## History: ‘Strength lies in Differences’

<table>
<thead>
<tr>
<th>Year group</th>
<th>Key Question and suggested text focus</th>
<th>Suggested activities</th>
</tr>
</thead>
</table>
| Nursery    | **UW (P&C) –** To know some of the things that make them unique and can talk about some of the similarities/differences in relation to family.  
**Key Question:** Do we all look the same?  
**SC:** To identify the similarities and differences that they can see in what they can and their friends can do.  
To describe how they look and how this may be different to how their friends look.  
To know that it is ‘ok to be different’ | Read the book ‘It’s ok to be Different’.  
Show children pictures of various people who differ in features. Ask them to describe what they see (boy, girl, colour of hair). What are your features like? (children to have a hand mirror to look at themselves). Turn to your partner, what is the same about you both? What is different? Then give both partner in turn an instruction (Can you both clap your hands, jump, put your hands on you head. Explain that you are both able to do the same thing equally well (age appropriate explanation).  
What do you think you are good at or what do you like to do? (show pictures of children of various races, genders and abilities doing things like riding a bike, running, jumping, skipping- include wheelchair users).  
Explain to the children that we are all different but this is what makes the world and interesting place to live in. We can all do lots of things like clap our hands, as it does not matter what we look like. We all have the ability to do these things. (explain that some children may be less able to do all that an able child can do due to a disability). There are other things that we like or can do that makes us different and interesting. |
| Reception | UW (P&C) -To know about similarities and differences between themselves and others, and among families, communities and traditions.  
Key Question: How am I different from my friends?  
SC: To understand that we have some similarities and differences from our friends and that this is ok.  
To understand and identify similarities and differences between different cultures.  
To know what it means to ‘be different’ | Express: Children to create a self-portrait using paints and other tools. Can children describe what they look like and find a friend who has a similar feature to them? How many similarities can they find? How many differences can they find?  
Challenge: Children to create a family picture for homework that they can share with the rest of the class.  
Read the book ‘Its ok to be Different’.  
Key question: What does it mean to be different? Do we look the same? Do we eat the same foods? Do we dress the same?  
Show children some pictures to represent people from different parts of the world. Ask them to describe what similarities and differences they can see.  
Explain to the children that we are all different, but this is what makes the world and interesting place to live in.  
Questions: Do you know what makes us different and what makes us the same? Ask children to individually give one example.  
Express: Treasure Box |
Have 2 treasure boxes to explore, which represent cultures from 2 different parts of the world. Show children where on the map the two countries are. Do children know which country their families come from? Explore each box which will have a flag attached to it representing the country the cultural items are from (in the case that we need to be cautious – teachers/TA’s can bring these items from home to help create treasure boxes). Can children name the items? Can they say what each item is used for? Can they relate the items to what they have or use when they are at home? Can they identify the similarities and the differences? Explore the contents of the box and discuss each item. Can we relate to these items? Explore each item further.

**Challenge:** Children to create a treasure box to represent where they come from which they can ‘show and tell’ to the rest of the class. This could be something that the children create at home with their families.

**Suggested texts to explore for the Treasure Box**
- We all Went on Safari by Laurie Krebs & Julia Cairns
- Lima’s Red Hot Chilli by David Mills & Derek Brazell
- Chopsticks by Bernard Ashley
- The Road to Mumbai by Ruth Jeyaveeran
- I am Enough by Grace Byers
- Mixed Me by Taye Briggs
| Year 1 | Engage: Read the book This is our house – Michael Rosen  
https://www.youtube.com/watch?v=wf_n6yjr9T0 |
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<td>Key Question: Is being different a good thing? Can being different have a negative effect on us?</td>
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<td>Discuss with the children the themes raised by the book? Why was George not letting the other children into the house? Is it ok to be unkind to people because they are different to you? What do we learn from the story?</td>
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<td>Discuss with the children the things that make them different.</td>
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<td>Suggested Activities: Children each draw a self-portrait which can be put together to create a collage that represents the 'differences; in the class</td>
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<td>Introduce the story of Queen Charlotte.</td>
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<td>Sophia Charlotte born 19 May 1744- 17 November 1818 was the wife of King George III. She was the Queen of Britain and Ireland from her wedding in 1761 until the union of the two kingdoms after which she was queen consort of the United Kingdom of Great Britain and Ireland until her death in 1818.</td>
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<td>Queen Charlotte was a learned character. Her letters indicate that she was well-read and had interests in the fine arts. The Queen is known to have supported and been taught music by Johann Christian Bach. She</td>
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| WALT understand key historical events beyond living memory that are significant nationally or globally |
| WALT identify the lives of significant individuals in the past who have contributed to national and international achievement |
| Success Criteria |
| To understand what it means to be different  
To Identify how being different affects us  
To Identify how Queen Charlotte was different  
To understand the important impact that Queen Charlotte had on Britain. |
was extremely generous to Bach’s wife after Bach’s death. Wolfgang Amadeus Mozart, at age eight dedicated his Opus 3 piece to the Queen at her request. Also, an amateur botanist, Queen Charlotte helped to establish Kew Gardens bringing among others the Strelitzia Reginae, a flowering plant from South Africa. The Queen who had the first one in her house in 1800 introduced the Christmas tree to England. It was said to be decorated with, ‘sweetmeats, almonds and raisins in papers, fruits and toys. Also, the Queen Charlotte Maternity Hospital was established in London. Set up as a charitable institution, it is the oldest maternity care institution in England. With her husband she had 15 children in total of which 13 Survived. She came from a black branch of the Portuguese Royal family.

