## Y5 KEY THEME THINKING – FOCUS THEME – Black History – Slaves and Rights

## 'To be the best we can be'

Links to Previous Learning		Books (including class reads)			Immersion / Discovery			Collate and Create			Communicate			
PSHE fairness, equality		Banded books from school- Black history			Introduction to slavery			22 3. 3			Performance about slavery to other year groups			
British Values		Biographies written about Harriet Tubman,			,			Diary of a slave on a slave ship						
Geography of the world		Equiano Oladauh, Levi Coffin			The Zong video			Assembly performance						
Egyptians Y3								1 <sup>st</sup> person recount of Ruby Bridges'						
Romans Y4		Ruby Bridges – information books			Harriet Tubman story video			experience of going to a white school.						
		,			, ,			Art inspired by the civil rights						
Links to Future Learning		Henry's Freedom Box by Ellen Levine			Segregation of class experience – i.e. black and			movement						
World War 1 and 2		1			white cards			Poetry						
North America study		The Other Side by Jaqueline Woodson												
Victorians					Martin Luther King speech and others									
		"I have a Dream" speech												
Vikings Y5		·			Ruby Bridges movie trailer									
					, ,									
Step 1		Step 2		Step 3		ep 3	S		Step 4		Step 5		Ste	p 6
Enquiry	NC objective	NC objective Enquiry NC objective		Enquiry		NC objective	Enquiry question		NC objective	Enquiry		NC objective	Enquiry	NC objective
question	History	question	History	questi		History			History	questi	_	History	question	History
•							How were sla	ves	J					
Why do we	Describe the	What is the	Describe the	What was the		Describe the main	captured and		Describe the main	Who ar	e the	Describe the	Why were black	Describe the
acknowledge	main changes	historical impact	main changes	transatl	lantic slave	changes in a	transported?		changes in a	influent	tial	social, ethnic,	and white people	social, ethnic,
Black History	in a period of	of slavery?	in a period of	trade?		period of history			period of history	figures who		cultural or	treated	cultural or
month?	history using	(Egyptians,	history using			using terms such			using terms such	fought for the		religious	differently?	religious
	terms such as:	Romans, Vikings	terms such as:			as: social,			as: social,	_	n of the	diversity of the	What was	diversity of the
	social,	onwards)	social,			religious, political,			religious, political,	slave trade		past.	segregation like	past.
	religious,		religious,			technological, and			technological, and	around	the		for black people	7 5.
	political,		political,			cultural.			cultural.	world?		Describe the	in America?	Describe the
	technological,		technological,							Harriet	Tubman	characteristic		characteristic
	and cultural.		and cultural.			Identify periods			Identify periods of	Levi Co	ffin	features of the		features of the
		ta at cauta as		of rapid change				rapid change in	Equiano Oladauh		past, including		past, including	
	Identify	dentify Identify			in history and				history and			ideas, beliefs,		ideas, beliefs,
Key	periods of	Key periods of Key		Key vo	y vocabulary contrast them		Key vocabulary		contrast them with	Key		attitudes and	Key	attitudes and
Vocabulary	rapid change	vocabulary	bulary rapid change Tier 2				Tier 2		times of relatively	vocabulary		experiences of	vocabulary	experiences of
Tier 2	in history and	Tier 2 in history and Slave to		" at a a a c /		Shackles		little change.	Tier 2		men, women	Tier 2	men, women	
Inclusion	contrast them	freedom	contrast them	Tier 3		change.	Tier 3		uuie Gurige.	Tier 3		and children.	acceptance	and children.
inequality	with times of	civil rights	with times of			dwige.	Lynch		Describe the	Abolitio		(History)	hatred	au dua dua di.
Equality	relatively little	discrimination	relatively little	5		Describe the			characteristic	Abolitionist		(TISWIY)	prejudice	
freedom		Tier 3	change.	9		characteristic			features of the	Segregation			diversity	
civil rights	change.	Racism	Turiye.			features of the			past, including	Desegre	•		Inclusion	
discrimination acceptance	Describe the	Racist	Describe the						, ,		J		inequality	
hatred	Describe the characteristic	race	Describe the characteristic			past, including ideas, beliefs,			ideas, beliefs, attitudes and				Equality freedom	
prejudice		Negro				attitudes and							civil rights	
Tier 3	features of the	Slavery	features of the						experiences of				discrimination	
Racism	past, including		past, including			experiences of			men, women, and				Tier 3	
Racist	ideas, beliefs,		ideas, beliefs,			men, women, and			children.				Apartheid	
race	attitudes and		attitudes and			children.								
Negro	experiences of		experiences of										Segregation	
Slavery	men, women,		men, women,											
and children.		and children.												

Key Vocabulary – Vocabulary that by the end of the scheme of learning should be learnt and understood in context. (Use images and diagrams to ensure understanding of the vocabulary) Teach it, don't expect it.

How will you gauge the level of vocabulary understanding at the start and end of the theme of learning?

How will you assess children's understanding of the theme being learnt? Quizzes? Pre and post assessment? Written work? Presentation?

How will you assess the level of knowledge development throughout the theme of learning? Do they know more and remember more? How do you know?

EACH STEP IS NOT ONE LESSON! Each step is a part of the learning journey to achieving an understanding. 'Know more and remember more'