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| **S2 Broad General Education Plan – Breadth, Depth, Challenge and Skills**  **Social Subjects Course** | | | | | | | |
| **Modern Studies: Part 1** | **Modern Studies: Part 2** | **History: Part 1** | | **History: Part 2** | | **Geography: Part 1** | **Geography: Part 2** |
| ***Modern Slavery Unit***  **Learning and Teaching Focus:**  **Pupils will:**  Explain what Modern Day Slavery is.  Explain our links with Modern Day Slavery.  Explain 3 causes of Modern Day Slavery  Recall knowledge on P.E.E paragraphs  Complete a P.E.E paragraph on the causes of modern slavery  Explain what human trafficking is.  Explain the 3 components of human trafficking.  Identify key industries in the UK that are at most risk of human trafficking  Explain why human trafficking is a problem in the UK.  Explain how different organisations help to solve Modern Day Slavery.  Create their own organisation as part of a group | ***Crime Unit***  **Learning and Teaching Focus:**  **Pupils will:** Describe, in detail, the different categories of crime  Explain, in detail, the reasons why people commit crime  Describe, in detail, what is being done to tackle knife crime in Scotland  Describe, in detail, the consequences of crime.  Describe the work and organisation of Police Scotland  Use evidence from more than one source of information to support or oppose a point of view  Use evidence from more than one source of information to justify a decision or recommendation.  Describe the way in which Courts in Scotland work  Explain which punishment is suitable for certain crimes  Crime scene investigation: To be able to work as a group and gather evidence in order to convict a murderer. | ***Vikings In Scotland Unit***  **Learning and Teaching Focus:**   * Being a Viking * Avoiding Vikings on the Clyde * Viking Chaos: Here to Stay   **Pupils will:**  Describe Viking life and early Viking raids.  Explain the impact the Vikings had on the Clyde and the UK  Provide opinion on the impact of the Vikings on the politics of Early Historic Scotland and Britain. | ***The Medieval World Unit***  **Learning and Teaching Focus:**   * Medieval NHS * Cruel and Unusual Punishments * Medieval Celebs   **Pupils will:**  Describe the spread of the Black Death in the UK.  Explain why medieval doctors were unable to cope with the plague.  Describe the medieval approach to crime and punishment.  Explain why medieval criminal punishment was different than that of today.  Use evidence from a variety of sources to research the important figures of the medieval age. | ***The Witch Must Burn Unit***  **Learning and Teaching Focus:**   * The Witchfinder General * Witches in the West of Scotland * Slaughter in Salem   **Pupils will:**  Explain the causes of witch hunts in the UK  Explain the impact of the growing fear of witches in Scotland.  Explain the impact of witch hunting culture in Britain and the New World. | ***Inverclyde & the Slave Trade Unit***  **Learning and Teaching Focus:**   * Africa to the Caribbean * The Cruelty of Enslavement * Inverclyde and the Trade   **Pupils will:**  Describe the culture of distinct 18th Century African kingdoms.  Explain how Inverclyde was involved in the Slave Trade.  Identify evidence of this involvement and form opinions on its effects. | **Japan – Successful despite its problems Unit**  **Learning and Teaching Focus**  **Pupils will:** Describe the impact of natural hazards on Japan and how they respond to them.  Explain how Japan has become one of the most developed countries in the world.  Investigate the problems in Japanese cities and how they are being tackled.  Explain the changes taking place in the countryside of Japan  Describe the changing population of Japan and its impacts on Japanese society. | **Brazil – a country of contrasts Unit**  **Learning and Teaching Focus:**  **Pupils will:** Investigate the diverse environment of the Brazilian rainforest.  Explore the issues around the development of the Brazilian rainforest.  Investigate the contrasts between rich and poor areas in Brazilian cities.  Describe the diverse population of Brazil – the people of the cities and the natives of the rainforests. |
| **Home learning:**  Revise for Point, Explain, Example assessment. | **Home learning:**  Causes of crime choice task  Support and Oppose question  Police in Scotland task  Pre assessment homework task  Post assessment homework task | **Home learning:**  Imaginative Writing – Letter from Scandinavia  Medieval Skills Task | | **Home learning:**  Witchcraft Local Links Task | | **Home learning:**  Japan Hazards worksheet  Research for Japan’s use of nuclear power poster  Revise for end of unit assessment | **Home learning:**  Research for Brazil rich & poor areas poster  Scotland vs Amazon Rainforest task sheet  Research for end of unit poster task on developing the Brazilian rainforest |
