Option 2: where the Es and Os remain the same for the whole unit and the final holistic task

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| **Es and Os- People and Past**  I can use my knowledge of a historical period to interpret the evidence and present an informed view **SOC 3.01a**  I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere  **SOC 3-04a**  **Es and Os- Literacy**  I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.  **LIT 3-15a / LIT 4-15a**  I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.  **LIT 3-28a**  **Es and Os – Health and Well-Being**  I value the opportunities I am given to make friends and be part of a group in a range of situations.  **HWB 3-14a**  I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.  **HWB 3-11a** | **Learning Intentions**  **We are learning to:**  Make our own notes from different types of sources  Research an aspect of Roman Life  Present our findings on an aspect of Roman Life | **Success Criteria**:  **Skills – I can:**  Examine sources for information  Select key pieces of information  Put information into my own words  Reference my sources  Make an overall judgement that compares life in Ancient Rome to my life today  **Presentation – I can:**  Choose an appropriate presentation method  Use clear headings  Design a neat layout  Use colour  Include appropriate pictures/drawing |
| **Benchmarks – People and Past**  Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period.  Provides an account with at least two simple explanations as to how and why society has developed in different ways comparing Scotland to another society in Europe or elsewhere. | **Benchmarks – Literacy**  Finds and selects relevant information.  Summarises information using own words.  Uses notes or other sources to generate ideas, inform thinking and support the creation of new texts.  Selects relevant ideas or information, including supporting detail or evidence.  Organises coherently  Acknowledges and references sources in detail.  Vocabulary should include some unfamiliar or subject-specific words in an attempt to be clear or enhance writing. |  |
| **Assessment** | | |
| **Ongoing**  Individual paragraph in jotter about the Moon Landing  During class research – individual pupil notes in their jotter. | **Outline of tasks**  \*Note-taking task on the Moon Landing – examine and pick out key facts from a variety of sources.  \*Choose aspect of Roman life – identify key questions, presentation methods and how to reference sources.  \*Success Criteria – pupils discuss and decide SCs for final presentation  \*2-3 periods in class/library of research using note-taking skills.  \*2 periods to use notes to complete final presentation. | **What evidence will you gather in addition to the holistic task?**  **Homework task** – research a key figure from the past and make a judgement about why they are important/remembered. |
| **Holistic task**  Produce presentation on an aspect of Roman Life.  Peer and self assessment.  Pupil and teacher identify next steps |  |  |
| **Teacher Evaluation of Unit**  Assessment criteria needed to be amended – to include pupil’s ability to devise key questions and select relevant sources independently.  More time needed to be spent on teaching pupils how to write their conclusion as some were unsure of what was expected of them. | Pupils’ engagement with the lessons and the final holistic task was very encouraging. They enjoyed being able to choose their topic and key questions to focus on.  Pupils took three periods to complete their final presentation. |  |