Some of the people around at the time were not kind about her. Prime Minister said ‘Her nose was too wide and her lips too thick’. She was famously ugly,” says Desmond Shawe-Taylor, surveyor of the Queen’s pictures. "

Websites for further info:


How was Queen Charlotte different?

What does the life of Queen Charlotte teach us?

Express: Children create a fact file on the life of Queen Charlotte. Draw a portrait of the Queen with some key information listed.

Engage: Show the children pictures of people from a variety of ethnic groups, ask the children to sort them into some key professions.

Then ask them to describe the person that they imagine when I say... Nurse, electrician, footballer, beautician
Electrician – Did you imagine a man? Can’t a woman be an electrician? Do you have to be young to do this job?

Suggested Texts to discuss stereotyping: My Mummy is a plumber Kerrine Bryan, Marissa Peguinho and Jason Bryan

Through my Window by Tony Bradman and Eileen Brwon

The Extraordinary life of Mary Seacole- Naida Redgrave

Key questions: Are stereotypes good? Do we all fit into stereotypes? Can we change Stereotypes?

Discuss what it means to stereotype.

**Stereotyping** is when people think that everyone who belongs to a specific group is the same. Some examples of stereotyping:

- All professional footballers are men.
- All make-up artists are women.
- All models are young.
- Girls don’t like to play in the mud.
- All teenagers who wear hoodies are troublemakers.

A stereotype is an idea or belief held by a person, about an individual or group, based on limited information.

Have you ever heard these expressions?
WALT understand the impact of stereotypes on society and history

WALT identify the lives of significant individuals in the past who have contributed to national and international achievement

Success Criteria

"Don’t judge a book by its cover." (George Eliot)
"Never judge someone by the opinion of others." (Anon.)

A stereotype is "...a fixed, over generalised belief about a particular group or class of people.

One advantage of a stereotype is that it enables us to respond rapidly to situations, because we may have had a similar experience before. One disadvantage is that it makes us ignore differences between individuals; therefore we think things about people that might not be true (i.e. make generalisations).

Discuss the life of Mary Seacole. Explore with the children why what she did was so special e.g. Both as a woman and a person of colour in a time when it would have been very hard to be both.

Explain why Mary Seacole was important to Britain.

Mary Seacole was determined to go and she funded her own trip to the Crimea where she set up her own hospital which she named the British Hotel. Here she worked to look after sick and injured soldiers with the help of money from people she knew and the assistance from her maid Sally.

She became known as ‘Mother Seacole’ and was highly regarded by the soldiers. She didn’t care which side a soldier was fighting, she treated all
To understand that a stereotype is a fixed or generalised view of a group of people.
To understand the contribution Mary Seacole made to British History
To identify how Mary Seacole challenged stereotypes

Injured soldiers. On 30th March 1856, the Crimean War ended and the army left the area, leaving the British Hotel empty. No one would buy the building so Mary and Sally returned to London leaving the hotel behind.

Mary and Sally were poor on their return to London but the journalist who had been with them in Crimea, William H. Russell, raised money to help them and wrote about her in the newspapers.

A party was also organised to celebrate the work she had done and around 80,000 people attended! Queen Victoria even sent a personal message.

