

## Year 8 History – the Triangular slave trade

The Triangular slave trade	Knowledge, Skills, Understanding
<b>Higher</b>	<p>Can analyse the relative importance of the causes of a historical event (e.g. the reasons for the abolition of the Slave Trade)</p> <p>Can argue confidently why one cause was more important than other causes.</p> <p>Can evaluate the content and provenance of several sources confidently to reach a judgement (e.g. sources on how slaves were treated on plantations)</p> <p>Can analyse and evaluate different interpretations (e.g. of the severity of conditions for slaves)</p> <p>Can analyse and evaluate why different individuals/groups interpret the significance of individuals/events differently (e.g. the significance of William Wilberforce, Olaudah Equiano)</p> <p>Can analyse and evaluate the nature, extent, speed and impact of change brought about by a historical event</p> <p>Can analyse and evaluate different viewpoints both of different groups and within groups. (E.g. Slaves, Slave Traders, Plantation Owners, African Tribal Leaders)</p> <p>Can create well argued, highly structured and fully supported accounts integrating independently found sources</p>
<b>Intermediate</b>	<p>Can write about historical events in detail. (E.g how slaves were captured, life on board slave ships, life on plantations)</p> <p>Can explain fully the causes of events. (E.g the reasons for the abolition of the slave trade)</p> <p>Can explain how different types of historical sources support or deny historical claims. (E.g sources on how slaves were treated on plantations)</p> <p>Can explain why contrasting interpretations of the past have been constructed. (E.g of conditions for slaves on plantations)</p> <p>Can explain the significance of a historical figure. (E.g. William Wilberforce, Olaudah Equiano).</p> <p>Can explain whether changes brought about by the abolition of slavery were big or small/good or bad.</p> <p>Can explain viewpoints of different groups (E.g. Slaves, Slave Traders, Plantation Owners, African Tribal Leaders)</p> <p>Can use historical terms and concepts in increasingly sophisticated ways.</p> <p>Can create relevant, highly structured and fully supported accounts (using source evidence and contextual knowledge).</p>
<b>Foundation</b>	<p>Can describe historical events fully and can identify causes of these events. (E.g reasons for the abolition of the slave trade)</p> <p>Can describe how different types of historical sources support or deny historical claims</p> <p>Can describe contrasting interpretations of the past. (E.g the severity of conditions for slaves)</p> <p>Can describe a historically significant figure such as Wilberforce or Equiano (may be able to begin to explain their significance).</p> <p>Can describe how life in England changed as a result of the abolition of the slave trade in 1807 and slavery in 1830.</p> <p>Can describe different historical viewpoints on a historical event or a historical figure.</p> <p>Can use historical terms and concepts.</p> <p>Can create relevant, structured and evidentially supported accounts.</p>

