

Uncovering Black British History

Stuarts 1603 - 1714

History KS2



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History

Key Stage 2

Learning aims

- To examine the story of Britain becoming a colonial power
- To know and understand how cash crops and the drive to make them as profitable as possible, came to underpin the development of Britain's involvement in the Atlantic trade in enslaved Africans
- To examine how laws about the treatment of enslaved people in British colonies created a system of thinking about 'race' that divided the populations of British colonies into two groups - enslaved Black people and free white Europeans

Curriculum links

- To know and understand a significant turning point in how Britain influenced and has been influenced by the wider world
- To know and understand about significant aspects of history such as the expansion of empires
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

The lessons within Uncovering Black British History, are most suitable for KS2, with some for upper KS2. Please adapt these to your class and pupils.



Keywords

The New World – the name given to what is today, South and North America, when Europeans began sailing there

Colony – When a country takes over land in another country

Labour – This means the work and workers needed to carry out a job

Indentured servant – A person who has signed away their freedom for a set number of years

Enslaved person/enslaved African – A term that acknowledges that slavery is something that was done to African people

Chattel – An item of moveable property – by referring to slaves as chattel, the laws were stating that African people were to be treated the same as objects or livestock (animals) and could be bought, sold, damaged and killed

Cash crop – crops that are grown to sell for large profit, rather than for the use of those who grow them

'Race' – a social idea invented to justify treating people differently because of their skin colour

The Barbados Slave Code – a set of laws that set out how enslaved Africans were to be treated and controlled on the island. Including the punishments that European people could administer to them without themselves facing legal consequences

Royal African Company – a company, set up with royal funds and involvement, to have a monopoly in the trade in enslaved Africans

Monopoly – giving one company the sole right to a trade or market and preventing other companies joining in by law

The Atlantic Trade/The Triangular Trade – Britain's enslavement of Africans, transportation of them to the colonies (the Middle Passage), exploitation of their forced labour, and transportation of the products of that labour to Britain

Sugar Planter/Tobacco Planter/Plantation owner – Someone who owned land and enslaved Africans in the British colonies

Merchant Adventurer – a term used to describe many people who were slave traders

These can also be found at the end of this PDF and can be placed on a learning wall as they are discussed during the presentation.



PowerPoint presentation

The accompanying PowerPoint presentation has 33 slides with the following learning points:

- Slides 1 and 2 introduce the lesson.
- Slides 3 and 4 establish the lesson focus. This lesson does not focus on the lives of specific people of African origin who were living in England. Instead, we will learn about Britain becoming a colonial power.

Activity 1 (Slide 5)

- Ask the children to discuss the following in pairs/groups: Do you know what the term 'colony' means, and do you know where Britain's first colonies were located?; Have you heard the term 'cash crop' and do you know what it means?; Have you heard of the term 'chattel' and do you know what it means?; Have you heard of the Royal African Company? What do you think it did? The template within this PDF can be used to record their response to this task.
- Slides 6 and 7 highlight some key words/phrases needed to engage in this topic. These include: The New World; Colony; Labour; Indentured servant; Enslaved African; Chattel.
- Slides 8 and 9 examine how the idea of 'race' was invented in the Stuart period and is linked to the need to justify English involvement in the trade and use of enslaved Africans in the colonies.
- Slides 10 and 11 look at Britain's First Colonies: and explain that Jamestown in Virginia, and Barbados in the Caribbean, were the first British colonies. Their land and climate were suited to growing tobacco and sugar as valuable cash crops, to ship back to England and sell at a huge profit.
- Slides 12 to 17 focus on Barbados and Sugar: and explain the difficult process of harvesting and processing sugar. Whilst the necessary labour was initially supplied by European indentured servants, demand outstripped supply and, maximising profit, the colonial landowners began to fill the gap with enslaved Africans. Within a few decades there were tens of thousands of enslaved Africans on the island, far outnumbering the European population - a population of rich landowners and indentured servants, who arguably had little in common except for their European ancestry.



