Ethnic Cleansing: Escape	Opportunity / Conquest?:	World War One: The Unknown	Rise of the Nazis: The Abyss	Civil Rights: Free at last?	Greece: Democracy &	Macedon: Conquest	Rome: Suppression & Genocide	World War II: World War One, Part	Holocaust:	Cold War: Bombs, Spies and Lies
Through Inverclyde	The Opening up of the West	<u>War</u>			Dictatorship			<u>2?</u>		
Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:	Learning and Teaching Focus:
Causation	Causation & Interpretations	Impact	Causation	Diversity	Significance	Significance / Diversity	Evidence	Continuity & Change	Interpretations	Significance
Pupils will:	Pupils will:	Pupils will:	Pupils will:	Pupils will:	Pupils will:	Pupils will:	Pupils will:	Pupils will:	Pupils will:	Pupils will:
know about my own heritage and about the importance of	have sufficient knowledge of a historical period to interpret	know what contribution some people and events have made	have sufficient knowledge of a historical period to interpret	I know about my own heritage and about the importance of	Be given the opportunity to pass Classical Studies outcomes and gain an understanding of the	Be given the opportunity to pass Classical Studies outcomes and gain an understanding of the issues	Be given the opportunity to pass Classical Studies outcomes and	know what contribution some people and events have made to	know about my own heritage and about the importance of	know the similarities and differences between the
respecting others.	sources and present an informed view.	to Scotland's history.	sources and present an informed view.	respecting others.	development of civilisation.	around conquest.	gain an understanding of their local heritage.	Scotland's history.	respecting others.	lifestyles, values and attitudes of people in the past in Scotland
know how inequality has		know the factors contributing		know the similarities and	know about my own heritage and	know the similarities and	know what contribution some	know how the exercise of	know why a group of people from	and another society in Europe or
affected some groups in the past and how they addressed it.	know about my own heritage and about the importance of	to a major social, political or economic change in the past	know how the exercise of power affects the rights and	differences between the lifestyles, values and attitudes	about the importance of respecting others.	differences between the lifestyles, values and attitudes of people in	people and events have made to Scotland's history.	•	outside Scotland settled here, and some of the impacts they have	elsewhere.
	respecting others.	and the impact on people's	responsibilities of citizens in a	of people in the past in		the past in Scotland and another		democratic and a	made on Scottish culture.	know the main features of
know the main features of conflicting world belief systems	know the similarities and	lives.	more democratic and a less democratic society.	Scotland and another society in Europe or elsewhere.	know the similarities and	society in Europe or elsewhere.	know about my own heritage and about the importance of	less democratic society.	know the similarities and	conflicting world belief systems in the past and the
in the past and the	differences between the	I know about the social,	·	·	differences between the lifestyles, values and attitudes of people in	know how the exercise of	respecting others.	know the possible causes of a past	differences between the lifestyles,	consequences of such conflict
consequences of such conflict	lifestyles, values and attitudes	political and economic	know the factors contributing to	know how inequality has	the past in Scotland and another	power affects the rights and	know why a group of poople	conflict and the impact it has had	values and attitudes of people in	for societies then and since.
for societies then and since.	of people in the past in Scotland and another society	impacts of a technological change in the past.	a major social, political or economic change in the past and	affected some groups in the past and how they addressed	society in Europe or elsewhere.	responsibilities of citizens in	know why a group of people from outside Scotland	on the lives of people at that time.	the past in Scotland and another society in Europe or elsewhere.	know how the exercise of
know the factors contributing to		change in the past.	the impact on people's lives.	it.	know how inequality has affected	a more democratic and a less democratic society.	settled here, and some of the	I know the relative importance of		power affects the rights and
a major social, political or economic change in the past	know how inequality has	know the possible causes of a	know the motives of those	know the factors contributing	some groups in the past and how	·	impacts they have made on Scottish culture.	the factors contributing to a significant historical event.	know how inequality has affected some groups in the past and how	responsibilities of citizens in a more democratic and a
and the impact on people's	affected some groups in the	past conflict and the impact it	involved in a significant turning	to a major social, political or	they addressed it.	know about a meeting of cultures	on scottish culture.	significant historical event.	they addressed it.	less democratic society.
lives.	past and how they addressed	has had on the lives of people at that time.	point in the past and the	economic change in the past	know how the exercise of	in the past and about the impact on the societies involved.	know the relative importance of	know how the nature of		
know the changes which have	it.	at that time.	consequences it had then and since.	and the impact on people's lives.	power affects the rights and		the factors contributing to a significant historical event.	conflict has changed over time.	know the main features of conflicting world belief systems in	know the factors contributing to a major social, political or
taken place in an industry in	know the factors contributing	know the relative importance	since.	iives.	responsibilities of citizens in		significant historical event.		the past and the consequences of	economic change in the past and
Scotland's past and the impact	to a major social, political or	of the factors contributing to		know what attempts were	a more democratic and a less democratic society.		know the impact for those		such conflict for societies then and	the impact on people's lives.
of those changes.	economic change in the past and the impact on people's	a significant historical event.		made to resolve an international conflict and how	,		involved in a specific instance of the expansion of power and		since.	know about the social, political
know the motives of those	lives.	know how the nature of		effective these attempts	know the factors contributing to a major social, political or economic		influence in the past.		know how the exercise of	and economic impacts of a
involved in a significant turning		conflict has changed		were.	change in the past and the impact				power affects the rights and	technological change in the past.
point in the past and the consequences it had then and	know about a meeting of cultures in the past and about	over time.			on people's lives.				responsibilities of citizens in a more democratic and a	I know the motives of those
since.	the impact on the societies				know about a meeting of cultures				less democratic society.	involved in a significant turning
	involved.				in the past and about the impact				luani tha taraa ta faa thaa a taraa la aa l	point in the past and the
know the impact for those involved in a specific instance of	know the impact for those				on the societies involved.				know the impact for those involved in a specific instance of the	consequences it had then and since.
the expansion of power and	involved in a specific instance								expansion of power and influence	
influence in the past.	of the expansion of power and influence in the past.								in the past.	know how the nature of conflict has changed over time.
Home learning:	Home learning:	Home learning:	Home learning:	Home learning:	Home learning:	Home learning:	Home learning:	Home learning:	Home learning:	Home learning:
KU2 Practice	KU2 Practice	KU1 & 2 Practice	KU3 Practice	SH2 & SH3 Practice	Project 2	Project 2	Project 2	SH1 Practice	SH3 Practice	SH2 Practice
Meta-cognition	KU3 Practice	Meta-cognition	Meta-cognition	Meta-cognition				Meta-cognition	Project 3	Meta-cognition
	Meta-cognition	Project 1	Project 1							

