



St. John's CE Primary School

History Long Term Plan. (See The Historical Association)

QEGSMAT

Aims:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Early Years Framework and National Curriculum

Nursery	Understanding the World <ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World <ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.



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ELG -Past and Present	Children at the expected level of development will: - <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; - • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
ELG – People, Culture and Communities	Children at the expected level of development will: - <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 					
ELG – The Natural World	Children at the expected level of development will: - <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 – • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery	Begins to make sense of their own life-story and family's history					
EYFS Reception		Comment on images of familiar situations in the past.			Compare and contrasty characters from stories, including figures from the past.	
	Seasons - Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside.					



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	Autumn	Spring	Summer
Year 1	<p>Changes within living memory.</p> <p>Toys</p> <p>KQ1: What are our toys like today?</p> <p>KQ2: What are other people's toys like?</p> <p>KQ3: How can we tell toys are old?</p> <p>KQ4: What sort of toys did our grandparents play with and how do we know?</p> <p>KQ5: Who played with these toys in the past and how can we know?</p> <p>KQ6: How can we set up our own toy museum?</p>	<p>Significant individuals in their own locality:</p> <p>How significant are Josiah Wedgwood, Clarice Cliff and Emma Bridgewater in the pottery industry?</p> <p>KQ1: Why was the pottery industry important to Stoke-on-Trent?</p> <p>KQ2: Who was Josiah Wedgwood and when did he live?</p> <p>KQ3: How and why should Josiah Wedgwood be remembered?</p> <p>KQ4: Who was Clarice Cliff and why was she important?</p> <p>KQ5: What is special about Wedgwood, Cliff and Emma Bridgewater?</p> <p>KQ6: What impact have Josiah Wedgwood and Clarice Cliff had on the pottery industry?</p>	<p>Events beyond living memory.</p> <p>What happened to London during the Fire of 1666?</p> <p>KQ1: How can we work out how the Great Fire started?</p> <p>KQ2: What actually happened during the Great Fire and how can we know for sure, 350 years later?</p> <p>KQ3: Why did the Great Fire burn down so many buildings?</p> <p>KQ4: Could more have been done to stop the Fire?</p> <p>KQ5: How did people manage to live through the Great Fire?</p> <p>KQ6: How shall we rebuild London after the Great fire?</p>



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	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • where the people and events they study fit within a chronological framework. • some of the ways in which we find out about the past. <p>Children should be able to:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time. • identify similarities and differences between ways of life in different periods. • use sources to answer questions about the past. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • where the people and events they study fit within a chronological framework. • the main features of their local area. • some of the ways in which we find out about the past. <p>Children should be able to:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time. • identify similarities and differences between ways of life in different periods. • use sources to ask and answer questions about the past. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • how and why the fire spread and finally stopped. • the key events of the Great Fire of London. • that our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. <p>Children should be able to:</p> <ul style="list-style-type: none"> • explain and sequence the key events of the Great Fire of London. • discuss how and why the fire spread and finally stopped and what changed afterwards. • identify differences and similarities between ways of life in different periods.
<p>Year 2</p>	<p>Significant events both nationally and globally.</p> <p>Why do we remember? KQ1: Why are people wearing poppies this week? KQ2: Who do we remember on Remembrance Day? KQ3: Why do we have Remembrance Day? KQ4: What happens on Remembrance Day?</p>	<p>Significant Individuals</p> <p>Who were significant Inventors and how did these inventions impact on Stoke-on-Trent? KQ1: Who was Da Vinci and what did he invent? KQ2: How significant was James Watt? KQ3: How significant was George Stephenson? KQ4: Who were the Wright Brothers? KQ5: Why was Reginald Mitchell significant?</p>	<p>Significant Individuals</p> <p>Who was Walter Tull? KQ1: Who was Walter Tull and when did he live? KQ2: Did Walter have a happy or terrible childhood? KQ3: Using historical sources, can we spot the differences between Walter's life and the lives of footballers today? Can we compare his life to that of Sir Stanley Matthews?</p>



