



5–14 Planning: People in the Past (continued)

| <b>Audit of Five Eras: Blank Grid Exemplar 4</b> |                                   |                                    |  |                                |                   |
|--|-----------------------------------|------------------------------------|--|--------------------------------|-------------------|
| S1 syllabus unit                                 | Ancient world – pre-fifth century | The Middle Middle Ages AD 400–1450 | Renaissance, Reformation and Exploration 1450–1700 | Age of Revolutions – 1700–1900 | Twentieth century |
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| <b>Audit of Studies: Exemplar 5</b>  |                            |                      |
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| Areas of study   | Evidence in S1/S2 syllabus | Areas of development |
| To what extent is pupils’ learning based on a range of developments and contexts, i.e.: <ul style="list-style-type: none"> <li>• Social</li> <li>• Political</li> <li>• Cultural</li> <li>• Scottish</li> <li>• British</li> <li>• European</li> <li>• Non-European</li> </ul> |                            |                      |
| To what extent is there a focus on Scottish history with comparative references to events elsewhere?   |                            |                      |
| To what extent are historical studies set within an overall chronological framework?   |                            |                      |
| To what extent is prior learning considered when planning progression: <ul style="list-style-type: none"> <li>• from P7 to S1?</li> <li>• from S1 to S2?</li> </ul>  |                            |                      |