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
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| **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
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| **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
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| **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
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| **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
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| **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 assessmentTimed 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 assessmentNational 3 outcomesNational 4 outcomesNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
* Managing, Planning, Organising
* Communicating
* Working with others
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| **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 assessmentNational 3 outcomesNational 4 outcomesNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
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* Communicating
* Working with others
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| **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 assessmentNational 3 outcomesNational 4 outcomesNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
* Managing, Planning, Organising
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| **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 assessmentNational 3 outcomesNational 4 outcomesNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
* Managing, Planning, Organising
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| **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 assessmentNational 3 outcomesNational 4 outcomesNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
* Managing, Planning, Organising
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| **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 assessmentNational 4 AVUNational 5 AssignmentNational 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 assessmentNational 3 outcomesNational 4 outcomesNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
* Managing, Planning, Organising
* Communicating
* Working with others
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| **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 assessmentNational 3 outcomesNational 4 outcomes5 AssignmentNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
* Managing, Planning, Organising
* Communicating
* Working with others
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| **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 assessmentNational 3 outcomesNational 4 outcomesNational 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 assessmentNational 3 outcomesNational 4 outcomesNational 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 assessmentNational 3 outcomesNational 4 outcomesNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
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 |
| **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 assessmentNational 4 AVUNational 5 AssignmentNational 5 Exam |
| Passport of Skills |
| * Taking Responsibility
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