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	<p>KQ5: Why is it important to remember?</p>	<p>KQ6: What is significant about Watt, Stephenson and Mitchell both nationally and locally?</p>	<p>KQ4: What was it like for Walter when he played football at a match in Bristol?</p> <p>KQ5: How did Walter help our country during WWI?</p> <p>KQ6: What is special about Walter Tull and Nicola Adams?</p>
	<p>By the end of this topic, children should know: -</p> <ul style="list-style-type: none"> • why people in this country wear poppies in November. • there are events beyond living memory that are significant nationally and globally and that these are commemorated through anniversaries. <p>Children should be able to:</p> <ul style="list-style-type: none"> • ask relevant questions about WWI and deduce facts about the war based on their own investigations. • attempt to empathise with people who lived through the war and to use this knowledge to explain why it is important to remember significant past events, like WWI. 	<p>By the end of this topic, children should know: -</p> <ul style="list-style-type: none"> • what an engineer is. • the works of significant engineers. <p>Children should be able to:</p> <ul style="list-style-type: none"> • explain the similarities and differences between engineers of the past. • ask and answer questions about the past. • identify different ways the past is represented. • use common words and phrases relating to the passing of time. • show knowledge and understanding of key features of events and where they fit within a chronological framework. <p>demonstrate understanding of a significant individual from the past.</p>	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • the key events in Walter Tull's life. • Why Walter Tull was different from most people of his time. <p>Children should be able to:</p> <ul style="list-style-type: none"> • explain the similarities and differences between Walter Tull, Sir Stanley Matthews and Nicola Adams. • ask and answer questions about the past. • identify different ways the past is represented. • use common words and phrases relating to the passing of time. • choose and use parts of a story to show knowledge and understanding of key features of events and where they fit within a chronological framework. • develop an understanding of an event using a range of sources. • demonstrate understanding of a significant individual from the past.



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<p>Year 3</p>	<p>How did the life of Ancient Britons change from the Stone Age to Iron Age</p> <p>KQ1: What was 'new' about the New Stone Age?</p> <p>KQ2: Which was better, bronze or iron?</p> <p>KQ3: If you were Julius Caesar, would you have invaded Britain in 55BC?</p> <p>KQ4: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>	<p>What was the impact of the Romans on Britain?</p> <p>KQ1: Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</p> <p>KQ2: Why did Boudica stand up to the Romans and what image do we have of her today?</p> <p>KQ3: How were the Romans able to keep control over such a vast empire?</p> <p>KQ4: How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?</p> <p>KQ5: How can we solve the mystery of why this great empire came to an end?</p> <p>KQ6: How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p>	<p>How did the civilisation of Egypt wax and wane?</p> <p>KQ1: Who built the Great Pyramid at Giza?</p> <p>KQ2: Why did Hatshepsut send an expedition to Punt?</p> <p>KQ3: What did Akhenaten do that made him so hated?</p> <p>KQ4: What happened to Akhenaten's successors?</p> <p>KQ5: How significant was Ramesses II?</p> <p>KQ6: How did Ptolemy contribute to trade?</p> <p>KQ7: How did the civilisation of Egypt end?</p>
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> immigrants brought new animals and crops to Britain and the impact this had on settlement. most of our evidence for the Stone Age comes from archaeologists. archaeologists disagree with each other. some recent discoveries are changing the way we think about the Stone Age. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> the meaning, size and timescale of the Roman Empire the reasons for Claudius' personal motivation. the apprehension of the Celts. the personal motivation of Boudica. how diverse the lifestyle was.. that the Romans were ahead of their time for legacies to have lasted over 2,000 years. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> how the pyramids came to be built. they used different ships for different purposes. why Egyptians traded. how the ancient Greek civilisation became fused with that of Egypt. who key figures in Ancient Egyptian civilisation were, e.g., Cleopatra. <p>Children should be able to:</p>



