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| **Year 6 – History – Black and British** | | |
| What should I already know? | What am I going to learn in this unit? | Vocabulary I need to know |
| * I can accurately place civilisations in chronological order and state where they overlap. * I can explain when and where the early Islamic civilisation developed. * I can give reasons for why Baghdad became a major world power. * I can explain what the House of Wisdom was. * I can give examples of different areas of science and inventions that advanced during this time. * I can name some important Islamic scholars. * I can give examples of significant inventions during this time. * I can explain what impact the inventions during this time had on our modern society. * I can compare the similarities and differences between the Early Islamic Civilisation and Britain at the same time. | * I know that the first Black people in Britain were part of the Roman Army. * I can select the evidence to explain why something is historically significant. * I can explain why there were no Black people in Britain between the Romans and Tudors. * I know why there were only a few hundred black people living in Britain during Tudor Times. * I can interpret sources and explain whether they are reliable or not. * I can explain why the transatlantic slave trade worked to Britain’s benefit, as one of the world’s biggest slave-trading nations. * I can explain the impact that the slave trade had across the globe. * I can explain how Black Activists ended the slave trade in Britain in 1807. * I can give reasons to explain why Black people in Britain wanted to enlist during WW1 and WW2. * I can explain why Black people were frustrated after the war and explain that there was prejudice against them. * I can explain what the ‘Windrush’ generation are and why they came to Britain. * I can explain the significance of learning black British history and the impact it has on Britain today. | |  |  | | --- | --- | | Significant | This means important. In history, it means that it had a big impact at the time. | | Sources | Sources can be used as evidence to back up your claims of what the past was like. They allow you to say that something happened, whether it's a battle, or the existence of a famous figure. | | Interpret | The information you get from a source and what it tells you about that time or people. | | Transatlantic  Pied Piper Travel : Eastbound Transatlantic crossing - Cruise Information | A journey that crosses the Atlantic Ocean. | | Activists | People who fight and challenge things to try and change them. | | Impact | Something that has a strong effect on something else. | | Prejudice | This is an unfair and unreasonable opinion or feeling formed without enough thought or knowledge. | |