

# S2 Broad General Education Plan – Breadth, Depth, Challenge and Skills

## Humanities Course

Modern Studies: Part 1	Modern Studies: Part 2	History: Part 1	History: Part 2	Geography: Part 1	Geography: Part 2
<p><b>The USA Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>The American Dream</li> <li>Immigration to the USA</li> <li>Gun crime in the USA</li> <li>Black lives matter</li> </ul> <p><b>Pupils will:</b> 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><b>Scotland and North Korea Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>Representation and rights</li> <li>Life in a dictatorship</li> <li>Nuclear weapons and conflict</li> </ul> <p><b>Pupils will:</b> 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><b>The Great War Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>Causes of WWI</li> <li>Recruitment</li> <li>The trench experience</li> <li>New technology</li> </ul> <p><b>Pupils will:</b> Analyse a range of factors to allow them to make an informed view on the causes of WWI</p> <p>Use visual sources to help them gain an understanding if recruitment and produce their own poster</p> <p>Use a range of sources to gain an understanding of life in the trenches for soldiers</p> <p>Provide an opinion on how new technology changed warfare and the effectiveness of different weapons</p>	<p><b>Inverclyde &amp; the Slave Trade Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>Africa to the Caribbean</li> <li>The Cruelty of Enslavement</li> <li>Inverclyde and the Trade</li> </ul> <p><b>Pupils will:</b> Describe the culture of distinct 18<sup>th</sup> Century African kingdoms.</p> <p>Explain how Inverclyde was involved in the Slave Trade.</p> <p>Identify evidence of this involvement and form opinions on its effects.</p>	<p><b>Natural Hazards Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>Earthquakes</li> <li>Hurricanes</li> <li>Tornadoes</li> </ul> <p><b>Pupils will:</b> Describe the features of each natural hazard.</p> <p>Explain the causes of each natural hazard.</p> <p>Investigate the problems caused by each hazard.</p> <p>Describe how people can prepare and protect from these hazards.</p> <p><b>Solar Punk Island Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>How to live sustainability</li> <li>Challenges of living in developing countries</li> </ul> <p><b>Pupils will:</b> Investigate the 15 minute neighbourhood and circular cities concepts.</p> <p>Describe how we can live more sustainably.</p> <p>Problem solving how to survive on a remote island.</p>	<p><b>Fast Fashion Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>Global Fashion industry</li> <li>What is Fast Fashion</li> <li>Impact of Fast Fashion</li> </ul> <p><b>Pupils will:</b> Investigate where our clothes come from.</p> <p>Describe how our Fast fashion clothes are made.</p> <p>Explain the impacts of fast fashion on people, countries and the environment.</p> <p><b>Future cities Unit</b></p> <p><b>Learning and Teaching Focus:</b></p> <ul style="list-style-type: none"> <li>Features of future cities</li> <li>Sustainable transport</li> </ul> <p><b>Pupils will:</b> Describe cities today which are models for future cities.</p> <p>Explain the features of sustainable transport.</p> <p>Investigate examples of proposed cities of the future.</p>
<p><b>Home learning:</b> Revise for Point, Explain, Example assessment.</p>	<p><b>Home learning:</b></p>	<p><b>Home learning:</b> Age and redraft trench letter task</p>	<p><b>Home learning:</b> Visit areas within community linked to slave trade and identify street names linked to the slave trade</p>	<p><b>Home learning:</b> Research recent examples of hazards. Research a sustainable product from a developing country.</p>	<p><b>Home learning:</b> Clothing survey at home. Sustainable transport in Inverclyde</p>
<p><b>Assessment Approach and evidence gathered:</b></p> <p>Individual task: Point, Explain, Example assessment on the USA</p> <p>Individual task: Decision making task on gun crime in the USA, looking at government interventions and effectiveness of these.</p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Individual task: End of unit assessment task</p> <p>Individual task: options question</p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Individual Task: Imaginative Writing – Letter from the trenches</p> <p>Individual Task: End of unit assessment to assess skills.</p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Individual task: Imaginative task slave rebellion</p> <p>Individual task Slave Trade Unit Assessment questions to evaluate whole unit.</p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Individual task: End of unit poster on one hazard summarising key concepts covered ie, features, causes, impacts and protection</p> <p>Individual task: End of unit report comparing pupils Solar Punk Island community to another community in the class</p>	<p><b>Assessment Approach and evidence gathered:</b></p> <p>Individual task: End of unit T-Shirt task summarising key concepts of what is Fast Fashion, impacts on people and environment, how we can reduce impact</p> <p>Individual task: End of unit poster designing own future city which describes and explains features of a future city and sustainable transport.</p>
<p><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></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><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></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><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></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><b>Key Skills : Literacy/Numeracy/ HWB/Digital Literacy</b></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><b>Key Skills : Literacy/Numeracy/ HWB/ Digital Literacy</b></p> <p>I can write very detailed descriptions and explanations</p> <p>I can interpret key data from diagrams and video/written sources</p> <p>I can gather geographical information and draw conclusions</p> <p>I can present information logically and clearly</p>	<p><b>Key Skills : Literacy/Numeracy/ HWB/Digital Literacy</b></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>

	I can present information in a variety of ways; oral, written, digital					
<b>Skills for learning, work and life</b> 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	<b>Skills for learning, work and life</b> 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	<b>Skills for learning, work and life</b> Developing organisational skills Developing sequence and logic Critical thinking Use of digital media for research/presentation Developing informed opinions Creativity	<b>Skills for learning, work and life</b> Developing organisational skills Developing sequence and logic Critical thinking Use of digital media for research/presentation Developing informed opinions	<b>Skills for learning, work and life</b> Developing organisational skills Critical thinking Developing informed opinions	<b>Skills for learning, work and life</b> Critical thinking Developing imaginative understanding Developing organisational skills Developing sequence and logic Communication skills- written and digital	<b>Skills for learning, work and life</b> Critical thinking Developing imaginative understanding Communication skills- written and digital Developing organisational skills