

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 British Values Geography of the world Egyptians Y3 Romans Y4		Banded books from school- Black history Biographies written about Harriet Tubman, Equiano Oladauh, Levi Coffin Ruby Bridges – information books		Introduction to slavery The Zong video Harriet Tubman story video		Diary of a slave on a slave ship Assembly performance 1 st person recount of Ruby Bridges’ experience of going to a white school. Art inspired by the civil rights movement Poetry		Performance about slavery to other year groups			
Links to Future Learning		Henry’s Freedom Box by Ellen Levine		Segregation of class experience – i.e. black and white cards							
World War 1 and 2 North America study Victorians Vikings Y5		The Other Side by Jaqueline Woodson “I have a Dream” speech		Martin Luther King speech and others Ruby Bridges movie trailer							
Step 1		Step 2		Step 3		Step 4		Step 5		Step 6	
Enquiry question	NC objective History	Enquiry question	NC objective History	Enquiry question	NC objective History	Enquiry question	NC objective History	Enquiry question	NC objective History	Enquiry question	NC objective History
Why do we acknowledge Black History month?	<i>Describe the main changes in a period of history using terms such as: social, religious, political, technological, and cultural.</i>	What is the historical impact of slavery? (Egyptians, Romans, Vikings onwards)	<i>Describe the main changes in a period of history using terms such as: social, religious, political, technological, and cultural.</i>	What was the transatlantic slave trade?	<i>Describe the main changes in a period of history using terms such as: social, religious, political, technological, and cultural.</i> <i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i>	How were slaves captured and transported?	<i>Describe the main changes in a period of history using terms such as: social, religious, political, technological, and cultural.</i> <i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i>	Who are the influential figures who fought for the abolition of the slave trade around the world? Harriet Tubman Levi Coffin Equiano Oladauh	<i>Describe the social, ethnic, cultural or religious diversity of the past.</i> <i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (History)</i>	Why were black and white people treated differently? What was segregation like for black people in America?	<i>Describe the social, ethnic, cultural or religious diversity of the past.</i> <i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</i>
Key Vocabulary Tier 2	Inclusion inequality Equality freedom civil rights discrimination acceptance hatred prejudice	Key vocabulary Tier 2	freedom civil rights discrimination	Key vocabulary Tier 2	Slave trade	Key vocabulary Tier 2	Shackles Lynch emancipation	Key vocabulary Tier 2	Abolition Abolitionist Segregation Desegregation	Key vocabulary Tier 2	acceptance hatred prejudice diversity Inclusion inequality Equality freedom civil rights discrimination
Tier 3	Racism Racist race Negro Slavery	Tier 3	Racism Racist race Negro Slavery	Tier 3	bias	Tier 3		Tier 3		Tier 3	Apartheid Segregation
	<i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i> <i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</i>		<i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i> <i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</i>		<i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</i>		<i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</i>		<i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</i>		<i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.</i>

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'