



### Golden Threads

In what ways have people's lives changed in the modern world?

### Enrichment

### Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p><b>The Transatlantic Slave Trade</b></p> <p>What is the meaning of the term 'enslaved'?</p> <p>How did individuals, groups and countries profit from the transatlantic slave trade?</p> <p>How were enslaved people controlled?</p> <p>How did enslaved people resist their treatment and captivity?</p> <p>What does Bunce Island tell us about the Slave Trade?</p> <p>How did the slave trade end?</p> <p>Why was the transatlantic slave trade abolished? Assessment</p> <p>What impact did the transatlantic slave trade have on Britain?</p>	<p>Analysing historical interpretations and understanding that history is constructed.</p> <p>Producing firm arguments which are well-planned.</p> <p>Causation - why the slave trade was abolished.</p> <p>Exploring the links between local, national and international history.</p> <p>Building an understanding of the legacy of transatlantic enslavement and its continuing impact today.</p>	<p>Explain why the transatlantic slave trade was abolished.</p> <p>To complete a GCSE style question.</p> <p>Students will be expected to complete a final paragraph answering the above question. As preparation there is a model paragraph collectively worked through, the opportunity to write a guided paragraph before they are assessed on their independent paragraph (I do, we do, you do).</p>	<p><b>Voluntary Participation:</b> Some students may mistakenly believe that Africans willingly participated in the slave trade, thinking that they sold themselves into slavery.</p> <p><b>Benefit to Africa:</b> There's a misconception that the Transatlantic Slave Trade benefited Africa economically and socially.</p> <p><b>Treatment of Enslaved People:</b> Another misconception is that enslaved people were treated relatively well or even as members of the household by their owners.</p> <p><b>Abolition as Immediate Freedom:</b> Students may believe that the abolition of the Transatlantic Slave Trade immediately granted freedom and equality to all enslaved individuals.</p> <p><b>Limited Impact:</b> Some students may underestimate the impact and scope of the Transatlantic Slave Trade, viewing it as a minor historical event.</p>	<p>Enslavement</p> <p>Captive</p> <p>Trafficking</p> <p>Middle Passage</p> <p>Voyage</p> <p>Industrialisation</p> <p>Commercialisation</p> <p>Triangular Trade</p> <p>Transatlantic</p> <p>Transcontinental</p> <p>Auction</p> <p>Plantation</p> <p>Resistance</p> <p>Abolition</p> <p>Empire</p> <p>Economic</p>	<p>In year 8, pupils will learn about the industrial revolution. Pupils will learn about empire, industrialisation, and the increased demand for raw materials produced by enslaved people (such as cotton), in expanding British Industry (such as textiles).</p> <p>Later in year 9, pupils will learn about the Civil Rights Movement. The civil Rights topic will pick up where Transatlantic Enslavement finishes, with the emancipation of African Americans in the 1860s.</p> <p>Looking forward to GCSE – Early Elizabethan England: Knowledge of Triangular Trade and Transatlantic voyages will link directly to Exploration and voyages of discovery and Raleigh and Virginia content elements of the course.</p> <p>A-level. 1K The making of a Superpower: USA, 1865–1975. Knowledge of Enslavement and plantations in America as well as moves toward abolition link specifically to this topic.</p>