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	<ul style="list-style-type: none"> • where iron comes from. • how iron tools and weapons were made. • why it took so long for iron to reach Britain. • how bronze and iron tools changed life. • what Roman people said about Britain. • what Romans traded with Britain • what Britons thought about Rome. <p>Children should be able to</p> <ul style="list-style-type: none"> • construct a simple timeline showing some of the changes through the Stone Age. • explain the main changes brought about by bronze and iron. • make a judgement based on the evidence available to them. • build their own interpretation of Iron Age history. • make comparisons between different periods in time. 	<p>Children should be able to:</p> <ul style="list-style-type: none"> • understand that Boudica has been represented in different ways • see why the Roman army was so powerful. • critique a short film evaluating its strengths and weaknesses as an explanation. • see which the most significant changes would have been e.g emergence of towns and villas in countryside. • understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps. • list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. 	<ul style="list-style-type: none"> • evaluate the usefulness of Herodotus as a source. • recognise that there will be different viewpoints of Akhenaten's actions. • describe characteristic features of Ancient Egyptian society. • why Rameses II ensured that only his version of events should be remembered. • give a simple explanation of Cleopatra's dilemma - rising power of Rome and the decline of Egypt.
<p>Year 4</p>	<p>Who were the Anglo-Saxons and how did their invasion of and settlement in Britain change the landscape and culture?</p> <p>KQ1a: Why did the Anglo-Saxons invade?</p> <p>KQ1b: Where did the early Anglo-Saxons live and how do we know?</p> <p>KQ2: What does the mystery of the empty grave tell us about Saxon Britain?</p>	<p>Vikings – Raiders or settlers?</p> <p>KQ1: What image do we have of the Vikings?</p> <p>KQ2: Why have the Vikings gained such a bad reputation?</p> <p>KQ3: How have recent excavations changed our view of the Vikings?</p>	<p>Local Study – Transport (links with KS1 units on Josiah Wedgwood and George Stephenson)</p> <p>How did the transport help Stoke-on-Trent to become a ceramic centre?</p> <p>KQ1: How did early transport hold back developments in the locality?</p> <p>KQ2: Why were improvements made to transport in the locality?</p>



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<p>KQ3: How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>KQ4: How were the Saxons able to see off the Viking threat?</p> <p>KQ5: How did Alfred of Wessex become great?</p> <p>KQ6: How effective was Saxon justice?</p>	<p>KQ4: What can we learn about Viking settlements from a study of place name endings and?</p> <p>KQ5: What was it like in this area around the Viking times?</p> <p>KQ6: Raiders or settlers: How should we remember the Vikings?</p>	<p>KQ3: Who designed and paid for the local canal?</p> <p>KQ4: How significant were the railways to the pottery industry?</p> <p>KQ4: How much difference did improvements in transport make to the local area to enable farmworkers to work within industry?</p>
<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> the Staffordshire hoard is the largest collection of gold and silver found to date. by the end of the 4th C, even before the Roman troops left, there were invaders. where Angles, Saxons and Jutes came from. the kingdom of Mercia (present day Staffordshire) was the most important kingdom. Britain was on the cusp of Christianity. early Saxons worshipped Gods we name our days of the week after. the meaning of Danelaw. <p>Children should be able to:</p>	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> where Vikings came from and why they attacked. Vikings were a real threat from the sea. how the Vikings gained their reputation and that accounts may not be accurate. <p>Children should be able to:</p> <p>locate the Vikings chronologically in relation to the Romans and Saxons</p> <ul style="list-style-type: none"> ask historically valid questions about Viking ships. identify at least one period when the Vikings were successful and another when they were not. understand the importance of the Danelaw as an area of Viking settlement. understand the significance of archaeological evidence. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> key vocabulary associated with transport. how transport might be assessed for effectiveness. how early transport affected local lives. - how the local transport system was changed to support the local community and why. who James Brindley was and what his role was in the development of local transportation. who Josiah Wedgwood was and what his role was in the development of local transportation. <p>Children should be able to:</p> <ul style="list-style-type: none"> discuss which types of transport might have been available in the locality at different times.