In 1994, she was awarded the Jamaican Order of Merit. In 2004, she was voted the 'Greatest Black Briton' in history. In 2007, she was included in the National Curriculum for schools. There are also more places named after her as well as blue plaques for significant places in her life. A statue at St Thomas’ Hospital built in her honour was unveiled in 2016.

Clips about Mary Seacole’s life.

https://www.youtube.com/watch?v=FZDfibPtbII Part 1
https://www.youtube.com/watch?v=K02UXhrCT2g Part 2
https://www.youtube.com/watch?v=4QzrNX79cLE Part 3

Further Challenge:
How are different ethnic groups represented in the media? Children cartons/images etc.

Is it positive or negative? Can you give any examples?

https://www.youtube.com/watch?v=RLQcKEuQXaw

Express: Children create a comic strip based on the life of Mary Seacole that celebrates her achievements.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>WALT understand key historical events beyond living memory that are significant nationally or globally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WALT identify the lives of significant individuals in the past who have contributed to national and international achievement</td>
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<td>Key Question: Can anyone become wealthy?</td>
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<tr>
<td>SC:</td>
<td>I can start to show an understanding of the contribution of Black British and American people to the world that we live in today.</td>
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<td>I can recall parts of the reign of Mansa Musa.</td>
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Engage: Have pictures of Black Britain’s/Americans, famous for their contributions to society, sport, art and culture. You may want to include some figures from more than 60 years ago, as well as black Britain’s in living memory. Children to match names and occupations to pictures.

Suggested people to include:
- Mansa Musa (Roman emperor)
- Malorie Blackman (author)
- Mary Seacole (nurse/historic figure)
- Diane Abbott (politician)
- Usain Bolt (athlete)
- Naomie Harris (actor)
- Stormzy (musician)
- Martin Luther King Jr (activist)

Discuss what children know about each person and their contribution.
I can describe the influence Mansa Musa had on Mali and the rest of Africa.

I can suggest how a person can use their wealth to support others.

Ask children what they think the richest person in the world would look like. Could any of the people pictured be the richest person in the world?

**Investigate:**
Show children question - Can anyone become wealthy?

**Key Question: Who is Mansa Musa**

**Introduce the history of Mansa Musa.**
Mansa Musa became the ruler of the Mali Empire in 1312, taking the throne after his predecessor, Abu-Bakr II, for whom he’d served as deputy, went missing on a voyage he took by sea to find the edge of the Atlantic Ocean!

Musa’s elaborate pilgrimage to the Muslim holy city of Mecca in 1324 introduced him to rulers in the Middle East and in Europe. His leadership of Mali, a state which stretched across two thousand miles from the Atlantic Ocean to Lake Chad and which included all or parts of the modern nations of Mauritania, Senegal, Gambia, Guinea, Burkina Faso, Mali, Niger, Nigeria, and Chad, ensured decades of peace and prosperity in Western Africa.

Musa’s wealth was a result of his country’s vast natural resources. The West African nation was responsible for more than half of the world’s salt and gold supply.
Mansa Musa's wealth is believed to have been around $400 billion. Explore some of Musa’s influences:
- Salt and gold trade with Europe
- Introducing the importance of education
- Spread of Islam in the different regions of the world

Express:
Discuss children's initial perception of Africa and what they now know. How does Africa contribute to the rest of the world’s wealth?

Children retell Mansa Musa’s journey to Mecca in the form of newspaper article.

Mind map on the positive influences made in Mali by Mansa Musa.

Show key question from the beginning of the lesson and reflect on their findings. **Can anyone become wealthy?**

Useful clips:
- [https://www.bbc.co.uk/bitesize/topics/zpyckqt/articles/z883gk7](https://www.bbc.co.uk/bitesize/topics/zpyckqt/articles/z883gk7)
- [https://www.softschools.com/facts/world_history/mansa_musa_i_facts/2208](https://www.softschools.com/facts/world_history/mansa_musa_i_facts/2208)
- [https://africa.mrdonn.org/mansamusa.html](https://africa.mrdonn.org/mansamusa.html)
- [https://www.twinkl.co.uk/resource/the-kingdom-of-mali-comprehension-za-ss-46](https://www.twinkl.co.uk/resource/the-kingdom-of-mali-comprehension-za-ss-46)

Useful texts:
The Butterfly Lion - Michael Morpurgo (can be linked to 'Predators' topic)
This novel, by the popular children's author Michael Morpurgo, is the inspirational tale of a young boy called Bertie, who grows up in Africa and befriends a white lion cub. Will their friendship last over time when they are both sent abroad?

