



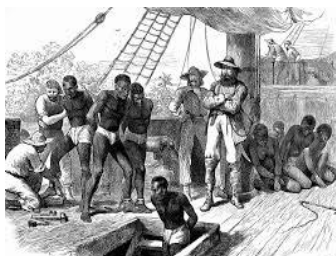
Why should the world be ashamed of slavery?

The Transatlantic Slave Trade

History
Year 6
Spring Term

Overview

Between the 16th and 19th centuries, many millions of Africans were forcibly enslaved and transported to the Americas across the Atlantic Ocean. They were sold into a life of slavery and were forced to work without wages in often inhumane conditions. The Transatlantic Slave Trade was at its height during the 18th century when the British were the most active trading nation. In this unit, pupils will explore slavery, when it happened, why it happened and about the people and the places involved. We will learn about the Transatlantic Slave Trade and about when slavery was finally abolished.



Topic Vocabulary

auction – a public sale in which goods or property are sold to the highest bidder

Auctioneer – a person who conducts auctions by accepting bids and declaring goods sold

conditions – the state of something with regard to its appearance, quality, or working order

discrimination – the act of treating people worse than others

force – coercion or compulsion, especially with the use or threat of violence

prejudice – an opinion that is formed without knowing or considering all the facts

slave – a person who is the legal property of another and is forced to obey them

slavery – the practice or system of owning slaves

trade – the action of buying and selling goods and services

transatlantic – concerning countries on both sides of the Atlantic, typically Britain and the US.

Knowledge & Understanding

In this unit, the pupils will:

- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Develop chronologically secure knowledge of the events and periods of time studied.
- Describe the impact of historical events and changes on people and areas.

Historical Skills

In this unit, the pupils will:

- Ask relevant questions and use different types of enquiries to help answer them using appropriate vocabulary.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection.

Home – School Link Project

During this topic, pupils can choose to:

- Create a piece of artwork about slavery.
- Create a timeline of events starting from the beginning of the Transatlantic Slave Trade to the abolition of slavery.
- Create a fact file.

Working Historically

cause and consequence – something that makes things happen and the result that follows

chronology – in time order

conclusion – to demonstrate a final opinion about a topic

evidence – something that gives proof of or a reason to believe something

historian – a person who studies or writes about the past

interpretation – the process of explaining or understanding the meaning of something

reliability – to make a conclusion about the trustworthiness of a source

source (primary/secondary) – a piece of writing or an object that historians can use to find out about the past