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	<ul style="list-style-type: none"> locate key periods on a timeline, showing how they overlap. suggest factors for the invasion. use maps to analyse settlement patterns. explain how the Christian message was delivered. list King Alfred's main achievements. describe the 6 main methods of keeping law and order. 	<ul style="list-style-type: none"> describe contrasting views about how Vikings should be remembered and suggest reasons for the differences. 	<ul style="list-style-type: none"> sequence types into early and later transport. explain why transport might have been needed and used to support the locality. discuss reasons for the changes to local transport and the impact that this had on the community. reconstruct situations from a range of source material. use and evaluate sources. - explain how and why transport has evolved into its present form in the locality. explain Josiah Wedgwood's contribution to transport in the local community. explain how and why new forms of transport have impacted the locality
<p>Year 5</p>	<p>How can we investigate the Indus Valley Civilisation?</p> <p>KQ1: What links the Indus Valley with other early civilisations?</p> <p>KQ2: How was the Indus Civilisation discovered?</p> <p>KQ3: How can we find out what life was like in an Indus City?</p> <p>KQ4: Why have archaeologists disagreed about what the Indus Civilisation was like and why it came to an end?</p>	<p>How can we find out about the civilisation of Ancient Greece?</p> <p>KQ1: Who were the Ancient Greeks?</p> <p>KQ2: What do artefacts tell us about what life was like in Ancient Greece?</p> <p>KQ3: What do some of our buildings tell us about how we view Ancient Greece today?</p> <p>KQ4: How were the Ancient Greeks governed and are there any similarities with how we are governed today?</p> <p>KQ5: How have the Olympic Games changed since they were first held in Ancient Greece?</p>	<p>What was the Blitz? (Links to Year 2 topics on Remembrance and Walter Tull)</p> <p>KQ1: How significant was the Blitz and how does it relate to the rest of the war?</p> <p>KQ2: What happened? Whose war was it?</p> <p>KQ3: What was the impact of World War 2 to the people in our locality?</p> <p>KQ4: What was it like to be a child in World War 2? What was it like to be an evacuee?</p> <p>KQ5: How significant was World War 2 on the roles of women</p>



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		<p>KQ6: Which is the most important legacy of the Ancient Greeks?</p>	<p>KQ6: What did men do in the war? Did all men fight?</p>
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> the Indus Valley Civilisation is an ancient urban civilisation. <p>Children should be able to:</p> <ul style="list-style-type: none"> locate Indus Civilisation area in South Asia and in relation to world continents introduce the significance of large rivers for agriculture. consider the importance of Indus and other rivers to early civilisations. understand that new discoveries can solve old questions and raise new ones. Make inferences from evidence. discuss what burials might tell us about religious beliefs and other clues 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> that Ancient Greece consisted of city states. How city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today. <p>Children should be able to:</p> <ul style="list-style-type: none"> place Ancient Greece in time. locate Ancient Greece, Athens and Sparta on a map. carry out research using secondary sources of written information. identify some of the similarities and differences between life in Athens and Sparta. discuss the physical features and climate of modern Greece. use artefacts and archaeological sites to infer information about what life was like in Ancient Greece. show some understanding that aspects of the past have been represented and interpreted in different ways. identify some of the similarities and differences between life in Ancient Greece and today. 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> the significance of the Blitz and events leading up to it. the similarities and differences between locations affected by the Blitz in their locality and comparable events experiences by Britain's enemies. The major events and war leaders The global nature of the war and people involved. <p>Children should be able to:</p> <ul style="list-style-type: none"> Answer historical questions and select and organise historical information. Understand the links between Britain and the world. select information from a range of historical sources. Understand the impact of the war on local people using a range of sources and deciding how far the above sources reflect this. Understand the way in which evacuee experiences have been represented in fictional stories and the way in which a range of sources can help us understand the



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		<ul style="list-style-type: none"> understand and use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens and democracy 	<p>difference between fiction and evidence.</p> <ul style="list-style-type: none"> discuss the range of experiences of children in Britain, Germany and other contexts affected by the war refine their understanding of childhood experiences through reflecting on what they learn. Identify the changes within a period and how this compared with an earlier period in the past. Identify how this relates to broader changes over time.
Year 6	<p>Benin – A study of a non-European civilisation which is different to their own.</p> <p>KQ1: What is Africa's big picture?</p> <p>KQ2: If objects could speak what would they tell?</p> <p>KQ3: Why was Benin worth visiting in the Tudor and Stuart period?</p> <p>KQ4: When did Benin become part of the British Empire?</p> <p>KQ4: Why is Eweka so important?</p>	<p>What was Britain's situation in this 'Age of Revolutions'? (Link to warfare in Years 2 and 5)</p> <p>KQ1: What was Britain like in the late 1700s and what changes had Britain been experiencing?</p> <p>KQ2: Why didn't Britain have a political revolution at this time?</p> <p>KQ3: What did Britain fear about France?</p> <p>KQ4: How did you come to join the army? (Refer to local regiments)</p> <p>KQ5: Who contributed more to the victory at Waterloo and was Waterloo the most important event that happened?</p> <p>KQ6: What was England like after the Napoleonic wars.</p>	<p>Thematic Study -Black and British (Diversity – links to Walter Tull, and Roman Slavery)</p> <p>KQ1: How shall we tell the story of the first Black people in Britain?</p> <p>KQ2: What part did Black people play in British life when they started to settle 500 years ago?</p> <p>KQ3: What difference did the slave trade make to the experience of Black people?</p> <p>KQ4: When Black people rushed to enlist, why has Black peoples' role in World War One and Two rarely been celebrated?</p> <p>KQ5: How did the arrival of the Empire Windrush change the way Black people were treated in Britain?</p> <p>KQ6: How far has life improved for Black people living in Britain in the last 60 years?</p>