Fly, Eagle, Fly!: An African Tale - by Christopher Gregorowski, Niki Daly (can be linked to 'Predators' topic)
An African parable, originating in Ghana and interpreted by a South African author. After a stormy night, a farmer searching for his lost calf finds a baby eagle that has been blown out of its nest. He takes it home and raises it with his chickens. But when his friend comes to visit one day, he tells the farmer that an eagle should be flying high in the sky, not scrabbling on the ground for grain.

<table>
<thead>
<tr>
<th>Year 4</th>
<th>WALT understand key historical events beyond living memory that are significant nationally or globally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WALT identify the lives of significant individuals in the past who have contributed to national and international achievement</td>
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<td>Key question:</td>
<td>What does it mean to ‘belong’?</td>
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<td>SC:</td>
<td>To understand that discrimination is the unjust treatment of individuals based on their race, age or sex</td>
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<td>Identify links between Windrush and other historical events</td>
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<td>Engage:</td>
<td>Share photos of soldiers and families who travelled to Great Britain from the West Indies on the Empire Windrush in 1948. At this stage, do not tell the children the background to these photos so they can discuss their own initial ideas.</td>
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<td>Display thinking questions such as: Who are these people? What are they doing? When were these photographs taken? How do these people feel?</td>
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<td>Recap learning from Year 4.</td>
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<tr>
<td>Investigate:</td>
<td>Share story of the Empire Windrush and its journey from the West Indies to Great Britain. Explain that the passengers aboard the ship were</td>
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</tbody>
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British citizens because the West Indies was part of the British Empire. People living in Britain's colonies had been brought up to think of Britain as their 'mother country' and felt Britain would always treat them as 'part of the family'. Those who had fought for Britain in the Second World War knew how important their help had been. They thought that they would always be welcome to come to Britain.

Discuss the reasons that many people decided to come to Britain after the war, e.g. jobs, money, better life etc.

Ask children – How would you feel if you were on board the Empire Windrush? Happy, sad, relieved?
- What about everything they were leaving behind?
- How do you think they felt when they finally arrived? Think about weather, food, culture

Show children pictures of the Caribbean and the UK and list their own comparisons.

Ask children to record emotive language as a table on ‘post-it’ notes and add to comparison list.
Explain to children how people from the Caribbean were treated once they arrived in Britain.
- Discriminated against due to the colour of their skin.
- No one had prepared anywhere for the passengers to stay
- People living in the huge tunnel near Clapham South underground station
- Increased rent meant people became homeless

Discuss:
*Why do you think some white British people behaved like this?*
How did the black people feel about Britain when they arrived?

**Express:**
Discuss the word ‘discrimination’ and why people may experience it.
Can you think of any other acts of discrimination-try to link to age and sex/gender too
- Write a diary entry from the point of view of a passenger on the Empire Windrush after arriving in Great Britain. *Include weather, food, people etc.*
- Newspaper article outlining the discrimination faced by black people during this time in Britain
Discuss how the Caribbean’s wanted to end the racial tension and bring communities together through the annual ‘Notting hill Carnival’.

- What is the Notting hill carnival?
- How did it become the second biggest carnival in the world?
- Why did the carnival help those from the Caribbean feel a sense of ‘belonging’ in Britain?

Useful links:
https://www.bbc.co.uk/bitesize/articles/z6grnr
https://www.teachwire.net/news/black-history-month-teaching-resources
https://www.bbc.co.uk/newsround/43793769
https://artsandculture.google.com/exhibit/a-history-of-notting-hill-carnival/eALiDoHj8Po6Kg

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<tr>
<th>WALT understand key historical events beyond living memory that are significant nationally or globally</th>
<th>Linked to Year 4 ‘I am Warrior’ topic Engage: Have a picture of Lucius Septimius Bassianus alias Caracalla and another Roman emperor on IWB with question – Which one of these men was a Roman emperor?</th>
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</table>
WALT identify the lives of significant individuals in the past who have contributed to national and international achievement

Key question: ‘Did all Romans look the same?’