| **Assessment Approach and evidence gathered:**  Individual task: Point, Explain, Example assessment on the causes of Modern Day Slavery, evaluating the effectiveness of pupil study skills.  Individual task: Decision making task on the most effective organisation in tackling Modern Day Slavery, evaluating pupil justifications.  Group task: poster campaign on solutions to Modern Day Slavery. | **Assessment Approach and evidence gathered:**  Individual task: End of unit assessment task creating a poster based around “A life in Pieces” explaining the causes, impact and solutions of crime. | **Assessment Approach and evidence gathered:**  Individual Task: Imaginative Writing – Letter from Scandinavia  Individual Task: Unit Assessment questions to evaluate whole unit.  Individual Task: Medieval Skills Task to evaluate whole unit. | | **Assessment Approach and evidence gathered:**  Witchcraft Project to evaluate whole unit. | **Assessment Approach and evidence gathered:**  Slave Trade Unit Assessment questions to evaluate whole unit. | **Assessment Approach and evidence gathered:**  Individual task: Mid unit poster summarising advantages and disadvantages of Japan’s use of nuclear power  Individual task: End of unit questions on entire unit to evaluate the effectiveness of pupils study skills | **Assessment Approach and evidence gathered:**  Individual task: Mid unit poster summarising an investigation of the rich and poor areas of Brazilian cities  Individual task: End of unit poster summarising issues of developing the Brazilian rainforest |
| **Key Skills :**  **Literacy/Numeracy/ HWB/ Digital Literacy**  I can discuss and explain factual information with confidence  I can listen to the opinions of others and appreciate their point of view  I can change my opinion when I learn more about these events | **Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy**  I can discuss and explain factual information with confidence  I can select and create my own notes using a variety of evidence; written, visual and digital.  I can research key issues/events using written and digital media  I can present information in a variety of ways; oral, written, digital | **Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy**  I can discuss and explain factual information with confidence  I can select and create my own notes using a variety of evidence; written, visual and digital.  I can research key issues/events using written and digital media | | **Key Skills :**  **Literacy/Numeracy/ HWB/Digital Literacy**  I can discuss and explain factual information with confidence  I can select and create my own notes using a variety of evidence; written, visual and digital.  I can research key issues/events using written and digital media | | **Key Skills :**  **Literacy/Numeracy/ HWB/ Digital Literacy**  I can write very detailed descriptions and explanations  I can interpret key data from diagrams and tables  I can gather geographical information and draw conclusions  I can present information logically and clearly | **Key Skills : Literacy/Numeracy/ HWB/Digital Literacy**  I can write very detailed descriptions and explanations  I can gather geographical information and draw conclusions  I can compare and contrast information on a topic  I can present information logically and clearly |
| **Skills for learning, work and life**  Thinking  Personal reflection  Decision making  Communication skills – written, verbal, digital  Developing informed opinions  Making sense of the work around us  Use of digital media for research/presentation  Working with others | **Skills for learning, work and life**  Critical thinking  Decision making  Communication skills – written, verbal, digital  Developing informed opinions  Making sense of the work around us  Problem solving  Use of digital media for research/presentation  Working with others | **Skills for learning, work and life**  Developing organisational skills  Developing sequence and logic  Critical thinking  Use of digital media for research/presentation  Developing informed opinions | | **Skills for learning, work and life**  Developing organisational skills  Developing sequence and logic  Critical thinking  Use of digital media for research/presentation  Developing informed opinions | **Skills for learning, work and life**  Developing organisational skills  Critical thinking  Developing informed opinions | **Skills for learning, work and life**  Critical thinking  Developing imaginative understanding  Developing organisational skills  Developing sequence and logic  Communication skills- written and digital | **Skills for learning, work and life**  Critical thinking  Developing imaginative understanding  Communication skills- written and digital  Developing organisational skills |