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Year 6	Summer	Ancient History	Topic/unit: <i>Africans where you least expect!</i>	
Key Vocabulary Excavated, history, diversity, inclusion, canon, archaeology, archaeologists, decolonisation, geography, erasure, investigation, Christian, Roman Pagan, Forensic scientist, debate.			Curriculum Drivers (delete any that are not required) Civilisation Culture and Diversity Civilisation and the Wider World	Inspirational individuals Mary Beard Ivory Bangle Lady Septimus Severus
- Key question to drive enquiry and our assessment goal: How diverse was the ancient world? Were Africans in antiquity more than just slaves?				
Background Info:		Opportunities for reflection:		
<ul style="list-style-type: none"> - Roman's ruled Britain in 43 AD- 410 AD - Romans often acquired soldiers and / or builders from newly conquered lands who moved around to where they were needed. 		Begin by asking about attitudes about race and diversity and compare with their views at the end of the lesson. i.e: what role(s) did Africans serve in antiquity? How diverse was Roman Britain? Could Africans achieve positions of power? It is also useful to get feedback from the students about what they found interesting and useful about the lesson and get a WWW/EBI.		



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Language guide:	
Make clear that 'race' and ideas of 'blackness' or 'whiteness' are modern concepts that did not exist in antiquity. People should be referred to as 'African', 'Egyptian', 'Berber' etc. All Africans were referred too as 'Ethiopians' which was a highly generic term meaning 'of the burnt face', referring to how hot climate the people lived in.	
CORE LEARNING at the end:	Learning outcomes:
<ul style="list-style-type: none">- To understand that the ancient world was far more diverse / multicultural than the narrative we are often given.- Africans played a key role in ancient culture and society and could (although not often) achieve positions of immense status.- Modern understandings of race are not suitable for discussing the ancient world.	<ul style="list-style-type: none">- Develop enquiry skills- Develop ability to extrapolate from information sets- Develop more inclusion of historically accurate views of antiquity.



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Cross-curricular links:

Geography – Position of Greece in the world. Position of Africa. Position of South America.

Art – Theatre adaptations and black classical sculptures

English –Non-chronological report on a chosen myths that are most influential today. The idea of ‘historiographic metafiction’. Understanding what the ‘western canon’ is and how many cultures are excluded from it.

Computing – Understanding bias along with Terms and Conditions when researching.

SMSC Links:

Promoting social development: *Group working/collaboration*

Promoting cultural development: *Developing an understanding that in the past advanced civilizations developed in different parts of the World.*

Resources/visits etc:



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Step 1: Teacher motivates pupils to want to learn and scopes the enquiry

Lesson/ Activity	Core Learning & Vocabulary	Activities/Tasks	Learning Outcomes
1	WALT: Use our comprehension and deductions skills to investigate the Ivory Bangle Lady and state of Roman Britain; Understand why a more accurate understanding of multi-culturalism in antiquity is so important.	Have children discuss, phenotypically, what they think a Roman Briton looked like. Ask children to discuss where they think Africans may have cropped up in antiquity and what roles they think they most likely would have filled. This will help to get a feeling of much they have learned by asking the same questions at the end. Will also make kids aware that this lesson is about challenging preconceptions.	Children to develop enquiry skills. Children to research information. Children to use evidence to find out information.



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	<p>Key vocabulary African, Roman, Egyptian, Greek, Multi-ethnic, multi-cultured</p> <p>Key Questions: What did the people of Roman Britain look like in terms of diversity? What are our assumptions about race and ethnicity in antiquity? How can we tell them Europe in antiquity was multicultural?</p>		Children to develop question skills.
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Assessment ARE:

- I can explain the achievements of the Ancient Greeks
- I can explain the influence of the Ancient Greeks on the Western World
- I understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.

'Greater Depth' is achieved through a focus on **ACE** – tasks enable pupils to **A**pply, **C**onnect and **E**xplain (or **E**xplore) & **E**valuate

A pply	Pupils independently apply skills, knowledge and understanding from their current, and previous learning to new historical enquiries.
C onnect	Pupils make clear, strong and appropriate connections between their knowledge and understanding of previous periods of history and the new enquiry, using their historical skills.
E xplore & E valuate	Pupils are able to explore and critically evaluate a range of sources and use this to explain the impact of historical events and people independently.