



Knowledge Organiser	Subject: History	Topic: The Trans-Atlantic Slave Trade	Year: 6
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Key Knowledge

The Transatlantic Slave Trade involved the enforced enslavement of millions of Africans and their transport to the Americas. Slaves were often made to work in inhumane conditions with no wages. Many were beaten or killed by brutal owners, and had no rights in their new countries. Many didn't survive the journey; the Middle Passage. The trade had its roots as early as the 1500s, but was at its height in the 18th Century, under the operation of the imperial European nations (e.g. Britain, Portugal and Spain). Countless African communities were decimated, whilst many European nations became extremely wealthy from the profits of the slave trade. (Teacher knowledge -KS3)

<https://www.bbc.co.uk/bitesize/topics/z2qj6sg>).



The Fall of the Atlantic Slave Trade

Throughout the 18th Century, opposition began to gather against the slave trade in Britain, America and parts of Europe.

The Committee for the Abolition of the Slave trade was led by William Wilberforce, Granville Sharp and Thomas Clarkson. Whilst Britain became a leading force in abolishing slave trade, it cannot be forgotten that Britain had been one of the most active slave-trading nations of all. Denmark was the first country to ban the slave trade, in 1792, which took effect in 1803. Britain banned the slave trade in 1807. Slavery to the Spanish colonies continued until much later in the 19th Century.

Being an Historian/Key Skills Developed

- use a range of evidence to interpret events, linking this to factual understanding about the past;
- evaluate the usefulness and reliability of primary and secondary sources;
- pose and address questions about change, cause, similarity and difference, and significance;
- develop a chronologically secure knowledge and understanding of British and world history;
- identify connections, contrasts and trends over time.

Multi-Disciplinary Skills

The pupils develop a sense of chronology through the use of timelines; children need to have an understanding of number in relation to dates, and its place in time.

The pupils need to have an understanding of locational knowledge and be able to identify the continents of Europe, Africa and the Americas. They will use their knowledge of physical features such as oceans, terrain of the Caribbean and South America.

The pupils will use the skill of cause and consequences, used within Science investigations, to explain the impact of slavery on the enslaved people as well as society.

The Big Question



What were the consequences of the Trans-Atlantic Slave Trade?

Key Concepts

Time, Change, Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as progress.

Reasons and Results:

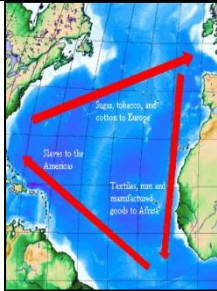
how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems using historical sources?

Features of the Slave Trade/Key Vocabulary

THE TRIANGULAR TRADE



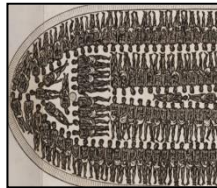
The trade in slaves was called the triangular trade, because it had trade in three stages, marking a rough triangle between Europe, Africa and the Americas:

Manufactured goods from Europe, e.g. textiles and weapons, were taken to Africa where they were exchanged for slaves;

The transport of slaves from Africa to the Americas was known as the 'Middle Passage.'

Materials produced as a result of slave labour in the Americas, e.g. sugar, cotton were brought back to Europe.

SLAVE SHIP CONDITIONS

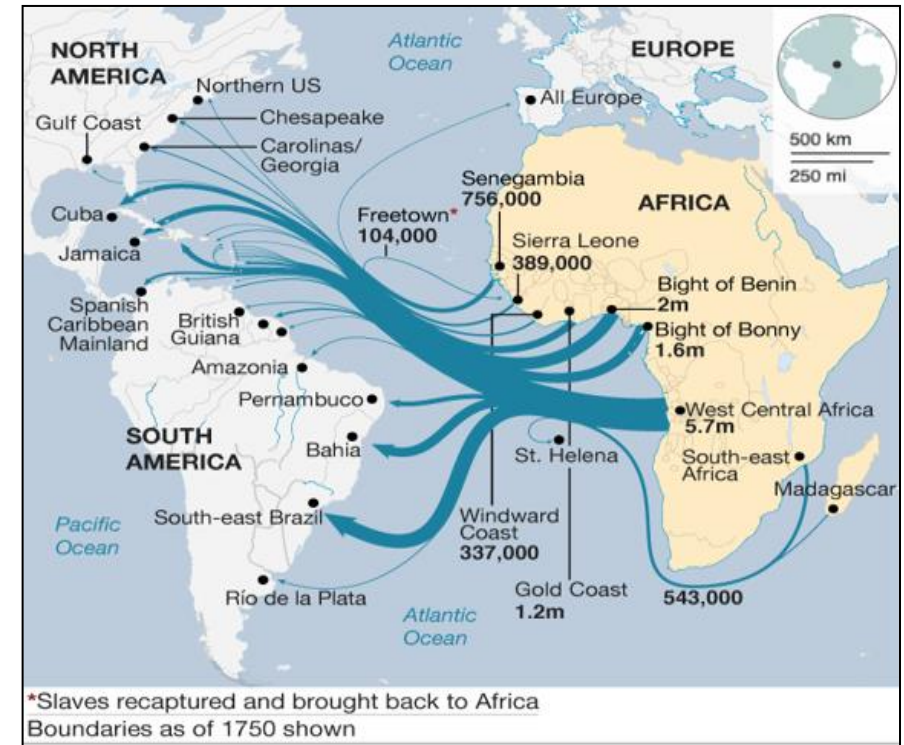


Enslaved people were captured in many different ways, including in battles, raids and kidnappings. Others were sold into slavery in order to pay debts. Once captured, slaves were often shackled together and made to walk to the coast in journeys that could last months, where they would be put aboard slave ships. Slave ships were deliberately designed to fit as many slaves on board as possible (see bottom image on left). Conditions were truly inhuman. Men, women and children were crammed on board with very little food or hygiene facilities. The average time to sail the Atlantic took 60-90 days, during which many died of illness, disease, hunger or injury. Of 12.5 million sent by slave ships between 1526 and 1867, only about 10.7 million arrived.

PLANTATIONS



Upon arrival, most slaves were placed into forts owned by Europeans, where they could be bought by owners. Many went to work in plantations, where conditions were exceptionally harsh. Slaves worked from dawn until dusk, with very little food, and were whipped for lack of effort. Slaves who disobeyed even in small ways were severely punished. In some countries slaves could be killed legally. Runaways could be hanged or maimed, whilst they could receive a set number of lashes for particular 'crimes.'



Harriet Tubman

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."

Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me –	Intrepid Explorers	Famous Queens The Jungle (Geog)	Invaders and Settlers: Romans –	The Windrush Generation –	North America (Geog).	The Trans-Atlantic Slave Trade.