

A Curriculum for Excellence

Secondary – people, past events and societies



“Choose Scotland’s History.

Choose the Picts. Choose the Orkney Venus. Choose the invention of television. Choose the discovery of penicillin and the use of anaesthetics. Choose Dolly the Sheep and Billy Connolly’s banana boots. Choose to read Tam O’ Shanter, Trainspotting and Treasure Island. Choose the great minds of the Scottish Enlightenment. Choose James Watt’s steam engine and Dundee’s jute mills.

Choose to invade Stirling Castle. Choose Mary Queen of Scots, Somerled, Wallace and Bruce. Choose crannogs. Choose Votes for Women, Isobel of Fife and Kay Matheson. Choose the Lewis Chessmen.

Choose Scotland’s future”

www.ltscotland.org.uk/scotlandshistory

Scotland has a rich history and through using the freedom of the school grounds you can bring the past to life in a variety of ways.



Create your own monumnets.

Link to the rich Scottish heritage of standing stones and artwork by creating structures within your grounds:

- Stone cirlces:
Research the history and traditions of your nearest standing stones.
Create your own – either as replicas of existing ones or design and site them to mark occasions specific to your school.

An image gallery of stone monuments in Scotland can be found on www.stonepages.com

- Celtic crosses and Pictish art:
Study the design and meaning of these intricate patterns and, working with the art department or a local craftsman, create your own pieces in stone or wood.

I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland SOC 3-03a



Celebrate a shared heritage

Studying the cultural, personal, built, natural, industrial or historical heritage of your local area can build a sense of identity and understanding.

An example of this would be to study heritage varieties of apples and the history of orchards in your area and then establish an orchard in your grounds.

I have developed a sense of my heritage... and can present arguments about the importance of respecting the heritage and identity of others SOC 4-02a



Dig for Victory!

Bring the 'war effort' to life by turning flower beds, or corners of lawns into Dig For Victory growing areas. Follow the advice produced by the Ministry of Food and see if you and your pupils would have been able to survive on the food you produced. If portions are running low talk about supplementing this through foraging. Could you do this today?

I have developed a sense of my heritage and identity as a British citizen SOC 4-02a



Re enactments and dramatisation

Use the space of your grounds to re enact scenes from history. Start small with scenes such as the soldier's leap at Killecrankie or emergency evacuations in the Second World War. For larger scale re enactment get help from local groups to relive a specific battle or period in history.

This picture is taken from the Clanranald Trust who can visit schools www.clanranald.org

I can use my knowledge of a historical period to interpret the evidence and present an informed view SOC 3-01a



World War 2

Work with the Technology department to build and recreate features that would have been part of the landscape in the school during the war - this full size Anderson Shelter is in Ullswater Community College and can help pupils begin to visualise the experience of being in the blitz.

I have developed a sense of my heritage and identity as a British citizen SOC 4-02a