History Learner journey

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| **Higher** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment**  |
| **Scottish Unit: Migration and Empire** | describing, explaining and analysing detailed and accurate knowledge and understanding of the topic ‘Migration and Empire, 1830-1939’ | Detail, explain and analyse accurate knowledge and understanding about the following areas within the unit:Issue 1 – The migration of Scots: * economic reasons; the highland clearances; collapse of the Highland economy; migration from the countryside to the towns; internal migration to England; emigration

Issue 2 – The experience of following immigrant groups in Scotland: * Irish, Catholic and Protestants; Jews; Lithuanians; and Italians

Issue 3 – The impact of Scots emigrants on the empire:* Canada, Australia, New Zealand and India

Issue 4 – The effects of migration and empire on Scotland to 1939:* The contribution of immigrants to Scottish society and culture – the contributions of the Irish, Italians, Jews and Lithuanians; and the impact of the empire on Scotland
 | Revise knowledge in preparation of timed questions. | Encouragement to revise/study at homeUse any sources of information at home (computer/internet)Use of local libraryAvailability of online resources such as Edmodo and google classroomPast papers available at home | Timed QuestionsEnd of unit assessmentPrelim |
| Passport of Skills |
| * Taking Responsibility
* Managing, Planning, Organising
* Communicating
* Working with others
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| **Scottish Unit: Migration and Empire** | evaluating historical sources | * Evaluate the usefulness of sources as evidence of the above issues:

- Taking into account the date, origin, type, and purpose whilst going into depth supporting their evaluation with accurate knowledge;- Evaluating the usefulness of two pieces of content from the source and supporting their evaluation with accurate knowledge;- Identifying two limitations of the source in detail* Compare the content of two sources in detail:

- Making up to 4 detailed comparisons from the sources, providing evidence from each source to support this;- Making a holistic comparison of both sources * Contextualising sources in detail in a ‘How Fully’ question:

- A judgement must be made about the extent to which the source provides a full description or explanation;- Up to three points from the source must be identified, and interpreted to support the judgement;- Significant points of omission based on the pupils own knowledge must also be referred to. | Regularly revise and practise source handling questions to prepare for timed skill questions in class. | Encouragement to revise/study at homeUse any sources of information at home (computer/internet)Use of local libraryAvailability of online resources such as Edmodo and google classroomPast papers available at home | Timed QuestionsEnd of unit assessmentPrelim |
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| **British Unit: Britain, 1851-1951** | describing, explaining and analysing detailed and accurate knowledge and understanding of the topic ‘Britain, 1851-1951’ | A study of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of authority, ideology and rights. The following issues are studied:Issue 3 – An evaluation of the reasons why women won greater political equality by 1928* Changing attitudes to women in society: Why did women want the vote?; The women’s suffrage campaigns; The role of the NUWSS; The WSPU – The Suffragettes; The militant Suffragette campaign up to 1914; The part played by women in the war effort, 1914-1918; The example of other countries

Issue 4 – An evaluation of the reasons why the Liberals introduced social welfare reforms, 1906 – 1914* Concerns over poverty – the social surveys of Booth and Rowntree; Municipal socialism; Foreign examples; National efficiency; Fears over national security; The rise of the New Liberalism; Party Advantage; The rise of Labour

Issue 5 – An assessment of the effectiveness of the Liberal social welfare reforms* The aims of the Liberal reforms; The extent to which the Liberal reforms met these and the needs of the British people

Issue 6 – An assessment of the effectiveness of the Labour social welfare reforms, 1945 – 1951 * The aims of the welfare state; The extent to which the Labour reforms met these and the needs of the British people
 | Regularly revise essay plans for regular timed essay questions in class, prelim and exam. | Encouragement to revise/study at homeUse any sources of information at home (computer/internet)Use of local libraryAvailability of online resources such as Edmodo and google classroomPast papers available at home | Timed QuestionsEnd of unit assessmentPrelim |
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| **British Unit: Britain, 1851-1951** | explaining the impact of historical developments, analysing the factors contributing towards historical developments, drawing well-reasoned conclusions and synthesising information in a well-structured manner | Use knowledge in all of the above areas to explain the impact of historical developments, analyse factors contributing towards historical developments, draw well-reasoned conclusions and synthesise information in a well-structured manner. | Regularly revise essay plans for regular timed essay questions in class, prelim and exam. | Encouragement to revise/study at homeUse any sources of information at home (computer/internet)Use of local libraryAvailability of online resources such as Edmodo and google classroomPast papers available at home | Timed QuestionsEnd of unit assessmentPrelim |
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| **European and World Unit: USA, 1918-1968** | describing, explaining and analysing detailed and accurate knowledge and understanding of the topic ‘USA, 1918-1968’ | A study of the growing tensions in American society, focussing on racial divisions, economic difficulties, the growth of federal powers and the struggle for civil rights, illustrating the themes of ideology, identity and rights. The following issues are studied:Issue 1 – An evaluation of the reasons for changing attitudes towards immigration in the 1920s* Isolationism; Fear of revolution; Prejudice and racism; Social fears; Economic fears; The effects of the First World War

Issue 2 – An evaluation of the obstacles to the achievements of civil rights for black people up to 1941* Legal impediments; The ‘separate but equal’ decision of the Supreme Court; Popular prejudice; Activities of the Ku Klux Klan; Lack of political influence; Divisions in the black community

Issue 3 – An evaluation of the reasons for the economic crisis of 1929 – 1933 * Republican government policies in the 1920s; Overproduction of goods; Under-consumption – the saturation of the US market; Weaknesses of the US banking system; International economic problems; The Wall Street Crash

Issue 5 – An evaluation of the reasons for the development of the Civil Rights campaign, after 1945* The continuation of prejudice and discrimination; The experience of black servicemen in the Second World War; The formation of effective black organisations; The emergence of effective black leaders; The role of martin Luther King
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| **European and World Unit: USA, 1918-1968** | explaining the impact of historical developments, analysing the factors contributing towards historical developments, drawing well-reasoned conclusions and synthesising information in a well-structured manner | Use knowledge in all of the above areas to explain the impact of historical developments, analyse factors contributing towards historical developments, draw well-reasoned conclusions and synthesise information in a well-structured manner. | Regularly revise essay plans for regular timed essay questions in class, prelim and exam. | Encouragement to revise/study at homeUse any sources of information at home (computer/internet)Use of local libraryAvailability of online resources such as Edmodo and google classroomPast papers available at home | Timed QuestionsEnd of unit assessmentPrelim |
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