History Learner journey

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| **S3** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **World War 1**  **(BGE)** | Describe a range of historical issues related to WW1 | * Describe at least 3 points about imperialism before 1914. * Describe at least 3 points about the alliance system * Describe at least 3 points about the arms race * Describe at least 3 points about the assassination of Franz Ferdinand * Describe at least 3 points about the difficulties of trench warfare * Describe at least 3 features of new technology * Describe at least 3 points about DORA * Describe at least 3 points about conscientious objectors * Describe at least 3 about food shortages/rationing * Describe at least 3 points about the different jobs women did during the war * Describe at least 3 points about the use of propaganda during the war * Describe at least 3 points about the Ludendorff Offensive * Describe at least 3 points about the collapse of the German Home Front * Describe at least 3 points about the final stages of the war * Describe at least 3 points about the ‘Big Three’ * Describe at least 3 points the Allies wanted from the war * Describe at least 3 points about the terms of the Treaty of Versailles * Describe at least 3 aims of the League of Nations * Describe at least 3 features of the structure of the League of Nations * Describe at least 3 successes of the League of Nations | * Research a major battle. * Revise knowledge in preparation of times questions. | * Encouragement to revise/study at home * Use any sources of information at home (computer/internet) * Take to library and encourage interest in subject * Availability of online resources such as Edmodo and google classroom | End of unit assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **World War 1**  **(BGE)** | Explain a range of historical issues related to WW1 | * Explain at least 2 reasons why the tensions increased between the Great Powers of Europe * Explain at least 2 reasons why the assassination of Franz Ferdinand led to the outbreak of WW1 * Explain at least 2 reasons why trench warfare changed British soldiers’ attitudes to war * Explain at least 2 reasons why new technology made it easier to break the deadlock of trench warfare * Explain at least 2 reasons why young men enlisted * Explain at least 2 reasons why the government introduce conscription * Explain at least 2 reasons why women’s war effort changed the status of women * Explain at least 2 reasons why propaganda was effective in persuading people to support the war effort * Explain at least 2 reasons why the USA entered the war * Explain at least 2 reasons why Russia surrendered * Explain at least 2 reasons why the Ludendorff Offensive failed * Explain at least 3 reasons why German morale broke * Explain at least 2 reasons why the Germans hated the Treaty of Versailles * Explain at least 2 reasons why the League of Nations was ineffective | * Revise knowledge in preparation of times questions. | * Encouragement to revise/study at home * Use any sources of information at home (computer/internet) * Take to library and encourage interest in subject * Availability of online resources such as Edmodo and google classroom | End of unit assessment |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising * Communicating * Working with others |
| **World War 1**  **(BGE)** | Explain how fully a source explains an issue related to WW1 | * Interpret at least 2 pieces of knowledge from a source * Describe/explain 2 other points related to WW1 | * Source 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 |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **World War 1**  **(BGE)** | Compare sources on issues related to WW1 | * Make an overall comparison on two sources related to WW1 * Make 2 detailed comparisons on two sources related to WW1 * Provide evidence from the sources to support the detailed comparisons related to WW1 | * Source 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 |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **World War 1**  **(BGE)** | Evaluate the usefulness of a source related to WW1 | * Evaluate source A’s usefulness of sources as evidence of issues related to WW1 * 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 | * Source 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 |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |
| **World War 1**  **(BGE)** | Assess the importance of different factors contributing to an event related to WW1 | * Come to a conclusion about the importance of the causes of WW1 * Come to a conclusion about the most important reason why British soldiers’ attitudes to war changed * Come to a conclusion about the most important reason for the end of the war | * Prepare essay   “To what extent was vermin the most significant reason for soldier’s changing their attitude to war.” | * Encouragement to revise/study at home * Use any sources of information at home (computer/internet) * Take to library and encourage interest in subject * Availability of online resources such as Edmodo and google classroom | End of unit assessment  Timed essay |
| Passport of Skills |
| * Taking Responsibility * Managing, Planning, Organising |