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	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none">• how our knowledge of the past is constructed from a range of sources.• where Benin is located.• about Africa's past including the slave trade.• Benin's history is connected to broader trends and connections with particular reference to Africa and Britain• Benin was taken over by Britain in 1897 during the 'Scramble for Africa' ▪ At this time bronzes for which it is renowned were taken from Benin and ended up in museums in different parts of the world.• Benin's power at the height of its power in the 16th and 17th centuries.• Traders arrived there from Europe during the 'Voyages of Encounter' from the 15th and 16th centuries• Benin's power grew of from the time the Eweka came to the throne in the 12th century reaching the height of its power in the 16th and 17th centuries. <p>Children should be able to:</p> <ul style="list-style-type: none">• Use a range of sources to find out about Africa's past.	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none">• some of the main events and people (recognise characteristic features of the period)• that this conflict shaped the period and how Britain related to other parts of the world;• that the events of the Napoleonic wars were commemorated in popular songs and both patriotic and satirical images;• that as well as being shaped by past revolutions, this period was also linked to and instrumental in future changes. <p>Children should be able to:</p> <ul style="list-style-type: none">• establish a clear narrative within the period identifying and explaining changes.• describe and make links between events and changes.• show how different elements led to unrest in France or mitigated unrest in England.• give reasons for and results of changes and events.• identify ways Britain prepared for invasion and why they think they will be effective. What? Why? Will this work?• give a few reasons for the main events.• explain why they think men volunteered for the army.• use sources to answer the key question.• become aware different sources may make them draw different conclusions.	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none">• the first Black people on the landscape of Britain were Roman soldiers.• more than 3 million people were forced into slavery by British traders and appreciate the extent of the horrific suffering this caused to the Black Peoples of Africa.• that whole islands such as Barbados were given over to sugar plantations because people in Britain had developed a 'sweet tooth'.• who Walter Tull was and why he was a significant individual.• what the 'Black Lives Matter' campaign is and the influence it has on life today. <p>Children should be able to:</p> <ul style="list-style-type: none">• understand that the first Black people on the landscape of Britain were Roman soldiers.• investigate a range of sources to draw inferences, especially about the status of featured individuals.• read documents in context, working out what can be said with certainty and what cannot.• explain the nature of the transatlantic slave trade and how it worked to Britain's benefit• deduce the role Black people played in rich households.
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	<ul style="list-style-type: none">• demonstrate that they understand some of the main events in Africa's past.• select information about Africa's past and justify what they consider were its most significant events.• construct informed responses that involve thoughtful selection and organisation of relevant historical material.• suggest reason why it said that the bronzes were not made by people from Benin.• address and sometimes devise questions from a picture of Benin's conquerors.• Find similarities and differences between Tudor Britain and Benin.• Use different sources to find out how Black people were treated in Britain.• construct informed response to Eweka's story based on thoughtful selection from a range of resources.• decide how important Eweka's story is in Benin's past.	<ul style="list-style-type: none">• use a range of sources to demonstrate their understanding of the consequences of the battle.• decide if Napoleon was a hero or a villain.• demonstrate an understanding of how the events in Manchester were part of a chain of events that led to political change.	<ul style="list-style-type: none">• Understand that Britons, including Black campaigners, led the way in making the slave trade illegal.• explain why people emigrated to Britain from the Caribbean.• make generalisations based on specific evidence.• interpret the likely effects of new laws on Black people.• make judgements about the relative significance of relevant events, e.g., Brixton riots.• evaluate the extent to which the experience for Black people living in Britain has improved in the last 60 years.
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