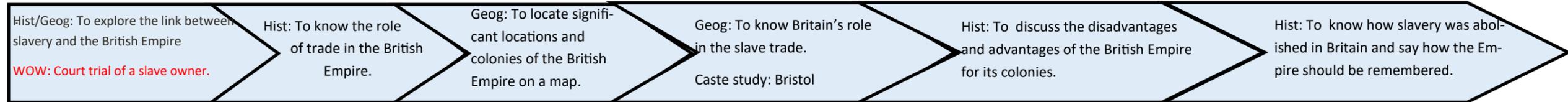


Year 5, The British Empire and Slavery

Question: How should the British Empire be remembered?



| Other Key individuals (including British monarchs) | |
|--|--|
| Francis Drake | English sea captain and naval officer, known for his role in exploration of the world. |
| Edward Colston | A key figure in Bristol's slave trade. Well known for his involvement in the slave and sugar trade. |
| Isambard Kingdom Brunel | Important role in the development of British transport– Great Western Railway. |
| William Wilberforce | Played an important role in the abolition of slavery. Fought in parliament to abolish slavery for almost 20 years. |

| Timeline of Bristol's involvement in the slave trade | |
|--|--|
| 1100 | Irish and English slaves routinely sold in the port in Bristol |
| 1690 | Some Bristol ships licensed to engage in slave trading in what is now West Africa |
| 1698 | Bristol's involvement in the transatlantic slave trade started. Key figure: Edward Colston (Member of the Royal African Company but also famed for generosity to Bristol charities) |
| 1730-1750 | Bristol is Britain's premier slaving port. By 1750, Bristol ships transported 8,000 of the 20,000 enslaved Africans |
| 1789 | 80% of Bristol's trade abroad was slave trading |
| 1807 | The British trade in enslaved Africans ended by an Act of Parliament |
| 1834 | Slavery formally outlawed in British territories |

| Bristol landmarks linking to slave trade | |
|---|--|
| Colston Hall | English sea captain and naval officer, known for his role in exploration of the world. (Discuss renaming and other landmarks linking to him) |
| Guinea Street, Jamaica Street, Codrington Place, Tyndall's Park, Worrall and Stapleton Roads | All link to the city's involvement with Africa and West Indies. |
| Goldney Hall | The Goldney family were part of the triangular slave trade. They controlled ironworks linked to the slave trade. |
| Yeaman's House, Redcliffe | The Yeaman family were pioneers of the slave trade in Bristol |
| Wills Memorial Building | The Wills family dominated the tobacco industry in Bedminster. This was the third part of the triangular trade. |

Case Studies: Advantages and disadvantages of the British Empire in India

Advantages:

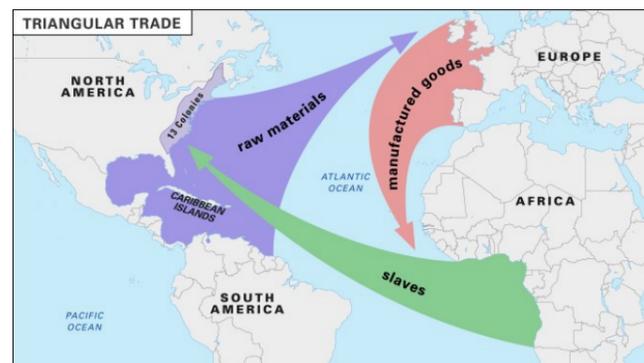
- Britain set up transportation systems such as roads and railways which also benefitted the people living there
- The trade system allowed people to come to Britain, making Britain more diverse
- The Empire bought its education system, helping to improve the children's education.

Disadvantages:

- The original culture was banned, ignored or forgotten
- Most of the profit from trade went back to Britain, damaging India's economy
- The East India Company was largely formed around the trading of slaves.

What was the impact of the British Empire?

- During the 19th Century, there were no global wars. This is often considered to be down to the Pax Britannica (British Peace).
- Aspects of British culture such as banking, legal systems, education and industry were spread across the British Empire.
- Many countries resented being ruled by the British and they almost all gained independence during the 20th Century.
- The development of the Empire over the 17th and 18th centuries was largely built on the enslavement of many African slaves.
- At its peak, the British Empire covered 25% of the world's land surface.



| Skills | Teaching Strategies |
|------------|---|
| Locate | Use a map to locate the world's counties, identifying the colonies of the British Empire. |
| Make links | Make links between the monarchs and key events in Britain (particularly in London) and the British Empire. |
| Debate | Debate how the British Empire should be remembered giving consideration to its impact on the colonies and the involvement in slavery. |
| Analyse | Use a case study of Bristol to understand the significance of transport developments for trading |
| Research | Research the abolition of slavery in Britain. |

| Vocabulary | |
|------------------------|--|
| Empire | All of the countries ruled by Great Britain. |
| Colony | A colony is a country ruled by another country. |
| Trade | Buying and selling goods to make money. |
| Import | Bringing goods in from other countries. |
| Export | Sending goods out to other countries. |
| The Slave Trade | Goods from Britain were exchanged for people in Africa who were sold as slaves in America. The traders took cotton, coffee, sugar and rum back to Britain. |
| Abolition | The end of slavery. |

| Prior Learning |
|-----------------------------------|
| Y1– mapping of school/ local area |
| Y3– mapping Egypt. |
| Y4– mapping Greece |

| Links/ outdoor learning |
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| Writing: Shackleton's Journey |
| Virtual tour: STEAM Railway Museum– links to transport and Brunel |