History Learner journey

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S2 (BGE)** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Revolutions** | * Describe a range of historical issues related to the European Revolutions | * Describe at least 3 the events of the French Revolution in a chronological order * Describe the role of Robespierre and Napoleon * Describe at least 3 events of the 1917 Russian Revolution * Describe Lenin’s rise to power | * Homework booklet- Describe the reactions of different reactions of French society to the execution of King Louis XVI by completing a table. | * Take to library and encourage interest in subject * Use any sources of information at home (computer/internet) | End of unit assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
|  | * Explain a range of historical issues related to European Revolutions | * Explain at least 3 reasons why the French revolted in 1789 * Explain why Robespierre and Napoleon were removed from power * Explain at least 3 reasons why the Russians were angry with the Tsar in 1905 * Explain at least 3 reasons why the Russians are unhappy in 1917 |  |  | End of unit assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
|  | Come to a conclusion about European revolutions | * Come to a conclusion about the most important cause of the French revolution |  |  | End of unit assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **Slavery in the USA the Journey to Freedom** | * Describe a range of historical issues related to slavery in the USA | * Describe at least 2 differences between the northern and southern states * Describe at least 3 ways the slaves used the underground railroad * Describe Abraham Lincolns early life and career * Describe the assassination of Lincoln * Describe in detail one event of the civil rights movement | * Homework booklet-   Describe what life was like as a slave living in a Southern plantation by writing a diary. | * Take to library and encourage interest in subject * Use any sources of information at home (computer/internet) | Group task on civil rights event which is presented to class |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
|  | * Explain a range of historical issues related to slavery in the USA | * Explain at least 2 reasons why slavery developed in the south and not in the north. * Explain at least two reasons why Harriet Tubman was seen as a threat to the existence of slavery – create a blanket * Explain at least 2 reasons why Lincolns was assassinated * Explain at least 5 ways life improved for African Americans by 1877 * Explain at least 5 difficulties still faced by Africans Americans in 1877 * Explain why the methods used by civil rights campaigners were successful |  |  | Essay on life after slavery |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
|  | Explain how fully a source explains an issue related to slavery in the USA | * Interpret at least two pieces of knowledge from a source * Explain at least two other dangers facing runaway slaves | * Homework booklet – identify relevant points from a source to explain how fully the source explains the reasons why the Tsar had to abdicate in 1917. | * Take to library and encourage interest in subject * Use any sources of information at home (computer/internet) | Jotter work |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
|  | Come to a conclusion about slavery in the USA | * Come to a conclusion about the extent to which life had improved for African Americans by 1877 * Come to a conclusion about how effective the civil rights movement was |  |  | Essay on life after slavery |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S2** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Changing life in Britain between 1830 and 1930** | * Describe a range of historical issues related to changing life in Britain between 1830 and 1930 | * Describe at least 3 living conditions experienced by people living in tenements. * Describe at least 3 points of the Rent Strikes in Glasgow in 1915. * Describe at least 3 features of the new homes built by the government * Describe at least 3 ways Cholera affected Scotland * Describe at least 3 working conditions coalminers experienced down in the pits. * Describe at least 3 improvements made to the working conditions in coalmines. * Describe at least 3 of the benefits the railways brought * Describe at least 3 roles of women in society * Describe at least 3 methods used by the Suffragists and Suffragettes * Describe at least 3 roles of women during WW1 * Describe the impact of a chosen area on people’s lives | * Homework booklet-   Describe the events of Red Clydeside by displaying information in their chosen format. | * Take to library and encourage interest in subject * Use any sources of information at home (computer/internet) | End of unit assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
|  | * Explaining a range of historical issues related to changing life in Britain between 1830 and 1930 | * Explain at least two reasons why people moved from the countryside to the towns. * Explain at least two reasons why the population increased between 1830 and 1930. * Explain at least 2 reasons why the poor condition of tenements caused poor health. * Explain at least 2 reasons why people felt the need to strike during WW1 * Explain at least 2 reasons why the Rent Strikes were successful * Explain at least 2 reasons why the government promised to build new homes. * Explain at least 2 reasons why there was still housing problems * Explain at least 2 reasons why health improved * Explain at least 3 dangers coalminers faced on a daily basis * Explain at least 2 reasons why the railways were developed * Explain at least 2 arguments for and 2 arguments against the expansion of the railways. * Explain at least 3 reasons why women needed the right to vote. * Explain at least 2 reasons why these methods were successful in gaining women the right to vote * Explain at least 2 reasons their war efforts helped them win the vote. * Explain why these changes were important |  |  | End of Unit Assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
|  | Describe how fully a source explains an issue related to changing Britain between 1830 and 1930 | * Interpret at least two pieces of knowledge from a source * Describe at least two other events of the Glasgow Rent Strikes |  |  | End of Unit Assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
|  | Evaluate the usefulness of a source related to changing life in Britain between 1830 and 1930 | * Evaluate source A’s usefulness as evidence of the impact of the railways on British people’s lives * Evaluate why the date, author and purpose of the source is useful * Evaluate the usefulness of one piece of content from the source * Identify a limitation of the source |  |  | End of Unit Assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
|  | Come to a conclusion about an issue related to changing life in Britain between 1830 to 1930 | * Come to a conclusion about the extent to which people suffered as a result of the railways. * Come to a conclusion about why women won the right to vote in 1918 * Come to a conclusion about the importance of changes in a chosen area on British people’s lives. |  |  | End of Unit Assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |