History Learner journey

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| **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
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|  | * 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 |
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| Passport of Skills |
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|  | 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 |
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| **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 |
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* Working with others
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|  | * 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 |
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* Working with others
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|  | 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 |
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|  | 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 |
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| **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 |
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|  | * 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 |
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 |
|  | 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 |
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|  | 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 |
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|  | 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 |
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