



Seamer and Irton CP School



Knowledge Organiser

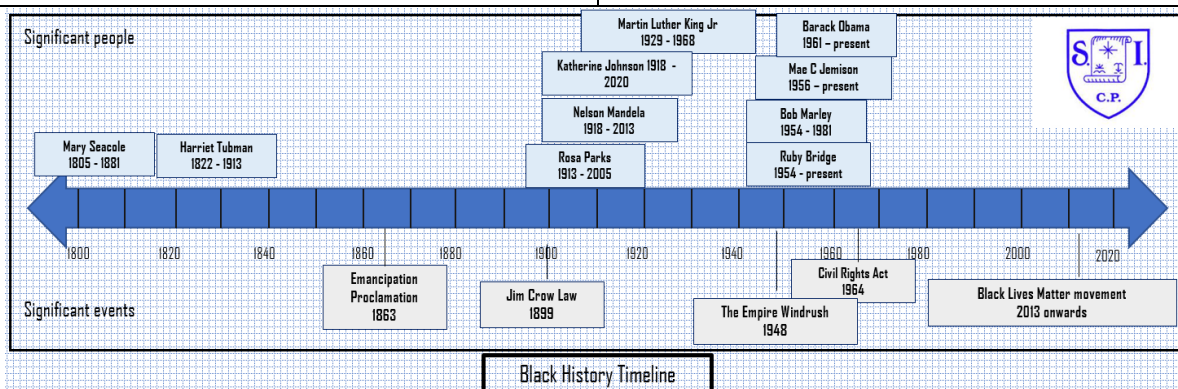


Year 6 – Autumn Term	
<u>Topic</u>	Black Lives Matter
<u>Enquiry question</u>	What is the 'Black Lives Matter' movement and how has it impacted Britain?
<u>National curriculum link</u>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<u>Core knowledge</u>	<ul style="list-style-type: none"> • The transatlantic slave trade was the largest forced migration in history. • Between 1500 and 1800, around 12-15 million people - some historians suggest the figure may have been higher - were taken by force from Africa to be used as enslaved labour in the Caribbean, North, Central and South America. Enslaved people were traded for guns, rum, cotton, tobacco • As a result of the transatlantic slave trade, millions of people of African descent live across the world. <p>1807 - Slavery abolished. 1834 - Enslaved people in Britain are freed. 1966 – The first Notting Hill carnival. 2013 – Black Lives Matter organisation first created. 2020 – Protests take place around the world after the death of George Floyd.</p> <ul style="list-style-type: none"> • George Floyd Jr. was an African-American man who was murdered by a police officer in Minneapolis, Minnesota, during an arrest made after a store clerk suspected Floyd may have used a counterfeit twenty-dollar bill. • Notting Hill Carnival is London's biggest street party. The Carnival's origins lie in race riots that saw the newly arrived immigrant population attacked by white nationalists.
<u>Knowledge linked to learning outcomes</u>	<ol style="list-style-type: none"> 1. What was the Transatlantic slave trade? I can describe the transatlantic slave trade triangle. 2. What is the Black Lives Matter movement? I can describe the Black Lives Matter movement. 3. What events spark protests?



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	<p>I can identify some of the events that have sparked the Black Lives Matter protests.</p> <p>4. How do communities work together?</p> <p>I can describe ways in which different communities can be brought together (Focus: Notting hill Carnival)</p> <p>5. How can I impact my community?</p> <p>I understand how I can have a positive effect on community cohesion.</p>	
<p>Key vocabulary</p>	<p>Topic based</p> <p>Racism Anti-racism Enslaved people Police brutality White privilege Unconscious bias Activist Institutional/systematic racism</p>	<p>Historical Vocabulary</p> <p>Racism Anti-racism White privilege unconscious bias activist institutional/ systematic racism</p>
<p>Why this topic now?</p>	<ul style="list-style-type: none"> * Percentage of white people in the UK from 2011 census is approximately 86% * Percentage of black people in the UK from 2011 census is approximately 3% * At our school we have a predominantly white teaching/support staff * Further work is needed to educate our children about Black History, diversity and a diverse range of role models * October is Black History Month so this leads on from that * Thinking of Year 6's transition to secondary school and meeting lots of new people 	
<p>Prior learning</p> <p>Year 3 - Introduction to Black history Year 4 - Significant influential people Year 5 – The Empire Windrush</p>		<p>What's next?</p> <p>KS3: Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>





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