

S1 Broad General Education Plan – Breadth, Depth, Challenge and Skills

Humanities Course

| Black Death and Covid 19 comparison | Scotland and China | Earth Forces and Pompeii | Witchcraft | Women’s Rights | Holocaust | Democracy |
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| <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Causes of the Black Death Symptoms and cures in the medieval world Surviving the Black death Impact of the Black death <p>Pupils will: Explain the reasons for the spread of the Black death</p> <p>Identifies similarities and differences between the Black Death and Covid 19</p> <p>Describe the ways a pandemic impacts people</p> <p>Identify the steps taken by people in a pandemic to stay safe</p> <p>Use their creativity to develop a medieval cure for the Black death</p> | <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Representation and rights Life in a dictatorship Nuclear weapons and conflict <p>Pupils will: Compare the rights they have in Scotland with another country</p> <p>Be able to express an informed view about why people in different countries have different rights</p> <p>Be able to compare the lives and experiences of those living in a dictatorship and compare it against the lives and experiences of people in a democratic society</p> | <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Structure of the earth Volcanoes Eruption at Pompeii <p>Pupils will: describe the structure of the earth</p> <p>Explain how volcanoes form</p> <p>Describe the impact of a volcanic eruption</p> <p>Describe what happened at Pompeii and the impact on people</p> <p>Use a range of sources to gain an understanding of events at Pompeii</p> | <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Who were they, and why did people believe in witches Witch trials local and global An end to witch trials <p>Pupils will: Explain the reasons why people believed in witches</p> <p>Describe the characteristics that would be used to identify a witch</p> <p>Describe features of witch trials</p> <p>Identify possible causes of past conflict</p> <p>Provide an opinion about the motives of those involved</p> | <p>Learning and Teaching Focus</p> <ul style="list-style-type: none"> Women’s rights around the world Women leading change Moving towards equality <p>Pupils will: Describe women’s rights around the world and suggest reasons for differences</p> <p>Identify the impact of key women on others</p> <p>Provide at least two explanations why a group may experience inequality</p> <p>Makes reasoned suggestions of ways in which the inequality might be addressed</p> <p>Castles</p> <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Building castles Attacking and defending How to capture a castle <p>Pupils will: Describe the features of castles</p> <p>Explain how to capture a castle</p> <p>Compare a range of attack and defence strategies</p> | <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Introduction to the holocaust Life in camps Kinder transport <p>Pupils will: Present impacts of events on people at that time</p> <p>Provide an opinion about the impact on peoples lives of a major event in the past</p> <p>Provides at least two explanations as to why a group of people from Scotland settled here</p> <p>Climate Change</p> <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Effects of Global Warming Causes of Global warming News Report <p>Pupils will: Provide explanation of consequences of an environmental issue</p> <p>Suggest how an environmental issue could be managed</p> <p>Describe the effects of global warming</p> | <p>Learning and Teaching Focus:</p> <ul style="list-style-type: none"> Causes of the Black Death Symptoms and cures in the medieval world Surviving the Black death Impact of the Black death <p>Pupils will: Analyse factors contributing to the development of a multicultural society and express an informed view on issues associated with this</p> <p>Be able to express informed views about the importance of the media in a democracy as well as democratic participation by some groups</p> <p>Identify aspects of a social issue assessing its impact and attitudes of those affected by it</p> <p>Assess the effectiveness of government measures to tackle gun crime</p> <p>Recall knowledge on P.E.E paragraphs</p> |
| <p>Home learning: How did Covid change my life at school</p> | <p>Home learning:</p> | <p>Home learning: Research a volcanic eruption task</p> | <p>Home learning: Find out about witch trials in the local area, monuments etc</p> | <p>Home learning: Castle research project</p> | <p>Home learning: Pressure group task</p> | <p>Home learning: Find a story about politics to share with the class</p> |
| <p>Assessment Approach and evidence gathered:</p> <p>Group task: Create a board game on the Black death</p> | <p>Assessment Approach and evidence gathered:</p> <p>Individual task: Information leaflet based on success criteria</p> | <p>Assessment Approach and evidence gathered:</p> <p>Individual Task: Imaginative Writing – Newspaper report on the eruption at Pompeii</p> | <p>Assessment Approach and evidence gathered:</p> <p>Individual task: Witchcraft project</p> | <p>Assessment Approach and evidence gathered:</p> <p>Group task: Mao task women’s rights around the world</p> <p>Individual task: Attacking a castle diary entry</p> | <p>Assessment Approach and evidence gathered:</p> <p>Group Task: Climate change news report</p> <p>Individual task: Design a luggage task to tell the story of an individual from the Kinder Transport</p> | <p>Assessment Approach and evidence gathered:</p> <p>Group Task: Mock election campaign</p> |

