History Learner journey

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| **S4 N3-5** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **The Atlantic Slave Trade 1770 – 1807**  **(NQ, N3-5)** | Describe a range of historical issues related to the Atlantic Slave Trade 1770 – 1807 | * Describe 3-5 points about the exchanges that took place on the trade route known as the triangular trade. * Describe 3-5 features of life was in Africa before the Atlantic Slave Trade * Describe 3-5 ways in which Africans were captured * Describe at least 3-5 points about the social, economic and political impact the Atlantic Slave Trade had on African Society * Describe 3-5 conditions experienced by slaves on the Middle Passage * Describe 3-5 things slaves would have done to them to improve their appearance for auctions * Describe 3-5 features of a slave auction * Describe 3-5 points about the working and living conditions of the slaves on the plantations * Describe 3-5 ways in which Britain dominated the slave trade in the Caribbean * Describe 3-5 lasting impacts of the trade on the Caribbean * Describe 3-5 ways in which major cities were involved in the Atlantic Slave Trade * Describe 3-5 ways in which ports benefited from the Atlantic slave trade * Describe 3-5 facts about the case of the Zong * Describe 3-5 methods used by the abolitionists * Describe 3-5 points about the role played by key figures in the abolitionist campaign * Describe 3-5 groups who were involved in the pro-slavery campaign | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **The Atlantic Slave Trade 1770 – 1807**  **(NQ, N3-5)** | Explain a range of historical issues related to the Atlantic Slave Trade 1770 – 1807 | * Explain 3-5 reasons which led to the enslavement of Africans * Explain 3-5 reasons why Europeans had prejudice views of Africans * Explain 3-5 reason why Africans were involved with the Atlantic Slave trade * Explain 3-5 reasons why the Africans tried to resist their captors * Explain 3-5 differences between the types of auctions * Explain 3-5 different ways slaves resisted * Explain 3-5 reasons the tropical crops such as sugar were important * Explain 3-5 reasons for the major cities success in the Atlantic slave trade * Explain the significance of the case of the Zong * Explain 3-5 reasons why the Society for the Abolition of the Slave Trade was set up * Explain 3-5 reasons why the Quakers were important in the establishment of the society for the Abolition of the Slave Trade * Explain 3-5 arguments for the Slave trade * Explain 3-5 arguments against the slave trade * Explain 3-5 reasons why the abolitionist methods were successful * Explain 3-5 ways in which the abolitionists were important in the Abolition campaign * Explain 3-5 reasons why it took so long to abolish the slave trade * Explain 3-5 reasons why the slave trade was abolished | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  5 Assignment  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **The Atlantic Slave Trade 1770 – 1807**  **(NQ, N3-5)** | Explain how fully a source explains an issue related to the Atlantic Slave Trade 1770 – 1807 | * Interpret 1-3 pieces of knowledge from a source * Describe/explain 1- 3 other points related to the Atlantic Slave Trade | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **The Atlantic Slave Trade 1770 – 1807**  **(NQ, N3-5)** | Compare sources on issues related to the Atlantic Slave Trade 1770 – 1807 | * Make an overall comparison on two sources related to the Atlantic Slave Trade * Make more detailed comparisons on two sources related to the Atlantic Slave Trade * Provide evidence from the sources to support the detailed comparisons related to the Atlantic Slave Trade | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **The Atlantic Slave Trade 1770 – 1807**  **(NQ, N3-5)** | Evaluate the usefulness of a source related to the Atlantic Slave Trade 1770 – 1807 | * Evaluate source A’s usefulness of sources as evidence of issues related to the Atlantic slave trade * Evaluate why the date, author, type and purpose of the source is useful * Evaluate the usefulness of two pieces of content from the source * Identify two limitations of the source | * Past papers questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **The Atlantic Slave Trade 1770 – 1807**  **(NQ, N3-5)** | Assess the importance of different factors contributing to an event related to the Atlantic Slave Trade 1770- 1807 | * Come to a conclusion about the importance of the reasons for the development of the slave trade * Come to a conclusion about the importance of the reasons for the continuation of the slave trade * Come to a conclusion about the importance of the reasons for the abolition of the slave trade. | * Past papers questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 4 AVU  National 5 Assignment  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |

