



## Lowerhouse Junior School History Overview Sheet



### **Year 6 – What led to the abolition of the Transatlantic Slave Trade?** **How was Lancashire connected to the Transatlantic Slave Trade?**



**Rationale:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### **Substantive Knowledge:**

- Know about Britain's part in the slave trade
- Know what slave auctions were like
- Know about the horrific conditions on board slave ships
- Know about the death rate during the slaves' transportation to the Americas
- Know that the majority of slaves came from Africa
- Know what life was like for most of the slaves
- Know about the impact of slavery on the world today

#### **Disciplinary Knowledge:**

##### *Enquiry, Interpretation and Using Sources:*

- Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'
- Describe the results of historical events, situations and changes e.g. the impact on people's lives
- Recognise that some events, people and changes are judged as more historically significant than others

##### *Chronology:*

- Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends

##### *Communication:*

- Discuss how Britain has influenced and been influenced by the wider world
- Describe aspects of cultural, economic, military, political, religious and social history
- Discuss and debate historical issues acknowledging contrasting evidence and opinions
- Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.

#### **Overview:**

Lesson 1: Artefact Session: The Brooks Slave Ship Illustration  
Lesson 2: Introduce the Transatlantic Slave Trade and its global impact, including Britain's role in the trade  
Lesson 3: Explore the human impact of the slave trade on enslaved Africans and their descendants.  
Lesson 4: Investigate the key figures and movements that contributed to the abolition of the Transatlantic Slave Trade.

#### **Key Vocabulary**

**Race** - A group of people identified as distinct from other groups because of physical or genetic traits shared by the group  
**Slavery** - A system of people working hard for no money and being 'owned' by a wealthy person  
**Freedom** - The right to act, speak, or think as one wants  
**Abolishment** - To put an end to (slavery)  
**Inherently inferior** - A belief that black people were less able or important than white people  
**Atlantic slave trade** - The transportation by slave traders of various enslaved African people, mainly to America

Lesson 5: Examine the economic and social connections between Lancashire and the Transatlantic Slave Trade.

Lesson 6: Analyse the causes behind the abolition of the Transatlantic Slave Trade and its short- and long-term consequences.