

Year 6 How can history help us to understand if slavery has truly been abolished?

Week 1 How did the slave trade begin? Can they place a specific event on a timeline?	Week 2 How did the slave trade grow? Can they summarise the main events from a specific period in history?	Week 3 When did people begin to revolt against slavery? Can they describe changes within periods of history?	Week 4 How influential was William Wilberforce in the abolition of slavery? Can they say when famous people lived?	Week 5 What events led to the <i>total</i> abolition of slavery? Can they summarise what Britain may have learned from other countries?	Week 6 Has slavery been totally abolished? Can they suggest why there may be different interpretations of events?
Continuity and change	Cause and consequence	Chronology Continuity and change	Evidence Cause and consequence	Chronology	Interpretations Evidence
<p>1562- 1567 1562- Sir John Hawkins became the first English slave trader. He takes 300 Africans and trades them for sugar, spice and pearls.</p> <p>1564- With the support of Queen Elizabeth 1, Sir John Hawkins makes a second Slavery voyage.</p> <p>1567- Third voyage. Significantly more (Trade growing).</p> <p>The Triangle Trade System formed</p> <p>Introduce sculpture What is a sculpture? Where can you find it? What materials are used to create a sculpture?</p> <p>Share ceramics through the history and different cultures. Discuss use of ceramics.</p>	<p>1627- 1672</p> <p>1627- A group of English sailors establish a colony in the Caribbean. (sugar plantations, African slaves)</p> <p>1662 – British seize Cape Coast Castle – Slave factory – in Ghana.</p> <p>1672- The Royal African company is formed to regulate the English slave trade. Now 5000 slaves a year are transported.</p> <p>The Middle Passage</p> <p>Use the ‘normal’ clay. NO air drying clay for practising. Discuss characteristics of clay. What is clay used for? Discuss the resources and how to look after clay. Children to practise making a ‘sausages’ for coiling. Can they make a snail out of it?</p>	<p>1685- 1699</p> <p>1699- By this time 80% of the Caribbean population are slaves from Africa.</p> <p>Tacky’s Revolt</p> <p>The Maroons and Queen Nanny of Jamaica – Revolt against the Plantation owners 1720s.</p> <p>Recap use of equipment and characteristics of clay. Look at sculptures / art work related to ceramics.</p> <p>USE AIR DRYING CLAY</p> <p>Coiling = A method by which you use rolls of clay added to each other to build a 3D outcome. Build from a base. Practise coiling by making a small candle holder for our ‘special person’ day. The base coil needs to thumb have the thickness of a</p>	<p>1759- 1790</p> <p>1759- William Wilberforce is born in Hull.</p> <p>1787- Society for the abolition of the slave trade is established.</p> <p>1790- William Wilberforce presents the first abolition bill to the House of Commons although it does not pass.</p> <p>African Pottery (contemporary-african-art.com)</p> <p>Contemporary African pottery (contemporary-african-art.com)</p> <p>Click on the links above to share African pottery. Discuss. Share Contemporary African pottery. Discuss</p>	<p>1794- 1823</p> <p>1794- France abolishes slavery. U.S. pass a law to stop American vessels being used in the slave trade</p> <p>1807- Transatlantic slave trade abolished by the U.S</p> <p>1823- Anti-slavery committee campaigned in London for the total abolition of slavery.</p> <p>African Pottery (contemporary-african-art.com)</p> <p>Contemporary African pottery (contemporary-african-art.com)</p> <p>USE AIRDRYING CLAY. Discuss pro and cons.</p> <p>Pro =does not need to be fired in a kiln</p>	<p>2009-current.</p> <p>2009 In 2009 the U.K government set up the NRM to refer potential victims of slavery however cases weren’t dealt with properly.</p> <p>2015 In 2015 the modern slavery act was passed Sgraffito : cover dry clay pot with a thick layer of black paint. Let it dry.</p> <p>Children design a pattern to scratch into their ceramics. Keep it simple. Scratch chosen design onto their ceramics.</p> <p>When the children have finished, they can leave it to dry in the classroom.</p> <p>Children to take a photo of their creation and glue it in their art book.</p>