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| <p>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</p> <p>I can discuss and explain factual information with confidence</p> <p>I can listen to the opinions of others and appreciate their point of view</p> <p>I can change my opinion when I learn more about these events</p> <p>I can research key issues/events using written and digital media</p> | <p>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</p> <p>I can discuss and explain factual information with confidence</p> <p>I can select and create my own notes using a variety of evidence; written, visual and digital.</p> <p>I can research key issues/events using written and digital media</p> <p>I can present information in a variety of ways; oral, written, digital</p> | <p>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</p> <p>I can discuss and explain factual information with confidence</p> <p>I can select and create my own notes using a variety of evidence; written, visual and digital.</p> <p>I can research key issues/events using written and digital media</p> <p>I can gather geographical information and draw conclusions</p> | <p>Key Skills : Literacy/Numeracy/ HWB/Digital Literacy</p> <p>I can discuss and explain factual information with confidence</p> <p>I can select and create my own notes using a variety of evidence; written, visual and digital.</p> <p>I can research key issues/events using written and digital media</p> | <p>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</p> <p>I can write very detailed descriptions and explanations</p> <p>I can interpret key data from diagrams and tables</p> <p>I can present information logically and clearly</p> | <p>Key Skills : Literacy/Numeracy/ HWB/Digital Literacy</p> <p>I can write very detailed descriptions and explanations</p> <p>I can gather geographical information and draw conclusions</p> <p>I can compare and contrast information on a topic</p> <p>I can present information logically and clearly</p> <p>I can gather geographical information and draw conclusions</p> | <p>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</p> <p>I can discuss and explain factual information with confidence</p> <p>I can listen to the opinions of others and appreciate their point of view</p> <p>I can change my opinion when I learn more about these events</p> |
| <p>Skills for learning, work and life</p> <p>Thinking</p> <p>Personal reflection</p> <p>Decision making</p> <p>Communication skills – written, verbal, digital</p> <p>Developing informed opinions</p> <p>Making sense of the work around us</p> <p>Use of digital media for research/presentation</p> <p>Working with others</p> | <p>Skills for learning, work and life</p> <p>Critical thinking</p> <p>Decision making</p> <p>Communication skills – written, verbal, digital</p> <p>Developing informed opinions</p> <p>Making sense of the work around us</p> <p>Problem solving</p> <p>Use of digital media for research/presentation</p> <p>Working with others</p> | <p>Skills for learning, work and life</p> <p>Developing organisational skills</p> <p>Developing sequence and logic</p> <p>Critical thinking</p> <p>Use of digital media for research/presentation</p> <p>Developing informed opinions</p> <p>Creativity</p> | <p>Skills for learning, work and life</p> <p>Developing organisational skills</p> <p>Developing sequence and logic</p> <p>Critical thinking</p> <p>Use of digital media for research/presentation</p> <p>Developing informed opinions</p> | <p>Skills for learning, work and life</p> <p>Critical thinking</p> <p>Developing imaginative understanding</p> <p>Developing organisational skills</p> <p>Developing sequence and logic</p> <p>Communication skills- written and digital</p> | <p>Skills for learning, work and life</p> <p>Critical thinking</p> <p>Developing imaginative understanding</p> <p>Communication skills- written and digital</p> <p>Developing organisational skills</p> | <p>Skills for learning, work and life</p> <p>Developing organisational skills</p> <p>Critical thinking</p> <p>Developing informed opinions</p> |