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| **S4 N3-5** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **The Wars of Independence 1286 – 1328**  **(NQ, N3-5)** | Describe a range of historical issues related to the Wars of Independence 1286 – 1328 | * Describe 3-5 succession problems created by the death of Alexander III * Describe 3-5 points of the Treaty of Brigham * Describe 3-5 problems caused by the death of the Maid of Norway * Describe 3-5 points about how John Balliol became king of Scots * Describe 3-5 problems caused by Edward I * Describe 3-5 points about the attack on Berwick * Describe 3-5 points about the attack on Dunbar * Describe 3-5 points about the steps Edward I took to subjugate Scotland * Describe 3-5 points about how King Edward I humiliated Balliol and Scotland * Describe 3-5 points about the Battle of Stirling Bridge * Describe 3-5 points about the Battle of Falkirk * Describe the impact of the Battle of Falkirk * Describe 3-5 key points about the role of William Wallace * Describe 3-5 points about the murder of John Comyn * Describe 3-5 points which include the successes and failures of Robert Bruce in his first year as King * Describe 3-5 points about the battle of Bannockburn * Describe the impact of the victory at Bannockburn * Describe 3-5 points about the aftermath of the battle of Bannockburn * Describe the declaration of Arbroath * Describe 3-5 points about the Treaty of Edinburgh | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
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| **the Wars of Independence 1286 – 1328**  **(NQ, N3-5)** | Explain a range of historical issues related to the Wars of Independence 1286 – 1328 | * Explain 3-5 reasons why Alexander III’s reign could be described as a golden age * Explain 3-5 problems with the Maid of Norway being queen * Explain 3-5 reason Edward made it difficult for John Balliol to rule Scotland * Explain 3-5 reasons for the Scottish rebellions against King Edward I * Explain 3-5 reasons why the Scots won the battle of Stirling Bridge * Explain the significance of the battle of Stirling bridge * Explain 3-5 reasons why Robert Bruce was successful after 1307 * Explain 3-5 reasons the Scots were victorious at the Battle of Bannockburn * Explain 3-5 reasons why Bruce was ultimately successful | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **the Wars of Independence 1286 – 1328**  **(NQ, N3-5)** | Explain how fully a source explains an issue related to the Wars of Independence 1286 – 1328 | * Interpret at 1-3 pieces of knowledge from a source * Describe/explain 1-3 other points related to the Wars of Independence 1286 – 1328 | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **the Wars of Independence 1286 – 1328**  **(NQ, N3-5)** | Compare sources on issues related to the Wars of Independence 1286 – 1328 | * Make an overall comparison on two sources related to the Wars of Independence 1286 – 1328 * Make more detailed comparisons on two sources related to the Wars of Independence 1286 – 1328 * Provide evidence from the sources to support the detailed comparisons related to the Wars of Independence 1286 – 1328 | * Past paper questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **the Wars of Independence 1286 – 1328**  **(NQ, N3-5)** | Evaluate the usefulness of a source related to the Wars of Independence 1286 – 1328 | * Evaluate source A’s usefulness of sources as evidence of issues related to the Wars of Independence 1286 – 1328 * Evaluate why the date, author, type and purpose of the source is useful * Evaluate the usefulness of two pieces of content from the source * Identify two limitations of the source | * Past papers questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 3 outcomes  National 4 outcomes  National 5 Exam |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **the Wars of Independence 1286 – 1328**  **(NQ, N3-5)** | Assess the importance of different factors contributing to an event related to the Wars of Independence 1286 – 1328 | * Come to a conclusion about the importance of the reasons for the failure of John Balliol * Come to a conclusion about the importance of the reasons for the success of the Scots at Stirling bridge * Come to a conclusion about the importance of the reasons for the success of Robert the Bruce | * Past papers questions | * Past papers available at home * Encouragement to revise/study at home * Availability of online resources such as Edmodo and google classroom | End of unit assessment  National 4 AVU  National 5 Assignment  National 5 Exam |