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<p>NEED: ceramic tools, bit box Give children a piece of clay to experiment with. Share ppt introduction. Let children explore the characteristics of clay. USE NORMAL CLAY NOT AIRDRYING.</p> <p>When clay gets too dry spray some water onto it. Or on the table.</p> <p>Put clay into the big blue tub at the end of the lesson for re-use.</p>	<p>Small parts of clay to be put in small white tub to make slip. Model how they can score and slip a coil to add height by adding another coil onto it. Can they make the coil smooth? At the end, all clay to be collected in the big tub. As this can be recycled and re-used.</p>	<p>thumb. Roll it up as a snail, smooth it out. Turn it over. Carve initials on the bottom (Can be smoothed out aswell) Only make 1 coil at a time as they will dry out. Model how to score and slip to add new coil. If not finished: they have to wrap it into a damp cloth / paper towel and in a sealed plastic bag without any air. Label bags with name.</p>	<p>Display a variety of African pottery (traditional / contemporary) Children to design their own African inspired pottery. Remind them that they will be using the coiling method and smoothing it. They need to keep this in mind when they design. They think of the shape of their pottery and if they want to include a pattern or cut out some parts. Need about 5 different designs. Annotate designs.</p>	<p>Con= will dry very quickly. Cold hands are better for working with clay. (if their hands are hot, run them under cold water to cool down) Children to create their chosen 3D design using the coiling method. Be mindful of height and strength. Remind the of the use of score and slip.</p> <p>IF the design is not finished, the children need to carefully wrap their design into a damp cloth and warp it with cling film or put it in a plastic bag. Try to get as much air out as possible. If needed check and spray the cloth with water.</p>	<p>Anotate what went well and what they find difficult. How would they do it next time?</p> <p>Organise an exhibition / online slide show to share with parents.</p>
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Vocabulary:
border, colony, conflict, democracy, country, court, freedom, immigration, merchant, monarchy, nation, ancestor parliament, rights, rules, law, trade, slave, trade route, society, voyage, Queen,

Coiling, rolling, smooth, slip and score, sculpture, ceramics, purpose, decorative, functional pottery, art movements

Resources and actions
Antislavery.org (modern day slavery)
Organise trip to William Wilberforce museum trip (Hull)

Art objectives:
To know that coils are a common method for building 3D forms
To be able to roll several even coils of clay and join effectively
To be able to make several coils and attach in layers to a base to create an intended 3D shape
To be able to use coiling to build and create a 3D form from a given stimulus
To consider balance and proportion to ensure the model is free standing and can support itself or if needing a prop this is a considered part of the design.
To be able to compare different firing techniques
To know there are many different types of clay available which are used for different purposes.
To know that clay is used in many different way s- decorative art and sculpture, functional pottery, and as a building material.
To know about a range of artists that use clay in a variety of ways including functional, sculptural and decorative
To know about styles and movements that have influenced artists in this field and the impact that has on society.
To know that pottery and ceramic ware has been used for many years to tell us a lot about history and the past.

Expert Outcome:
Discussion text based on question.

An African inspired freestanding 3D

Previous Learning: In Year 5, children learnt about the abolition of slavery within the British Empire and the growth of the British Empire itself. Children have studied a Geography curriculum that has enabled them to become familiar with the seven continents on the world map and to conduct in depth studies of localities in Europe, Africa, Asia, Antarctica, North and South America. They also have a rich schema of maritime travel and transport. This will help them to contextualise the Trade Triangle and the Middle Passage.

Preparing for: Viewing the moral issues that life presents through a lens which takes into account what we can learn from previous historical events

Bespoke to us: As a church school, we plan for a curriculum that promotes tolerance, respect and kindness by learning from the analysis of historical events.