SC:
To recall the historic events of Lucius Septimius Bassianus commonly known as Caracalla
To understand that not all Romans looked the same
To make links between ‘Caracalla’ and other significant Roman figures

Unpick answers children give and share both men were emperors. Discuss ideas of what a ‘Roman’ looks like to the children.

Investigate:
Who was the first black Roman emperor?

Share who Lucius Septimius Bassianus (April 4, 188 – April 8, 217) was. Lucius was nicknamed Caracalla owing to his favourite Gallic hooded cloak, and the name stuck, although it was intended as an insult and was probably never used in his presence.

Caracalla was the eldest son of Septimius Severus, the first black African-born Emperor of Rome. He ruled from 211 to 217.

Explore how Caracalla’s story is like Romulus and Remus.

When his father died on a campaign in Britain on 4th February AD 211, the empire was left to both him and his younger brother Geta. Feelings ran so high that the siblings considered dividing the empire between them but they were persuaded to abandon the idea by their mother, Julia Domna. She instead decided to organise a reconciliation meeting for the 25th December AD 211, at which she planned to mediate between her sons. But Caracalla’s patience was at an end, and once Geta was in the room, he instructed his concealed bodyguards to execute his younger brother.
Key Question: What did Caracalla achieve?

(possible achievements to explore)

- Raising annual army pay
-Introduced a new coin known as the antoninianus which was supposed to be worth 2 denarii to help pay for these army raises
- The Constitutio Antoniniana was a law issued in 212 CE, by the Roman Emperor Caracalla declaring that all free men in the Roman Empire were to be given full Roman citizenship and that all free women in the Empire were to be given the same rights as Roman women.

Express:

- Retell the story of Caracalla, told through the eyes of an army soldier or ‘free man/woman’ gaining Roman citizenship
- Non chronological report about the reign of Lucius Septimius Bassianus

Useful links:
https://www.ancient.eu/Caracalla/
https://www.listerious.com/famous-roman-emperors/
https://www.britannica.com/biography/Caracalla
https://www.ancientromanemperors.net/caracalla.html
Useful texts:

**Counting on Katherine: How Katherine Johnson Saved Apollo 13** - Helaine Becker (can be linked to 'Road trip USA')

The story of Katherine Johnson, an African-American mathematician who worked for NASA during the space race and was depicted in the book and film Hidden Figures.

**The Fastest Boy in the World** - Elizabeth Laird (can be linked to 'I am warrior')

This is the story of a young Ethiopian boy called Solomon, who has a passion for running. He dreams of becoming a medal-winning athlete. Little does he know that soon he will need to run with all his might in a race to save his grandfather's life. This inspiring story was shortlisted for the prestigious Carnegie Medal.

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<thead>
<tr>
<th>Year 5</th>
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<tr>
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<td>WALT identify the lives of significant individuals in the past who have contributed to national and international achievement</td>
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<td>WALT learn about a non-European society that provides contrast with British history</td>
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|        | To have knowledge of some of the achievements of Black British men/women |

|        | LONG TERM MEMORY CHECK LANGUAGE ‘articulate’ game. DISCRIMINATION, SOCIETY, IDENTITY, MINORITY, ETHNICITY |
|        | Create a list of ground rules as a class i.e. respecting identities and a difference in opinion - this may also include no judgement, not speaking over each other and being honest with any and all questions that we have. |
|        | Engage: Show Images of Stormzy, Le Bron James, Marcus Rashford and Chadwick Bosin, Usain Bolt and Serena Williams |
|        | Key Question Can you name any of the images? |
To understand the impact of Queen Nefertiti’s power and influence in African history.

To locate different civilisations on a historical timeline

To compare how different civilisations are led and what they have achieved

**Key question: What have Black British men or women contributed to the world that we live in?**

What similarities/differences do they all have?
What makes these people different?
Why is it important to be different?

Discuss with children that everyone is different in our own communities so it’s nice to see that difference is celebrated in the books that we read and the things that we watch.

What do you notice about our Federation? Why do you think it is called the BeDifferent Federation?

It's also nice to see people who look like ourselves in books, films and television. Because many books, films and TV programmes are created by white people so black, Asian and mixed-race people are often shown less. Minority ethnic groups, including Black British people, are also represented less often because they are in a minority: there are fewer black, Asian and mixed-race people living in Britain than white people. Discussing black people’s contributions to Britain and around the world is important, because it is a time when we learn about Black British people, who are not represented as much as white people in books, films and television.

