

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

<p><b>Assessment Approach and evidence gathered:</b> Portfolio Approach for gathering National outcome evidence. Assignment</p>	<p><b>Assessment Approach and evidence gathered:</b> Portfolio Approach for gathering National outcome evidence. Assessment 1 for developing meta-cognition skills.</p>	<p><b>Assessment Approach and evidence gathered:</b> Portfolio Approach for gathering National outcome evidence. Assessment 1 for developing meta-cognition skills.</p>	<p><b>Assessment Approach and evidence gathered:</b> Project 1 Portfolio Approach for gathering National outcome evidence. Assessment 1 for developing meta-cognition skills.</p>	<p><b>Assessment Approach and evidence gathered:</b> Portfolio Approach for gathering National outcome evidence. Assessment 1 for developing meta-cognition skills.</p>	<p><b>Assessment Approach and evidence gathered:</b> The opportunity to pass Classical Studies outcomes</p>	<p><b>Assessment Approach and evidence gathered:</b> The opportunity to pass Classical Studies outcomes</p>	<p><b>Assessment Approach and evidence gathered:</b> Project 2 The opportunity to pass Classical Studies outcomes</p>	<p><b>Assessment Approach and evidence gathered:</b> Portfolio Approach for gathering National outcome evidence. Assessment 2 for developing meta-cognition skills.</p>	<p><b>Assessment Approach and evidence gathered:</b> Project 3 Portfolio Approach for gathering National outcome evidence. Assessment 2 for developing meta-cognition skills.</p>	<p><b>Assessment Approach and evidence gathered:</b> Portfolio Approach for gathering National outcome evidence. Assessment 2 for developing meta-cognition skills.</p>
<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with 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 issues/events using written and digital media I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with confidence I can write very detailed descriptions and explanations I can compare and contrast information on a topic I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with 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 issues/events using written and digital media I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with 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 issues/events using written and digital media I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with 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 issues/events using written and digital media I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with 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 issues/events using written and digital media I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with 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 issues/events using written and digital media I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with confidence I can write very detailed descriptions and explanations I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with 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 issues/events using written and digital media</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with confidence I can write very detailed descriptions and explanations I can compare and contrast information on a topic</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b> I can discuss and explain factual information with confidence I can write very detailed descriptions and explanations I can compare and contrast information on a topic</p>
<p><b>Skills for learning, work and life</b> Developing organisational skills Decision making Communication skills – written, verbal, digital Making sense of the world around us Use of digital media for research/presentation Critical thinking Developing organisational skills</p>	<p><b>Skills for learning, work and life</b> Developing organisational skills Decision making Developing informed opinions Making sense of the world around us Critical thinking Developing organisational skills Developing sequence and logic</p>	<p><b>Skills for learning, work and life</b> Making sense of the world around us Use of digital media for research/presentation Critical thinking Working with others Developing organisational skills Developing sequence and logic</p>	<p><b>Skills for learning, work and life</b> Developing organisational skills Decision making Personal reflection Developing informed opinions Making sense of the world around us Working with others Developing organisational skills Developing sequence and logic</p>	<p><b>Skills for learning, work and life</b> Developing organisational skills Decision making Developing informed opinions Making sense of the world around us Use of digital media for research/presentation Critical thinking</p>	<p><b>Skills for learning, work and life</b> Developing organisational skills Making sense of the world around us Use of digital media for research/presentation Working with others Developing sequence and logic</p>	<p><b>Skills for learning, work and life</b> 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</p>	<p><b>Skills for learning, work and life</b> Making sense of the world around us Developing organisational skills</p>	<p><b>Skills for learning, work and life</b> 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</p>	<p><b>Skills for learning, work and life</b> Making sense of the world around us Critical thinking Developing organisational skills Developing sequence and logic</p>	<p><b>Skills for learning, work and life</b> Making sense of the world around us Critical thinking Developing organisational skills Developing sequence and logic</p>