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Term 2	<p><b>The First World War</b></p> <p>Introduction</p> <p>Long Term Causes and International Tension in 1914</p> <p>Was WWI a ‘world war’?</p> <p>Trench Warfare</p> <p>The Battle of the Somme</p> <p>The Battle of Amiens</p> <p>Review lesson</p>	<p>Understanding of a specific historical event – this is a depth study</p> <p>Cause and consequence, inc. the home front assessment which focuses on putting forward reasons that are explained with evidence and clear links to the question</p> <p>Similarity and difference (comparison of warfare between 1916 and 1918)</p> <p>Working effectively alone and in groups</p> <p>Learning some precise material “off by heart” for a content test</p>	<p>Content test on the development of trench warfare (Somme to Amiens).</p>	<p><b>The War’s Cause:</b> Many students may believe that the immediate cause of World War I was solely the assassination of Archduke Franz Ferdinand of Austria-Hungary.</p> <p><b>The War’s Scope and Duration:</b> Some students may underestimate the scale and duration of World War I, viewing it as a brief and localised conflict.</p> <p><b>Trench Warfare:</b> There’s a misconception that trench warfare was the dominant feature of the entire war.</p> <p><b>Role of Technology:</b> Students may overemphasise the role of new technologies such as tanks, airplanes, and chemical weapons in World War I.</p> <p><b>Soldiers’ Attitudes:</b> There’s a misconception that soldiers on all sides of the conflict were enthusiastic and patriotic about fighting in the war.</p>	<p>Military</p> <p>Tactics (e.g. creeping barrage)</p> <p>Empire</p> <p>Causes</p> <p>Home front</p> <p>Trench warfare</p> <p>Casualties</p> <p>Strategies</p> <p>Western Front</p> <p>Munitions</p> <p>Significance</p> <p>Suffrage</p> <p>Propaganda</p> <p>Medicine</p> <p>Treatment</p> <p>Civilians</p> <p>Rationing</p> <p>Conscription</p>	<p>Understanding of causation and the “Explain why” assessment on the home front is building on units such as Year 7 reasons for William’s victory at Hastings. The assessment is worded in the same way as a GCSE question, with “Explain why” done three times across the GCSE exams.</p> <p>Military history is explored in Year 7 Battle of Hastings.</p> <p>The role of the Empire links back to the students’ studies of the British Empire when exploring the Industrial Revolution in Year 8.</p> <p>Medicine on the Western Front is a substantial part of our Medicine through Time GCSE unit.</p> <p>The aftermath of the First World War is the beginning of our GCSE unit on Weimar &amp; Nazi Germany.</p> <p>The military content test assessment is the second content test students have at KS3 (Year 8 French Revolution) – building on revision skills, answering questions accurately etc.</p>
Term 3	<p><b>The First World War</b></p> <p>Homefront: Women during WWI</p> <p>Homefront: Suffrage</p> <p>Homefront: Medical Developments in World War One</p>		<p>Explain why the First World War affected British civilians during the years 1914-1919.</p> <p>This will build on the assessment completed in term 1, giving students the opportunity to write a full answer.</p>	<p><b>Women’s Role:</b> Some students may overlook the significant contributions of women during World War I.</p> <p><b>Equality and Social Progress:</b> There’s a misconception that the war led to significant social progress and equality on the homefront, particularly in terms of gender and class.</p> <p><b>Impact on Daily Life:</b> Students may underestimate the profound impact of the war on daily life on the homefront.</p>		