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| **S3** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Hitler and Nazi Germany, 1919-1939**  **(NQ, N3-5)** | Describe a range of historical issues related to Hitler and Nazi Germany, 1919-1939 | * Describe 3-5 problems facing Germany at the end of the First World War. * Describe 3-5 points about the Spartacist Uprising. * Describe 3-5 points about the new German Constitution. * Describe 3-5 terms of the Treaty of Versailles. * Describe 3-5 consequences of the French invasion of the Ruhr. * Describe 3-5 the effects of hyperinflation on the German people. * Describe 3-5 points about the Munich Putsch. * Describe 3-5 features of Nazi ideology outlined in Mein Kampf. * Describe 3-5 points about the work of Charles Dawes and Gustav Stresemann helped Germany to recover. * Describe 3-5 points about the economic and political problems facing Germany by 1932. * Describe 3-5 points about Hitler’s consolidation of power before 1934. * Describe 3-5 ways the Nazis used fear and intimidation to main control. * Describe 3-5 ways the Nazis tried to control the Churches. * Describe 3-5 points about the Nazi’s policies towards women. * Describe 3-5 ways in which the Nazis persecuted minorities. * Describe 3-5 examples of propaganda. * Describe 3-5 ways Hitler changed the education system. * Describe 3-5 points about the activities of Hitler Youth. * Describe 3-5 points about Nazi economic policy. | * Revise knowledge in preparation of times questions. | * Encouragement to revise/study at home * Use any sources of information at home (computer/internet) * Take to library and encourage interest in subject * 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 |
| **Hitler and Nazi Germany, 1919-1939**  **(NQ, N3-5)** | Explain a range of historical issues related to Hitler and Nazi Germany, 1919-1939 | * Explain 3-5 reasons why Germany experienced a revolution at the end of the war. * Explain 3-5 reasons why the Spartacists wanted to overthrow Ebert’s government. * Explain 3-5 reasons why the new Weimar Republic was not welcomed by all. * Explain 3-5 reasons why so many Germans hated the treaty. * Explain 3-5 reasons why the French invasion of the Ruhr eventually led to hyperinflation. * Explain 3-5 reasons why the Munich Putsch failed. * Explain 3-5 reasons why Hitler was punished so lightly for his part in the Munich Putsch. * Explain 3-5 reasons why there was little support for the Nazis in the mid-20s. * Explain 3-5 reasons why Hitler was asked to be chancellor in January 1933. * Explain 3-5 reasons why Germany could be described as a dictatorship by the end of 1934. * Explain 3-5 reasons why people were afraid to oppose the Nazis. * Explain 3-5 reasons why opposition to the Nazis was so difficult. * Explain 3-5 reasons why churches at first accept the Nazis but later opposed them. * Explain 3-5 reasons why persecution of minority groups was useful to the Nazis. * Explain 3-5 reasons why propaganda was so important to the Nazis. * Explain 3-5 reasons why young people were important to the Nazis. * Explain 3-5 reasons why the Nazi economic miracle is a myth. | * Revise knowledge in preparation of times questions. * Past paper questions | * Encouragement to revise/study at home * Use any sources of information at home (computer/internet) * Take to library and encourage interest in subject * 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 |
| **Hitler and Nazi Germany, 1919-1939**  **(NQ, N3-5)** | Explain how fully a source explains an issue related to Hitler and Nazi Germany, 1919-1939 | * Interpret at least 1-3 pieces of knowledge from a source * Describe/explain 1-3 other points related to Hitler and Nazi Germany, 1919-1939 | * 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 |
| **Hitler and Nazi Germany, 1919-1939**  **(NQ, N3-5)** | Compare sources on issues related to WW1 | * Make an overall comparison on two sources related to Hitler and Nazi Germany, 1919-1939 * Make 1-2 detailed comparisons on two sources related to Hitler and Nazi Germany, 1919-1939 * Provide evidence from the sources to support the detailed comparisons related to Hitler and Nazi Germany, 1919-1939 | * 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 |
| **Hitler and Nazi Germany, 1919-1939**  **(NQ, N3-5)** | Evaluate the usefulness of a source related to Hitler and Nazi Germany, 1919-1939 | * Evaluate source A’s usefulness of sources as evidence of issues related to Hitler and Nazi Germany, 1919-1939 * 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 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 |
| **Hitler and Nazi Germany, 1919-1939**  **(NQ, N3-5)** | Assess the importance of different factors contributing to an event related to Hitler and Nazi Germany, 1919-1939 | * Come to a conclusion about the most important reason for instability between 1919-1923. * Come to a conclusion about the most important reason for instability between 1919-1929. * Come to a conclusion about the most important reason why Hitler came to power. * Come to a conclusion about the most important reason how Hitler maintained power. | * Revise knowledge in preparation of times questions. * Past paper questions | * Encouragement to revise/study at home * Use any sources of information at home (computer/internet) * Take to library and encourage interest in subject * 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** | **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 |