

Expeditionary Project Narrative

Roots: Slavery and Belonging

In Autumn Term, the Year 6 crew's project is:

'Roots: Slavery and Belonging.'

We have to answer the Essential Question:

EQ: Is society fair now?

And these guiding questions:

- How did slavery begin?
- Who fought for the freedom of slaves in Liverpool?
- Does slavery still exist?
- What is slavery?

The Learning Targets for this project are:

- I am aware that slavery has existed for many years by researching other time periods for example, the Ancient Egyptians, Greeks and Romans.
- I am able to explain the development of the Trade Triangle.
- I know that the city of Liverpool had a significant role in the slave trade.
- I know how key people in my local areas, such as James Penny, had a significant role in slavery.
- I know that throughout history many famous and influential people such as Martin Luther King and Rosa Parks challenged slavery and the impact this had upon their lives.
- I am aware that slavery still exists in the world today and I am able to explain the different types of modern day slavery that exists, such as bonded slavery and child labour.

Case study 1:

Building background knowledge - At the outset of this project, our crew begin by researching if slavery had existed in each of the previous projects that we had covered during our primary journey at Stockbridge Village Primary. The projects covered included the Ancient Egyptians, Greeks and Romans.

We establish that slavery has been present during each of these time periods and we then compare and contrast how the treatment of slaves differed throughout the ages. We present our background knowledge in small group presentations.

Case study 2:

We study the impact of slavery on African culture, with particular emphasis on the 'The Trade Triangle'. During this stage of the project, we look at the

substantial profit opportunities, increased access to raw goods, heightened political power and colonization outside Europe that the Trade Triangle provided.

To assist us in our studies, we consider the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn.

Case study 3:

Having gained sufficient knowledge, we become confident to answer one key guiding question, 'What is Slavery?'

We then study slavery much closer to home, in Liverpool. Firstly, we learn why Liverpool was pivotal in the import and export of slaves. We research the use of the Albert Dock with a particular emphasis on The River Mersey. We study the physical and human features of this River.

We research famous street names in Liverpool that are named after slave traders, such as Penny Lane (James Penny). We learn that numerous attempts have been made to change these street names. However, we learn that a significant proportion of the local population feel they show Liverpool's place in history. We participate in a class debate, which is followed by creating personal letters to send to Liverpool Council.

Case Study 4:

The final case study of the project focusses on how slavery has now reached a point never seen before in history. We study and learn that modern day slavery exists with a focus on: child slavery, bonded slavery and forced slavery.

Link to Global goals:

Global Goal 16- Peace, Justice and Strong Institutions

The Year 6 crew will understand that 'compassion and a strong moral compass is essential to every democratic society.'

This will enable them to discuss the importance of standing up for what they believe in, even though at times this can be challenging and a little scary.

The Presentation of Learning:

We create a piece of art inspired by Banksy to share our feelings about inclusion and equality - we do this to make our mark on the world and counteract racism and racist graffiti.

English across the curriculum: Anchor text:

We used many texts but for English we read Henry's Freedom Box and Unchained Voices.

We use these texts to create diaries and letters from the point of view of the characters we meet in our texts.