



Big Question

AoLE: Humanities	Subject: History	Year: 8
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
What was the Trans-Atlantic Slave Trade?	This topic aims to provide pupils with a comprehensive understanding of slavery, tracing its origins, development, and impact throughout history. By delving into this topic, pupils will gain insights into the experiences of enslaved individuals, the economic and social dynamics behind slavery, and the lasting legacy it has left on societies worldwide. By the end of this unit, pupils will have an understanding of the historical context and consequences of slavery. They will gain empathy for those who endured its horrors, recognise the significance of abolitionist movements, and reflect on the ongoing challenges of achieving racial equality in contemporary society.	Geographical knowledge of the globe.

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can analyse the usefulness and consider the reliability and validity of a range of evidence relating to my enquiry.</p> <p>I can analyse, present and reflect on my findings, describing patterns and explaining relationships across data and sources.</p> <p>I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements.</p> <p>I can draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence.</p> <p>I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.</p>	<p>Evaluate the efforts to help the poor in industrial towns and cities.</p> <p>Make a judgement on the biggest type of technological improvement throughout the time period.</p> <p>Analyse sources to develop their own interpretation.</p> <p>Make a judgement on the legacy of the British Empire in the modern day.</p> <p>Analyse contemporary sources to describe the middle passage.</p> <p>Argue why this form of treatment to human beings is wrong.</p> <p>Evaluate the arguments for and against slavery.</p> <p>Make a judgement on the most significant reason why slavery was abolished.</p>
Advancing	<p>I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.</p> <p>I can use evidence to explain how aspects of the past have been represented and interpreted in different ways.</p> <p>I can use my knowledge and understanding to analyse and explain how different communities and societies have changed over time.</p> <p>I can explain, using a range of evidence, why people have different interpretations and that interpretations are influenced by the availability, validity and credibility of</p>	<p>Compare and contrast the homes of the rich and poor.</p> <p>Compare the size of the British Empire from 1763-1900.</p> <p>Explain what the middle passage was.</p> <p>Compare and contrast the lives of house and field slaves.</p> <p>Explain why some individuals wanted to bring an end to slavery.</p>



	evidence, identity, experiences, viewpoints and beliefs.	
Securing	<p>I can describe and explain similarities and differences between people's lives both in the past and present.</p> <p>I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.</p> <p>I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.</p> <p>I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.</p>	<p>Describe the key routes in the triangular slave trade.</p> <p>Explain why the slave trade was important to the industrial revolution.</p> <p>Describe what a slave auction was like.</p> <p>Explain why slaves were worth different amounts of money.</p> <p>Describe what life was like for slaves.</p> <p>Describe the role of William Wilberforce and the abolitionist movement.</p>
Beginning	<p>I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.</p> <p>I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</p> <p>I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.</p>	<p>Describe life in an industrial Town.</p> <p>Define what an Empire is.</p> <p>Identify the countries that the British Empire colonised.</p> <p>Identify the different interpretations surrounding the British Empire</p> <p>Identify the causes of slavery.</p> <p>Identify the types of work slaves were used for.</p> <p>Compare and label 2 pictures of a settlement over 200 years.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Authentic learning experiences:</b> Pupils create their own black death mask.</p> <p><b>Local Links:</b> Pupils study a local castle.</p> <p><b>National links:</b> Pupils look at the abolitionists from around the country that led the way in ending slavery.</p> <p><b>International links:</b> Pupils look at the international links with slavery looking at the different continents, countries and</p>	<p><b>Literacy:</b> Describe and explain using connectives to structure reasoning. Read interpretations and infer the interpretation accordingly. Focus on the command word of describe. Extended writing formalising sentences and structuring paragraphs. Pupils use connectives to explain their reasoning. Summarise information. Read statements and create an argument. Use oracy skills to present an argument.</p> <p><b>Numeracy</b></p>



resources involved.	Slave auctions and the value of Slaves. <b>DCF</b> Pupils create a website on abolitionists.
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Assessment (How will we know that students have learnt what we taught them)

<b>Formative Assessment:</b> Oral questioning Mini Plenaries Self Assessment Peer-Assessment Misconception checks Circulation Quizzes Exit cards Think-Pair-Share Find Someone who	<b>Summative assessment:</b> Slavery Assessment 3
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Evaluation (To be completed 2024)

Strengths	Areas for Development	Pupil Voice