Show the following Black British images of their professional fields. Children to match the name to the profession then discuss their achievements.
• Malorie Blackman (author)
• Mary Seacole (historic figure)
• Diane Abbott (politician)
• Tessa Sanderson (athlete)
• Naomie Harris (actor)
• Heather Small (musician)

Explain we are going to be focusing on black history, heritage, culture and achievements.

Express
Children to create a fact file about Black inventors

Mae Jemison is an engineer, physician and former NASA astronaut- First black female in space

Colour IBM PC Monitor and Gigahertz Chip, Co-Invented by Mark Dean c. 1980 and 199

CJ Walker –First female black millionaire for inventing hair products

Carbon Light Bulb Filament, Invented by Lewis Latimer in 1881
The Three-Light Traffic Light, Invented by Garrett Morgan in 1923
Explain that some achievements came with challenges.

**Investigate life of Asquith Xavier:** The family of a black train guard who overturned a racist recruitment policy at Euston railway station in the 1960s
https://www.bbc.co.uk/news/uk-england-kent-53449027

Children to investigate the importance of Paul Stephenson and the Bristol Buss Bycott and the life of Creola Katherine Johnson was an American mathematician whose calculations of orbital mechanics as a NASA employee.

**Engage: Show images of;**
The British Queen, Nefertiti, Megan Markle, Charlotte of Mecklenburg and Princess Keisha Omilana of Nigeria

**Key question:**
Ask: what do you think they these images all have in common? What differences do you think they have? Can you name any of the images?

Give children a chance to discuss before revealing their names.
Discuss the terms Royalty and Monarchy with the children. Then introduce Queen Nefertiti an African Queen. Explain that Queen Nefertiti, whose name means 'a beautiful woman has come,' was the queen of Egypt and wife of Pharaoh Akhenaten during the 14th century B.C. She and her husband established the cult of Aten, the sun god, and promoted Egyptian artwork that was radically different from its predecessors.

Express

From the word HERITAGE, can you create any other words from this root? Write them all down.

What do you think HERITAGE means? A cultural tradition passed on from previous generations. Can you think of any traditions learned so far that have been passed from generation to generation? Can you think of any that support your family traditions?

Children to investigate Queen Nefertiti’s power and influence in African history. Linked to the Egyptian topic.

Introducing Ancient Egypt | History - Lost Lands
https://www.youtube.com/watch?v=lZOPWSXMvcI&feature=emb_rel_end
Write Kingdom of Benin on IWB and ask what do you know about this Kingdom? Where is it? Locate on Google Earth and discuss land form. Rain forest bordered by Atlantic Ocean. Ask what other civilisations have they studied in history? Where does Kingdom of Benin fit in timeline? Children to place Egypt, Ancient Greece and Benin Kingdom on timeline.

Show important first Kings of Benin. Show Oba and his chiefs. Ask who is this person, why do you he is important. Picture illustrates the chiefs kneeling before the Oba (King) this suggests he is revered. The chiefs are dressed in beaded attire therefore they must be rich and important. The priest wore coral beads too. On his plaque are depicted images of mud fish and crocodiles. This shows his power over important animals.

Express

Children to research one of the following assigned to a group. The Oba, The Uzama, Palace Chiefs, Town Chiefs, The Elders. Each group to report back findings.

Questions.
What was the most important information you found out today?
Did anything surprise you?
Are there any similarities/differences between Benin Kingdom and other civilisations you have studied? Children can compare to the UK if more suitable.
| Year 6 | WALT understand key historical events beyond living memory that are significant nationally or globally  
WALT identify the lives of significant individuals in the past who have contributed to national and international achievement | Engage  
Show different images of black people from popular TV programmes and films e.g. Will Smith from Fresh Prince, Idris Elba, John Boyega, David Oyelowo, Mr T from the A team.  
**Key question:** What do these actors have in common? |

Ask how can learn about the religious beliefs of the Benin Kingdom?  
Tell the children that one way is through stories. Use Benin creation story.  
Explain Benin Kingdom believe there is a God for every aspect of life.  
Oba is a God of Earth.  
Children to create an illustrated story of Bini and write a mythical creation story.  
Children to watch you tube Crown Prince if Benin Kingdom  
Research Benin Kingdom Gods  
Ask: what did Benin have to offer foreign traders?  
Who produced the goods or produce that the Benin Kingdom traded with? Children to research the goods and currency Benin Kingdom traded in and investigate the advantages and disadvantages of these.  
Ask children what strengths/difference the Benin Kingdom held and compare to the United Kingdom.
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<tr>
<th>Key question</th>
<th>What does it mean to be free?</th>
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<td>S/C</td>
<td>To understand that not everyone is treated equally</td>
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<td></td>
<td>To understand that discrimination is the unjust treatment of different categories of people based on their race, age or sex</td>
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<td>To understand that a stereotype is a widely held fixed image or idea of a particular type of person or thing</td>
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<td>To understand a significance achievement of a historical figure</td>
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What successes/ challenges do you think they may have experienced?