and evidence gathereis: Portfolio Approach for gathering National outcome evidence. Assignment	Portfolio Approach for gathering National outcome evidence. Assessment 1	Approach and evidence gathered: Portfolio Approach for gathering Nation all outcome evidence. Assessment 1 for developing meta-cognition skills.	Approach and evidence gathered: Project 1 Portfolio Approach for gathering National outcome e vidence. Assessment 1 for developing meta-cognition skills.	Approach and evidence gathered: Portfolio Approach for gathering Nationa I outcome evidence. Assessment 1 for developing metacognition skills.	Approach and evidence gathered: The opportunity to pass Classical St udies outcomes	The	The	Approach and evidence gathered: Portfolio Approach for gathering National outcome evidence. Assessment 2 for developing meta- cognition skills.	Approach and evidence gathered: Project 3 Portfolio Approach for gathering National outcome evidence. Assessment 2 for developing meta- cognition skills.	Approach and evidence gathered: Portfolio Approach for gathering National outcome evidence. Assessment 2 for developing metacognition skills.
confidence I can write very detailed descriptions and explanations I can select and create my own notes using a variety of evidence; written, visual and digital. I can research key	Literacy/Numeracy/ HWB/ Di gital Literacy I can discuss and explain factual informatio n with confidence I can write very detailed description s and explanations I can compare and contrast info	gital Literacy I can discuss and explain factual informatio n with confidence I can write very detailed description s and explanations I can select and create my own notes using a variety of evidence; written, visual and digital. I can research key issues/events using	Key Skills: Literacy/Numeracy/ HWB/ Digit al Literacy I can discuss and explain factual information w ith confidence I can write very detailed descriptions a nd explanations 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 compare and contrast inform ation on a topic	ital Literacy I can discuss and explain factual information with confidence I can	HWB/ Digital Literacy I can discuss and explain factual information wit h confidence I can write very detailed descriptions an d explanations 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 wit h confidence I can write very detailed descriptions an d explanations 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 compare and contrast informa tion on a topic	nd explanations 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	HWB/ Digital Literacy I can discuss	d explanations	Key Skills: Literacy/Numeracy/ HWB/ Digit al Literacy I can discuss and explain factual information with confidence I can write very detailed descriptions a nd explanations I can compare and contrast inform ation on a topic
	and life Developing organisational skills Decision making Developing informed opinions Making sense of the world around us Critical thinking Developing organisational skills Developing sequence	Skills for learning, work and life Making sense of the world around us Use of digital media for research/presentati on Critical thinking Working with others Developing organisational skills Developing sequence and logic	Skills for learning, work and life Developing organisational skills Decision making Personal reflection Developing informed opinions Making sense of the world around us Use of digital media for research/presentation Problem solving	Making sense of the world around us Working with others	Skills for learning, work and life Developing organisational skills Decision making Developing informed opinions Making sense of the world around us Use of digital media for research/presentation Critical thinking	Skills for learning, work and life Developing organisational skills Making sense of the world around us Use of digital media for research/presentation Working with others Developing sequence and logic	Skills for learning, work and life Developing organisational skills Personal reflection Making sense of the world around us Use of digital media for research/presentation Critical thinking Developing organisational skills Problem solving	Skills for learning, work and life Making sense of the world around us Developing organisational skills	Skills for learning, work and life Developing organisational skills Personal reflection Making sense of the world around us Use of digital media for research/presentation Developing organisational skills Developing sequence and logic	Skills for learning, work and life Making sense of the world around us Critical thinking Developing organisational skills Developing sequence and logic

Assessment

Approach and evidence gathered: Approach and evidence gathered: Approach and evidence

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