



BRISTOL OPENING DOORS

Curriculum Focus:	History
Key Stage:	3
Bristol Opening Doors Link:	Georgian House http://bristolopeningdoors.org/georgian-house
Learning Objectives:	<ul style="list-style-type: none"> • Introduce Bristol's role in the Trans-Atlantic slave trade • Understand how a slave trader may have lived by investigating the Pinney family • Understand how the Pinney family profited from the slave trade
Introduction:	<p>Using the images from the Bristol Opening Doors website ask the students:</p> <ul style="list-style-type: none"> • Who would live in a house like this? • Can you describe which social classes might have lived here? • What time period was this house built in? <p>Explain that the class will be using the Georgian House as a case study, to help understand Bristol's role in the slave trade and how slave traders and plantation owners may have lived.</p> <p>Using the Bristol Opening Doors Georgian House webpage, ask students to complete the Georgian House worksheet, introducing the owner of the house, their profession and some interesting Georgian features of the house.</p>
Main Activity:	<p>ACTIVITY</p> <p>Using the Pinney family information on their case-study worksheets get students to explain how the Pinney family profited from the slave trade in the form of an information leaflet on the family. The title for the leaflet could be 'The Pinney Family - Sugar and Slavery'</p> <p>All students should explain:</p> <ul style="list-style-type: none"> • What the Pinney family's occupation was and the date and location of the plantation • What each family member contributed to the plantation and what the plantation produced • John Pinney's thoughts on the use of slaves • John Pinney's link to Bristol

Main Activity (cont.):	<p>Most students could: Refer to the quote from John Pinney and give an opinion on his attitude.</p> <p>Refer to John Pinney's work as a merchant and how this increased his wealth.</p> <p>Some students could:</p> <ul style="list-style-type: none"> • Refer to the legacy of the Georgian House and how John Pinney treated Pero • Give their opinion on John Pinney's treatment of Pero <p>Students could use images of the Georgian House to illustrate how the Pinney family lived.</p>
Plenary:	Show an image of Pero's Bridge on Bristol's harbourside. Why is it important to commemorate a person such as Pero? Why should Bristol still remember him today?
Extension:	Introduce the Georgian House as a living museum in the heart of Bristol. Ask the students what benefits a 'living museum' might have as historical evidence? What are the possible disadvantages of the museum as a source?
Specific Curriculum Links:	<p>Cultural, ethnic and religious diversity</p> <p>Historical enquiry</p> <p>Communicating about the past</p>
Websites:	<p>Sweet History - The Georgian House: www.sweethistory.org/trail-map/the-georgian-house/</p> <p>Bristol Open Doors: www.bristolopeningdoors.org</p> <p>The Architecture Centre: www.architecturecentre.co.uk</p> <p>Bristol City Council - The Georgian House Museum: www.bristol.gov.uk/page/leisure-and-culture/georgian-house-museum</p>