Discuss the word stereotype and what it might mean in the role of the media. Can you think of any other stereotypes? Discuss how different ethnic groups are represented in the media.

[https://www.youtube.com/watch?v=YKWGQyz-oLw](https://www.youtube.com/watch?v=YKWGQyz-oLw) Disney

Show image of slave trader Robert Milligan and ask why was this man Statue image upsetting to some people

Children to discuss. Then ask them if they know what the slave triangle was?

Next show Grenada’s haunting [underwater sculpture park](https://www.youtube.com/watch?v=YKWGQyz-oLw) is a tribute to the nearly two million African slaves thrown into the sea during the transatlantic slave trade. The first of its kind, these sculptures sits nearly 14 feet down, at the bottom of Molinere Bay and are only accessible by scuba diving, snorkelling, and glass-bottom boats.

Next introduce children to The life and work of Harriet Tubman (dramatisation) | History - True Stories

[https://www.youtube.com/watch?v=PVl-JNa9Cu8](https://www.youtube.com/watch?v=PVl-JNa9Cu8)

[https://www.youtube.com/watch?v=tYGS8LJ5mw4](https://www.youtube.com/watch?v=tYGS8LJ5mw4) The Haitian Revolution - The Slave Society

Children to investigate her role and achievements during this period and then create a fact file.
Show the following.

1619  The first African slaves arrive in Virginia USA

1808  Congress bans the importation of slaves from Africa.

1849  Harriet Tubman escapes from slavery and becomes one of the most effective and celebrated leaders of the Underground Railroad.

1955  Rosa Parks refuses to give up her seat at the front of the ‘coloured section’ of a bus to a white passenger (Dec.1). In response to her arrest Montgomery's black community launch a successful year-long bus boycott. Montgomery's buses are desegregated on Dec. 21, 1956. Link to Bristol bus boycott.

1963  Tharriet Tubman escapes from slavery and becomes one of the most effective and celebrated leaders of the Underground Railroad in 1849.

What does this timeline show you? What word would you use to describe this timeline?

Explain support of William Wilberforce and the campaign in the UK to end slavery. In later years, Wilberforce supported the campaign for the complete abolition of slavery, and continued his involvement after 1826, when he resigned from Parliament because of his failing health. That
A campaign led to the Slavery Abolition Act 1833, which abolished slavery in most of the British Empire.

**Express:** Explain that all of these are significant moments in history. Discuss what was happening in United Kingdom at that time.

Linked to WW2 topic children to research the significance contributions of black and Indian minorities in the war.

Children to research the achievements of **Walter Tull**
A special set of coins is to be released by the Royal Mint to honour the British Army's first black officer. Walter Tull, who was born in Folkestone in 1888, was killed in action leading his men into battle in World War One on the Western front
Children to investigate and discuss the advantages and disadvantages of all nations working together to defeat Hitler.
Thousands of African-American troops were sent to a defeated Germany to promote democracy, even as they were confined to the social order of Jim Crow

To investigate the contributions to the NHS from black people.
[https://www.bbc.co.uk/programmes/b083dgtb](https://www.bbc.co.uk/programmes/b083dgtb)

What is the NHS? What does the NHS do? How does it work? Can you think of any most recent involvement of the NHS globally? What would
life in Britain be like without it? Challenge children to consider all these questions and more as they find out about the development of the NHS, the campaign to raise awareness about the services it offered, and how it has shaped and changed life in Britain to this day. Following this, children may either study some original source material explaining how people should prepare for the new health service, or produce promotional/educational material in the style of that produced at the time to raise awareness of the contributions from the first Caribbean migrants.

The children could create a poster to THANK and celebrate the work of the NHS.

Ask: children what strengths/difference all nations can learn from each other. Children to complete Bubble to be displayed around the classroom.