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Term 4	<p><b>The Holocaust</b></p> <p>Introduction to the Holocaust through Leon Greenman’s story.</p> <p>Overview of genocide in the 20th century.</p> <p>What was the variety of experience of pre-war Jewish life?</p> <p>Increasing persecution during the 1930s.</p> <p>The impact of WWII and intensification of the Holocaust- ghettoization and Holocaust by bullets.</p> <p>The Final Solution and creation of the Death camps.</p> <p>Resistance to the Holocaust and the challenges facing those trying to emigrate.</p> <p>Who was responsible for the Holocaust?</p> <p>What happened during the Rwandan genocide and why is it important to learn about the Holocaust/genocide?</p>	<p>Understanding of a specific historical event- this is a depth study.</p> <p>Cause and consequence- How and Why did the Holocaust happen? Consideration of responsibility and the consequences of being a bystander.</p> <p>Understanding the complexities of historical experiences and how individual circumstances can impact experiences.</p> <p>Using personal stories to learn about this complex and emotive period of history.</p>	n/a given the nature of the topic	<p><b>Belief that it didn’t happen:</b> One of the most dangerous misconceptions is the belief that the Holocaust did not occur or that its scale and severity have been exaggerated.</p> <p><b>Attributing blame solely to Hitler:</b> While Adolf Hitler and the Nazi regime were the architects of the Holocaust, attributing blame solely to Hitler overlooks the broader societal, political, and cultural factors that enabled the genocide.</p> <p><b>Belief that only Jews were targeted:</b> While Jews were the primary targets of the Holocaust, the Nazi regime also targeted and persecuted other groups, including Roma (Gypsies), disabled individuals, Slavs, homosexuals, Jehovah’s Witnesses, political dissidents, and others deemed “undesirable” by Nazi ideology.</p> <p><b>Perception of passive victims:</b> There is a misconception that the victims of the Holocaust were passive and did not resist their persecution.</p> <p><b>Belief that bystanders were powerless:</b> While some individuals and groups actively participated in the persecution and murder of Jews and other targeted groups, many others stood by as bystanders. It’s a misconception to believe that bystanders were entirely powerless or unaware of the atrocities unfolding around them.</p> <p><b>Minimisation of the Holocaust’s impact:</b> Some may minimise the impact of the Holocaust by comparing it to other historical atrocities or by downplaying its significance in the broader context of World War II.</p> <p><b>Belief that it couldn’t happen again:</b> Despite the horrors of the Holocaust, there is a misconception that such genocide could never happen again.</p>	<p>Genocide</p> <p>Holocaust</p> <p>Resistance</p> <p>Responsibility</p> <p>Anti-Semitism</p> <p>Rights</p> <p>Death Camp</p> <p>Concentration camp</p> <p>Bystander</p> <p>Emigration</p> <p>Persecution</p> <p>Prejudice</p> <p>Refugee</p> <p>Einsatzgruppen</p> <p>Final solution</p> <p>Rwanda</p> <p>Minority</p> <p>Diverse</p> <p>Aryan</p> <p>Boycott</p> <p>Propaganda</p> <p>Ghetto</p> <p>Segregation</p> <p>Untermenschen</p> <p>Dehumanise</p> <p>Justice</p> <p>Responsibility</p> <p>Discrimination</p> <p>Eye-witness testimony</p>	<p>The Civil Rights movement is studied in Year 9. There are links here with prejudice, discrimination and persecution.</p> <p>Local history- the use of Dietrich’s story and emigration to Chippenham.</p> <p>There is an option to research the Nuremberg Trials.</p> <p>At GCSE, students learn about Germany between 1918 and 1939. Although the Holocaust isn’t included in the specification, increasing persecution of minority groups is.</p>



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Term 5	<p><b>African-American civil rights</b></p> <p>Looking at how life changed for black people after the Civil War.</p> <p>How effective was the work of the early campaigners?</p> <p>What key events happened in the 1950s which progressed (or stagnated in the case of Emmett Till) civil rights for black people living in America?</p> <p>How did events of the 1960s catapult key campaigners to the forefront of civil rights?</p> <p>The challenges faced by / progress of black people living in America since the 1960s.</p>	<p>Understanding of some specific historical events that became turning points in the history of black people in America.</p> <p>Cause and consequence, including responses to both white people and black people to certain events.</p> <p>Understanding how different sections of society respond to events depending on demands from society.</p> <p>Similarity and difference (how did civil rights change over the time period).</p> <p>Learning some precise material “off by heart”.</p>	<p>How much did black civil rights campaigners achieve in the 1950s?</p> <p>Extended writing piece that links to how they would approach GCSE exams</p> <p>Produce an A3 size road map showing why and when changes were made to the position of black people in America – using images and writing – together with: “Explain one way in which black people’s civil rights in 1960 were different from their rights in 1900” – added writing to the road map if time.</p> <p>Assessing their ability to judge the extent of continuity and change, as well as their ability to identify key moments.</p>	<p><b>Civil Rights Movement as a Singular Event:</b> One common misconception is viewing the Civil Rights Movement as a single, unified event rather than a complex and multifaceted struggle that evolved over several decades.</p> <p><b>Focus Solely on Key Figures:</b> While figures like Martin Luther King Jr., Rosa Parks, and Malcolm X are widely recognized for their contributions to the Civil Rights Movement, focusing solely on these key figures can oversimplify the movement’s history and overlook the countless grassroots activists, organizers, and ordinary individuals who played crucial roles.</p> <p><b>Passivity of African-Americans:</b> There’s a misconception that African-Americans were passive recipients of civil rights changes rather than active agents who fought courageously for their rights and freedoms.</p> <p><b>Legal Changes as End of Struggle:</b> Another misconception is viewing legal changes, such as the Civil Rights Act of 1964 and the Voting Rights Act of 1965, as the end of the struggle for civil rights.</p> <p><b>Geographical Limitations:</b> Some may mistakenly believe that the Civil Rights Movement was confined to the Southern United States, particularly during the 1950s and 1960s.</p> <p><b>Nonviolent Resistance as the Only Strategy:</b> While nonviolent resistance was a central strategy of the Civil Rights Movement, it’s important to recognise that the movement encompassed a range of tactics, ideologies, and approaches.</p> <p><b>Achievement of Racial Equality:</b> There’s a misconception that the Civil Rights Movement achieved racial equality and resolved all issues of racism in the United States.</p>	<p>Share Cropping KKK Lynching Segregation Jim Crow Laws Racism Campaigners Civil Rights Achievement Discrimination Supreme Court NAACP Laws/legislation President Desegregation Racial equality Police brutality Anti-racism Abolition Progress Boycott Unconstitutional Desegregate Improve Achieve Limitations Protest</p>	<p>This unit follows on from the transatlantic slave-trade in Year 9 in term 1.</p> <p>In Year 7 students learn about the crusades and identify that there are different groups of people living in the same country and the potential for disagreements and discrimination.</p> <p>A key focus of this unit is change and continuity over a long period which is an essential skill when looking at the GCSE unit on Medicine Through Time.</p> <p>Campaigning, revolts, rebellions, politics, society are all key themes addressed throughout history and this module contains examples of each.</p> <p>This follows the teaching of the Holocaust in term 4. There are links here with prejudice, discrimination and persecution.</p> <p>A-level. 1K The making of a Superpower: USA, 1865–1975. Knowledge of the Civil Rights movement links specifically to this topic.</p>



