

Our Learning Journey through the Topic

What is an inequality?

What was Slavery?
What was the impact?
What is the link to racism?

What was the Triangle of Trade?

Who was involved in the Triangular Trade Route?
What were the benefits/impacts of it?

Trip to Liverpool Slavery Museum

Case studies:
Rosa Parks and Martin Luther King

Equality movement in 1960s USA

Does Slavery still exist?
Where is it banned and when did this happen?

Should Liverpool change the names of its' streets due to the links to slavery?

Is everyone equal today?
What inequalities still exist?

Case studies:
Anne Frank, Emeline Parkhurst
Charles Babbage,

How do we ensure equality at Aughton St Michaels CE?

Equality for All

Current issue:
How could we adapt Everton's new stadium to minimise inequality?

How do we ensure equality in the UK?

Equality for All



Term taught in:

Autumn 1 & 2

Number of Weeks:

13

Objectives

Outcomes

Geography

- Name and locate an extensive range of places in the world including globally and topically significant features and events.
- Recognise patterns in human and physical features and understand some of the conditions, processes changes which influence these patterns.
- Explain some links and interactions between people, places and environments.
- Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?

The child will:

- Identify and locate the main countries involved in the Triangular Trade Route through the use of atlases and computer programs
- Carry out research, resulting in a developing understanding that the countries involved each possessed physical resources the other countries desired.
- Look at the role of the British Empire and how this was important geographically during the slave trade era.
- Will communicate their understanding through class discussions and written texts.

History

- Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
- Develop chronologically secure knowledge of the events and periods of time studied.
- Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.
- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Describe the impact of historical events and changes.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Choose the most appropriate way of communicating different historical findings.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.

The child will:

- Research how and why slavery was allowed to happen.
- Examining points of view at the time, in character debate the question "Should slavery be abolished?"
- Examine evidence and discuss as a class who they feel is the most responsible for the slave trade.
- Debate whether the names of streets in Liverpool which are linked to the Slave trade should be removed.
- Use primary sources to see what they can tell us about the slave trade.
- Research the legacy of slavery in England and Liverpool.
- Produce a non-chronological report using evidence from their research to support their opinions.
- Explore the different types of inequalities in today's society and how these people are treated.
- Explore how minorities and the views of them have changed over time.

<p>Art</p> <ul style="list-style-type: none"> • Independently investigate a range of starting points for their work, and confidently develop their ideas further. • Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops. • Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media. • Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation. • Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints. • Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work. • Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work. 	<p>The child will</p> <ul style="list-style-type: none"> • Look at a variety of freedom quilts to understand why they were Important and how they were designed and styled • Use mixed media to design their own freedom quilt tile based on the designs they have seen • Using a variety of techniques to sketch their freedom quilt.
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Key Vocabulary		End Products	
<p>Equality - the act of all things / people being equal</p> <p>Slavery- the state of being a slave</p> <p>Enslavement - the act of owning another person, taking away their freedom and right to make their own choices</p> <p>Civilisation - a group of people who live in communities that are well organised</p> <p>Colony - a country under control of another country that is occupied by settlers from that country.</p> <p>Commonwealth - a group of countries that were originally part of the British Empire.</p> <p>Empire - a group of countries ruled by one country</p> <p>Middle passage - the sea journey taken by slave ships from West Africa to the West Indies</p> <p>New World - name given to the West Indies and the American colonies.</p> <p>Racism - ideas, beliefs and behaviours made toward individuals because of their race (colour of skin, beliefs)</p> <p>Triangular Trade - the name used to discuss the trade which involved shipping from goods from Britain to West Africa to exchange for slaves. The slaves were then shipped to West Indies to be sold for goods to take back to Britain.</p> <p>Discrimination - the unjust treatment of different categories of people.</p> <p>Prejudice - preconceived opinion that is not based on reason or actual experience.</p> <p>Minority - a culturally, ethnically, or racially distinct group that coexists alongside a more dominant group.</p> <p>Freedom Quilt - a sewn patchwork quilt with designs that were said to have secret messages, helping to guide and protect the slaves on their way to freedom.</p> <p>Legacy - the last impact of an action or event</p>		<ul style="list-style-type: none"> • Produce an accurate timeline of historical events • Using an atlas, locate the countries involved in the slave trade and place them on a map. • On a map, plot the route used by the slave ships - known as the Triangular Trade route - and explain what happened at each point. • Using research, produce a non-chronological report on the how Liverpool benefited from the slave trade and its legacy. • Using research, debate who they think is most at fault for the slave trade • Hold a debate on whether the Liverpool street names linked to slavery should be removed. • Using a variety of art techniques, create a freedom quilt tile in their sketchbooks • Design and create a Freedom Quilt tile using a variety of sewing techniques. 	
Links to our School Values		Links to British Values	
Trying Your Best	Honesty	Being Part of Britain	Democracy.
Communication	Resilience	The rule of law.	Individual liberty.
Compassion		Mutual respect.	Tolerance of those of different faiths and beliefs.
Cross Curricular Opportunities	Enhancements	Misconceptions	
<p>English - speaking and listening activities during debates writing non- chronological reports using evidence from research to back up their opinions.</p> <p>Maths - geographical research and data handling activities will take place to compare different places.</p>	<p>School trip to the Slavery Museum in Liverpool and surrounding areas to explore the lives of slaves and the impact on modern day cities / life.</p>		