sticky Knowledge

- Slaves were **sent from Africa**, across the **Atlantic Ocean**, to the **Americas** where they would be forced to work on plantations.
- This journey was known as the **Middle Passage**.



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- Many European counties, including **Britain, Portugal, Spain and France**, began **colonising the Americas**.
- **Sir John Hawkins** was given permission by **Elizabeth I** to begin transporting captured African slaves to America.
- **William Wilberforce** was a famous British Abolitionist. The British parliament voted to abolish the slave trade in 1807.
- **In 1865**, the 13th Amendment **outlawing slavery** was added to the US Constitution. Slavery was **abolished in America in 1867**.
- **Harriet Tubman** was responsible for leading hundreds of enslaved people to freedom before the **American Civil War in 1861**.
- She used a system that was called the **Underground Railroad**.
- Human Trafficking is the equivalent of modern slavery.

Historical Skills:

Chronological understanding:

- Chronological understanding:
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- Accurately use dates and terms to describe historical events
- Know and describe in some detail the main changes to an aspect in a period of history being studied
- Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt

Useful Learning links:

[Edward Colston: Why are people arguing about statues? - CBBC Newsround](#)

Historical enquiry:

- Historical enquiry:
- Recognise when they are using primary and secondary sources of information to investigate the past
- Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses

Interpretation of history:

- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past
- Consider different ways of checking the accuracy of interpretations of the past
- Realise that there is often not a single answer to historical questions

Range of Depth of Historical Knowledge:



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| | <ul style="list-style-type: none"> Investigate own lines of enquiry by posing historically valid questions to answer Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past <p>Organisation and Communication:
Communicate their knowledge through:
Discussion.... Drawing pictures... Drama/role play...
Making models..... Writing... Using ICT...
Recall, select and organise historical information
Communicate their knowledge and understanding</p> <p>Historical sources:</p> | <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period <p>Educational Visit:</p> |
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Information (Subject Knowledge) when teaching this unit:

- Harriet Tubman was a person who was enslaved but managed to escape. She was responsible for leading hundreds of enslaved people to freedom before the American Civil War in 1861. She used a system that was called the Underground Railroad. She was also a nurse, a civil rights activist, a Union spy and a supporter of women's suffrage.
- Between the 16th and 19th centuries, Europeans forcibly removed millions of people from their homes in West Africa and transported them across the Atlantic Ocean in awful conditions. These people were sold into a life of enslavement in the Americas. They were forced to work with no pay and many were treated poorly. This was known as the transatlantic slave trade. This period of history resulted in the deaths of millions of African people.
- The Triangular Trade The transatlantic slave trade is often referred to as the Triangular Trade. There were three parts to the trade.



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- Firstly, large ships travelled to West Africa carrying goods such as cloth and guns. These goods were exchanged for men, women and children who had been taken from their villages.
- During the middle passage across the ocean, conditions were dangerous to health. The overcrowded and dirty ships spent months crossing the ocean and many people died. When the ships arrived, their passengers were sold at auction and set to work. African people were bought and sold as if they were no more than an item in a shop. They were now enslaved people who were forced to work growing crops with little chance of payment or freedom.
- Lastly, the third stage involved the ships returning with goods grown by the African people. These goods (such as sugar and cotton) were sold to the people of Britain and other European countries.
- Olaudah was enslaved as a child in Africa, where he was known as Gustavus Vasa and then taken to the Caribbean where he was sold as a slave to a Royal Navy officer. While a slave he converted to Christianity. He was sold twice more but purchased his freedom in 1766.
- As a freeman in London, Equiano supported the British abolitionist movement and tried hard to influence people to get the trade abolished. He became a leading abolitionist in the 1780s, lecturing in numerous cities against the slave trade. Equiano records his and Granville Sharp's central roles in the anti-slave trade movement, and their effort to publicise the Zong massacre, which you have studied already. He may be best remembered for publishing his autobiography, *The Interesting Narrative of the Life of Olaudah Equiano* which gave a vivid and shocking account of life on a slave ship as well as depicting the horrors of slavery. It was incredibly popular and was read by thousands of people. It really helped to get the slave trade abolished.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To understand and describe the triangular Atlantic slave trade • I can name the main locations in the triangular Atlantic slave trade.	To learn about the experiences of slaves during the Atlantic slave trade from historical sources • I can describe what the Middle Passage journey and what this was like for the slaves • I can identify if a source is a primary or secondary source	To understand the abolition of the slave trade and slavery in Britain • I can name the reasons that the slave trade was abolished • I can name some key figures involved in the abolition of slavery	To learn about Harriet Tubman and the Underground Railroad • I can describe how the Underground Railroad helped slave • I explain why Tubman is an important historical figure	To understand what modern slavery is. • I can give an example of modern slavery? • I can name a way in which a victim of modern slavery can get help	To hold a debate around some of the legacies of slavery in Britain. • I can describe a way in which Britain changed because of the slave trade • I can listen carefully to others' viewpoints and respond appropriately • Can children put forward a viewpoint



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