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Term 6	<p><b>Post-war Britain</b></p> <p>An introduction to Post-war Britain.</p> <p>People and events that have impacted attitudes towards LBGTQ+ identities.</p> <p>Why was the European Union (EEC) created?</p> <p>What was life like as a young person between 1950 and 1980?</p> <p>How has the position of women developed?</p> <p>Who are the individuals who have shaped post-war British society?</p> <p>What has been the experience of some British Asians since 1945?</p> <p>What were the key events that led to the Good Friday Agreement in 1998?</p>	<p>Change over time. How has British society developed over the last 80+ years?</p> <p>Cause and consequence. What have been the key drivers of change within British society?</p>	<p>1x historical interpretation practice</p>	<p><b>Gender Roles and Women’s Rights:</b> There is a misconception is the idea that women’s roles and rights were significantly transformed in post-war Britain.</p> <p><b>Social Mobility and Class Equality:</b> Some may mistakenly believe that the post-war period led to widespread social mobility and the breakdown of class barriers in British society.</p> <p><b>Cultural Changes and Modernisation:</b> There’s a misconception that post-war Britain experienced a straightforward trajectory of cultural modernisation and transformation.</p> <p><b>Economic Prosperity for All:</b> There’s a misconception that the post-war period brought about economic prosperity and stability for all segments of British society.</p>	<p>Gender</p> <p>Sexuality</p> <p>Discrimination</p> <p>Prejudice</p> <p>Feminism</p> <p>Youth Culture</p> <p>Affluence</p> <p>Homosexuality</p> <p>Economy</p> <p>Controversial</p> <p>Empire</p> <p>Commonwealth</p> <p>Migration</p> <p>Empowerment</p> <p>European Union</p> <p>Republicans</p> <p>Nationalists</p> <p>Catholic</p> <p>Protestant</p> <p>Unionists</p> <p>IRA</p> <p>UVF</p> <p>Home Rule</p>	<p>Teaching of Mary Wollstonecraft in Year 8 introduces students to the idea of feminism.</p> <p>A-level. 2S The Making of Modern Britain, 1951-2007. Knowledge of post-war Britain links specifically to this topic.</p> <p>Ideas of prejudice and discrimination cover in Year 8 when studying the witch-craze and in Year 9 when studying the Transatlantic Slave Trade, the Holocaust the Civil Rights movement.</p>