- Slides 18 to 21 outline The Barbados Slave Code. The Slave Code put into writing, and into the law on the island, how enslaved Africans were to live, work and be treated. This Act divided Barbados society into two legal groups, enslaved Black people and the group of rich landowners and indentured servants from Britain and Europe. Instead of being divided by social class, the rich landowners and the indentured servants were united in the new category of being 'white'.

Activity 2 (slide 21)

- Slide 21: In pairs or a group, ask the children to examine the map that gives the dates of the establishment of slave codes elsewhere. Can they create a chronological list to record the spread of Slave Codes across Britain's colonies? A worksheet for the children has been provided within this PDF.
- Slides 22 to 26 look at Charles II, James II and the Royal African Company. We highlight the role of Charles II/James and the Duke of York (later James II) in establishing Britain as a slave-trading nation. They set up and ran the Royal Africa Company and insisted on it having a monopoly in Britain on trading in enslaved Africans. We explain Britain's triangular trade and how the term 'the Middle Passage' refers to the journey across the Atlantic from slave castles to the colonies, during which many slaves died and their bodies were thrown overboard.

Activity 3 (slide 27)

- Slide 27: ask the children to identify slave trade words and names of slave owners/traders in street and building names, in the major ports of the Atlantic Slave Trade. Record them on the template provide.
- Slides 28 to 33 conclude the lesson: explaining that as well as some people being directly involved in the slave trade on ships and in Africa and in the colonies, many other people were indirectly involved in businesses that supplied the traders and slave owners, or who sold the cash crops that enslaved people produced. By the end of the Stuart era, Britain was established as the world's biggest slave trading nation and the trade would only increase under the next royal dynasty, the Georgians. Useful links are provided on slide 32 for further information.



Worksheet 1

In pairs/groups discuss and record your ideas about the answers to these questions:

Do you know what the term '**colony**' means, and do you know where Britain's first colonies were located?

Have you heard the term '**cash crop**' and do you know what it means?





Have you heard of the term '**chattel**' and do you know what it means?

Have you heard of the **Royal African Company**?
What do you think it did?



Worksheet 2

The spreading of the Slave Code

1702 New York

1667 Virginia

1691 South Carolina

1664 Jamaica

1661 Barbados



Can you create a chronological list to record the spread of Slave Codes across England's colonies between 1661 and 1713?

Worksheet 3

Clues of the slave trade in British cities

The cities of London, Bristol, Liverpool and Glasgow grew rich on the slave trade.

Many streets and buildings that we still have today are named after aspects of the slave trade.

Have a search for place names with the following words in them:

- Virginia
- Barbados
- Jamaica
- Guinea
- Plantation

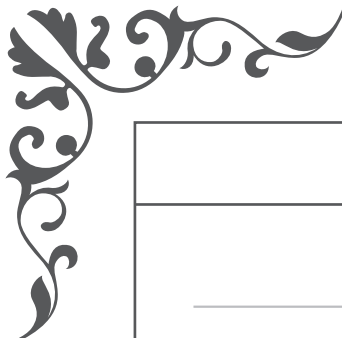
Can you find any others?

Sometimes streets and buildings were also named after rich slave owners and slave traders, and statues of them were put up. Can you find any of them in these cities?

Record your answers.

London





Bristol

Liverpool

Glasgow



Uncovering Black British History

Stuarts 1603-1714: Keywords Flashcards



**The New
World**

Colony

Labour

**Indentured
servant**

**Enslaved person/
enslaved African**

Chattel





Cash crop

'Race'

**The Barbados
Slave Code**

**Royal African
Company**

Monopoly

**The Atlantic Trade/
The Triangular Trade**

**Sugar Planter/
Tobacco Planter/
Plantation owner**

**Merchant
Adventurer**



The New World



Colony



Labour



Indentured servant



**Enslaved person/
enslaved African**



Chattel



Cash crop



'Race'



The Barbados Slave Code



Royal African Company



Monopoly



The Atlantic Trade/ The Triangular Trade



**Sugar Planter/
Tobacco Planter/
Plantation owner**



Merchant Adventurer

