


## Hapton CE Methodist Primary School - Year 6 Summer Terms 1 & 2 Knowledge Organiser

### History - Local History Study of A Lancashire Slave Ship called Hope

I will lift up my eyes to the hills, where does my help come from? My help comes from the Lord, the maker of heaven and earth."

Psalm 121 v 1-2

<p style="text-align: center;"><b>What should I know ...</b></p> <p>I should know how Britain has been influenced by the wider world.</p> <p>I should understand the methods of historical enquiry including how evidence is used rigorously to make historical claims.</p> <p>I should know how to note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>I should know how to frame historically valid questions and create structured accounts including written narratives and analyses.</p>	<p style="text-align: center;"><b>I will be taught facts on...</b></p> <p>The contribution of Black people to British life throughout history.</p> <p>How to ask/ construct questions about artefacts</p> <p>That the Quakers were the first religious denomination on either side of the Atlantic to come out against slavery.</p> <p>How Lancashire and Britain were involved in the Transatlantic Slave Trade</p> <p>How in the early 18th Century, enslaved people were bought by rich British families who made them work for them as servants.</p> <p>How the Lancashire Cotton Industry, and the people of Lancashire, dependent on the Transatlantic Slave Trade?</p> <p>When Great Britain abolish the slave trade with its colonies?</p>	<p style="text-align: center;"><b>Key Questions ...</b></p> <ul style="list-style-type: none"> <li>• Why is it important to study Black British History?</li> <li>• Why was the 18th Century 'Diagram of the Brookes' created?</li> <li>• What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved?</li> <li>• What do the words 'slave' and 'enslaved' mean? What is the difference between these terms and which one should be used? Why?</li> <li>• What does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade?</li> <li>• What do we look at to work out what it was like in the past?</li> <li>• How do historians investigate history?</li> <li>• What is evidence? Primary? Secondary?</li> <li>• Is it possible to get a complete, 100% accurate, picture of the past?</li> <li>• Should we always believe what we read in the evidence? Is it reliable? Biased?</li> </ul>												
<p style="text-align: center;"><b>Key Vocabulary and Definition...</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Transatlantic</td> <td style="padding: 2px;">Countries on both sides of the Atlantic, typically Britain and the US;</td> </tr> <tr> <td style="padding: 2px;">Trade</td> <td style="padding: 2px;">The action of buying and selling goods</td> </tr> <tr> <td style="padding: 2px;">enslaved</td> <td style="padding: 2px;">To cause (someone) to lose their freedom of choice or action</td> </tr> <tr> <td style="padding: 2px;">colonies</td> <td style="padding: 2px;">All the foreign countries or areas formerly under British political control</td> </tr> <tr> <td style="padding: 2px;">Cooper</td> <td style="padding: 2px;">A person who makes wooden barrels</td> </tr> <tr> <td style="padding: 2px;">abolition</td> <td style="padding: 2px;">The act of ending an activity or custom officially</td> </tr> </table>	Transatlantic	Countries on both sides of the Atlantic, typically Britain and the US;	Trade	The action of buying and selling goods	enslaved	To cause (someone) to lose their freedom of choice or action	colonies	All the foreign countries or areas formerly under British political control	Cooper	A person who makes wooden barrels	abolition	The act of ending an activity or custom officially	<p style="text-align: center;"><b>Key skills...</b></p> <p><b>To continue to develop a chronologically secure knowledge and understanding of British history</b></p> <p><b>To ask and answer historically valid questions about change, cause, similarity and difference and significance</b></p> <p><b>Use a wide range of sources as a basis for research to answer questions and to test hypotheses</b></p> <p><b>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</b></p> <p><b>Establish clear chronological narratives across periods and within themes e.g. slavery, racial equality etc.</b></p> <p><b>Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about?'</b></p>	<p style="text-align: center;"><b>Web links ...</b></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m000vsk4/horrible-histories-series-9">https://www.bbc.co.uk/iplayer/episode/m000vsk4/horrible-histories-series-9</a></p> <p><a href="http://www.bbc.co.uk/lancashire/content/articles/2007/03/26/abolition_radio_brett_davison_feature.shtml">http://www.bbc.co.uk/lancashire/content/articles/2007/03/26/abolition_radio_brett_davison_feature.shtml</a></p> <div style="text-align: center;">  </div>
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