

Topic–MAAFA

Year 6 Spring 2 MTP

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Africa Present Day	Ancient African Kingdoms	Britain and the Maafa	Triangular Slave trade and Human impact of this	Life on Caribbean plantations	Abolition of slavery
Introduce children to the continent of Africa by showing them the Welcome to Africa video. Allow time for the children to discuss the information presented, including the number and size of countries, natural resources, location, population, climate and physical features. Invite the children to choose one African country to investigate further, using a range of resources, including the Africa map and safe internet search engines, such as Kiddle. Explain that, now that they have learned about Africa in the present, they will be studying Africa in the past. Outcome: A non-chronological report about an African Country.	Organise the children into small groups. Give each group a set of Vocabulary sorting cards. Explain that these are important terms that they will learn and use throughout the project. Ask them to read through the words and pronounce them carefully. Encourage the children to define and explain any terms or vocabulary that they already know. Then, using internet sources, encyclopaedias and dictionaries, challenge the children to match the vocabulary cards with the Definitions sorting cards. Work together to check the children's answers using the Glossary, and answer any questions that the children may have. Display the project vocabulary and definitions for the children to use throughout the project. Do you have any knowledge of what Africa was like in the past? After gathering children's initial thoughts, share the African kingdoms and empires presentation to introduce them to the richness and diversity of ancient African kingdoms. Invite the children to organise themselves into small research groups to find out	Ask the children to think back to the definition of the word <i>maafa</i> and discuss its meaning. Encourage them to read the Britain's role in the Maafa information sheet, focusing on the varied causes of the growth of the slave trade, the hierarchy of involvement and the devastating human consequences. After reading, ask the children to work in pairs to discuss and then complete the Britain's role in the Maafa recording sheet. Invite them to share their answers with the larger group and use the Britain's role in the Maafa answer sheet to consolidate their understanding.	Start with a short recap of the process of the triangular slave trade. Encourage the children to begin to consider what the human impact of the trade might be and ask them to share their initial thoughts. Invite the children to find out the human story of enslavement by reading the Capture to plantation information pack. After reading, ask the children to think empathetically about the human impact by answering the Capture to plantation question sheet. At the end of the session, invite the children to share their thoughts and reflections.	Explain to the children that they are going to answer the enquiry question, 'What was life like for enslaved African people on a Caribbean plantation?' Encourage the children to listen to the Life in enslavement podcast to understand what life was like for those in enslavement on British plantations in the Caribbean. After listening to the podcast, discuss and reflect upon important facts around the plantation system, the roles of enslavers, the ways in which enslaved people were controlled, the loss of freedom, family and culture, the range of jobs undertaken and working and living conditions. Encourage the children to jot important facts on the Life in enslavement recording sheet as they talk and listen, then ask them to write an answer to the enquiry question. Outcome: Diary entry	Introduce the enquiry question 'What actions and events led to the abolition of slavery?' Explain that the children will use a timeline to find out the answer. Hand out the Abolition of slavery timeline sorting cards to individual children and ask them to sort themselves into chronological order to create a human timeline around the classroom. Explain that the timeline gives an overview of some of the key actions and events that led to the eventual abolition of slavery in 1833. Explore the timeline together and ask different groups of children to step forward to show how the actions of religious groups (orange dates), revolts (red dates), abolitionists (green

	more about the Kingdom of Benin, Kingdom of Aksum or the Mali Empire. Invite them to use the African kingdoms and empires timeline diagram, African kingdoms and empires map and the appropriate African kingdoms and empires information pack, to read and research their chosen kingdom's structure, politics, everyday life and significance. Children should use their knowledge to plan and deliver a short group presentation (verbal, digital presentation or mind map) about their kingdom to others. Conclude by drawing comparisons and contrasts between the kingdoms of Africa and life in Britain during the same time periods. Outcome: A group-based research project delivered to the rest of the class.				dates) and economic considerations (blue dates) all affected the campaign for the abolition of slavery. Ask the children to use what they have learned to write a summary paragraph to answer the enquiry question and encourage them to share their work at the end of the session.
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