



Highsted Knowledge Organiser

History Year 7 Term 5

What I need to know

Africa before the Trans Atlantic slave trade
The Trans Atlantic slave trade
Child labour during the industrial Revolution
Modern day slavery

Key vocabulary

Racial prejudice – the belief that one race or colour of people is superior to another, and the unfair behaviour that this attitude leads to.
Segregation- the enforced separation of different races and colours in society
Plantations—estates on which tobacco, cotton and sugar were grown.
Slavery – owning human beings who are forced to work with no pay
Industrial Revolution – the growth of industry and factories from 1750-1900
Middle Passage – the journey that enslaved Africans travelled from Africa to the Americas

Student reference point

Africa before the Trans-Atlantic slave trade

- Africa was divided into many kingdoms which had different cultures and languages
- Mansa Musa was the King of Mali during the 14th century. It is claimed that he was the richest man ever to have lived.

Trans Atlantic slave trade

- 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.
- It is estimated that over 2 million Africans died on the journey to the Americas, in a journey known as the Middle Passage.
- As a result of the transatlantic slave trade, millions of people of African descent live across the world.

Child Labour

- Most of these young workers entered the factories as piecers, standing at the spinning machines repairing breaks in the thread.
- A few started as scavengers, crawling beneath the machinery to clear it of dirt, dust or anything else that might disturb the mechanism.
- In the mines, children usually started by minding the trap doors, picking out coals at the pit mouth, or by carrying picks for the miners.
- Children started work as early as 8 years old

Modern day slavery

- 12,727 potential victims of modern slavery
- 43% of all of these were children

Challenge question

How did the use of slavery impact the lives of future generations?

Suggested reading

<https://www.bbc.co.uk/bitesize/topics/z2qj6sg/articles/zfkfn9q>

Black and British: An Illustrated History – David Olusoga



History Department Standards
Year 7 Term 5

My current grade is:	
My Next Steps from Term 4 are:	

Topic	Standard			
	B	S	G	P
<i>What was Africa like before the Trans Atlantic slave trade?</i>	I demonstrate some knowledge and understanding of the question and the historical period it relates to.	I demonstrate some knowledge and understanding of the question and the historical period it relates to. I make clear links between my knowledge and the question.	I demonstrate some knowledge and understanding of the question and the historical period it relates to. I make clear links between my knowledge and the question and am able to use some evidence to support my answer.	I demonstrate sound knowledge and understanding of the question and the historical period it relates to. I am able to use relevant and accurate evidence to support my answer.
<i>What was it like to be a slave during the 17th to 19th centuries?</i>	I can make inferences from the source to answer a specific enquiry. I can identify aspects of the provenance (Nature, Origin and Purpose) of a source.	I can make supported inferences from the content of sources and begin to analyse the nature, origin and purpose of these sources in order to answer a specific enquiry.	I can analyse the nature, origin and purpose of sources and use this to explain how this affects their usefulness and/or how this might have affected the weight historians have given to them.	I can analyse the nature, origin and purpose of sources to reach a judgement about the value of different sources and/or how this might have affected the weight historians have given to them.
<i>Why and how was slavery abolished?</i>	I can identify and describe several important changes.	I can identify and explain several important changes and identify some of the consequences (results) of these changes.	I can identify and explain changes as well as continuities within a given historical period. I do this with some detail and supporting evidence.	I can identify and explain changes as well as continuities within a given historical period. I do this with accurate detail and supporting evidence.

My strengths this term have been:	
My Next Steps in History are:	



Highsted Knowledge Organiser

History Year 7 Term 6

What I need to know The campaign to end slavery The history of Sittingbourne	Key vocabulary Abolition – ending slavery
Student reference point Slavery <ul style="list-style-type: none">• There was opposition to the slave trade in the Americas from people called abolitionists. They typically argued that slavery was unChristian.• Slaves and former slaves also helped themselves by resisting their masters, rebelling, and by organising escape routes to northern America, where slavery did not exist. This was called the Underground Railway – Harriet Tubman, herself a runaway slave, played a key role in organising and running this.• The slave trade came to an end in the British Empire in 1807, and all former slaves were set free in the British Empire after 1833. (However, this did not mean the end of slavery in America. It lasted until 1865, and even after that African-Americans faced racial prejudice.) Sittingbourne <ul style="list-style-type: none">• Sittingbourne first became important as a stopping point on the Roman road connecting Dover to London.• In the Middle Ages, pilgrims travelled through Sittingbourne when travelling to Thomas Becket's shrine at Canterbury Cathedral.• In the Industrial Revolution of the 1700s and 1800s, Sittingbourne developed an important paper and brick industry.• Sittingbourne was affected by the two world wars in the 20th century, e.g. bombing raids, supplying soldiers for the conflict. This is reflected in the town's Avenue of Remembrance and war memorial.	
Challenge question What parts of Sittingbourne's history can you track down via interviews with friends/relatives who may live there, or by looking at its buildings (e.g. plaques in the high street)?	
Suggested reading https://hrgs.co.uk/sittingbournes-history/	



History Department Standards
Year 7 Term 6

My current grade is:	
My Next Steps from Term 5 are:	

Topic	Standard			
	B	S	G	P
<i>Speech on ending slavery</i>	I can describe a point of view. I support my explanation with some relevant detail.	I can explain two different views and attempt to make a judgment about which I agree with more. I support my explanation with some relevant and accurate detail.	I can explain two or more different views and explain which I agree with more. I support my explanation with some relevant and accurate detail.	I can explain two or more different views of an event and explain using persuasive language which I agree with more. I support my explanation with some relevant and accurate detail.
<i>Source work on Sittingbourne</i>	I can identify and describe several important changes.	I can identify and explain several important changes and identify some of the consequences (results) of these changes.	I can identify and explain changes as well as continuities within a given historical period. I do this with some detail and supporting evidence.	I can identify and explain changes as well as continuities within a given historical period. I do this with accurate detail and supporting evidence.

My strengths this term have been:	
My Next Steps in History are:	