**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**The Unification of Italy 1815 - 1870 | **Unit Code:****Unit F964: European and World History Enquiries  (Option B: Modern 1774–1975)** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * Identifying points/themes/ideas in sources and planning answers based on these
 |  |  |  |
| * Evaluating evidence critically
 |  |  |  |
| * Using historical knowledge to develop your analysis of evidence
 |  |  |  |
| * Grouping evidence to create arguments in support/opposition to an interpretation
 |  |  |  |
| * Reaching supported judgements
 |  |  |  |
| * Communicating your ideas clearly and with confidence (RWC)
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| **Study/Independent Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The ability to read and note effectively |  |  |  |  |
| The confidence to **ask** as well as to answer questions |  |  |  |  |

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| **Exam Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| **Understand** and **interpret** 4 – 5 sources on an historical issue |  |  |  |  |
| Analyse and **evaluate** a range of appropriate source material critically |  |  |  |  |
| **Compare sources** as evidence for an historical issue Analyse and **evaluate** a range of appropriate source material critically |  |  |  |  |
| **Group sources** to form clear, well organised arguments |  |  |  |  |
| **Use your knowledge** of the historical context to explain how aspects of the past have been interpreted in different ways |  |  |  |  |
| Arrive at **substantiated conclusions** and judgments  |  |  |  |  |
| Communicate effectively with **accurate spelling and grammar** and show confidence in using subject specific terminology |  |  |  |  |

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| **Knowledge KQ1: How far did the experiences of 1815 to 1847 create support for Italian unity?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| Italy and the Vienna Settlement 1815 |  |  |  |  |
| Restoration Italy |  |  |  |  |
| The Revolutions of 1820–21 and 1831 |  |  |  |  |
| The intellectuals and their different attitudes to unity, the extent of support for these |  |  |  |  |

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| **Knowledge KQ2: Why did the revolutions of 1848–49 in Italy fail to unite Italy?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The Revolutions of 1848–49: Main features |  |  |  |  |
| Outcomes |  |  |  |  |
| The reasons for their failure |  |  |  |  |

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| **Knowledge KQ3: How important to the unification of Italy were the contributions of the Italian states (especially Piedmont and its aims) and of individuals (Cavour, Garibaldi, Mazzini and Victor Emmanuel)?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The development of Piedmont from 1848 |  |  |  |  |
| The roles of Cavour, Garibaldi, Mazzini, and Victor Emmanuel |  |  |  |  |
| The causes and outcomes of the 1859 war against Austria |  |  |  |  |
| The causes and outcomes of Garibaldi’s invasion of Sicily 1859–61 |  |  |  |  |
| The Italian Kingdom 1861–70 (the extent of unity) |  |  |  |  |

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| **Knowledge KQ4: How important in the process of unification were foreign help and foreign circumstances?** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| The roles of France (especially Napoleon III) |  |  |  |  |
| The role of Prussia (especially Bismarck) |  |  |  |  |
| The role of Austria |  |  |  |  |
| The role of Britain |  |  |  |  |
| The outcomes for Italy of the Crimean War |  |  |  |  |
| The Austro-Prussian War and the Franco-Prussian War |  |  |  |  |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*