

# Curriculum Map: History Year 12 Civil Rights in the USA 1865-1992

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b> Declarative knowledge 'I Know'</p>	<p><b>Trade Union and labour rights –</b></p> <ul style="list-style-type: none"> <li>• Union and Labour rights in 1865</li> <li>• The impact of New Immigration and industrialisation on union development</li> <li>• The role of Federal governments in supporting and opposing union and labour rights</li> <li>• The impact of the World Wars on union and labour rights</li> <li>• The significance of the 1960s</li> <li>• Chavez and the UFW</li> <li>• Significance of the Reagan era.</li> </ul> <p>Students will learn and analyse the effects of Trade Unions and involvement within them under the following headings:</p> <ul style="list-style-type: none"> <li>• The position of unions and organised labour</li> <li>• Industrial growth and economic change</li> <li>• The impact of WWI and WWII</li> <li>• Union unity</li> <li>• Union action and membership within unions</li> </ul> <p><b>Study in depths</b> Position of workers and trade unions during</p> <ul style="list-style-type: none"> <li>• Gilded Age</li> <li>• New Deal</li> <li>• Black Power</li> </ul>			<p><b>African Americans and Civil Rights –</b></p> <ul style="list-style-type: none"> <li>• Their position in 1865</li> <li>• Reconstruction</li> <li>• White reaction and discrimination</li> <li>• The role of African Americans in gaining civil rights (e.g. Booker T. Washington, Dubois, Martin Luther King, the Black Panthers)</li> <li>• The roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle</li> <li>• The role of anti and pro-civil rights groups</li> <li>• The Civil Rights Movement up to 1992.</li> </ul> <p>Students will analyse developments in African American civil rights under the following headings:</p> <ul style="list-style-type: none"> <li>• The position of African Americans in 1865</li> <li>• The role of the government in the development of civil rights,</li> <li>• The role of individuals such as Martin Luther King in the development of civil rights</li> <li>• Opposition to civil rights, organisations roles in development of civil rights</li> <li>• The New Deal's impact on African American civil rights</li> <li>• Black power and its effects.</li> </ul> <p><b>Study in depths</b> Position of African Americans during</p> <ul style="list-style-type: none"> <li>• Gilded Age</li> <li>• New Deal</li> <li>• Black Power</li> </ul>		

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Skills</b> Procedural Knowledge 'I know how to'	<b>Skills</b> – Summarising, synthesis, synoptic overview, change & continuity, assessment of significance, interpretations, extended writing, and judgments. Writing in timed, closed book conditions.			<b>Skills</b> – Summarising, synthesis, synoptic overview, change & continuity, assessment of significance, interpretations, extended writing, and judgments. Writing in timed, closed book conditions.		
<b>Strategies</b> Conditional Knowledge 'I know when to'	Follow the guidance for writing an Interpretations essay. Follow the guidance for writing a thematic essay.			Follow the guidance for writing an Interpretations essay. Follow the guidance for writing a thematic essay.		
Key Questions	How did the position of workers and trade unions change during the period 1865 to 1992?			How did the position of African Americans change during the period 1865 to 1992?		
Assessment topics	Past thematic essay questions on Trade Unions and workers' rights. Past Interpretation essay questions on Trade Unions and workers' rights. These will be set at very regular intervals throughout the course. Students have a full list of all past questions. The decision as to which ones to do is made after reflecting upon the strengths and weaknesses of each group and choosing the most appropriate for their development at that specific time. Those not planned or written at this stage will be done in year 13 as part of course revision and final examination preparation.			Past thematic essay questions on African American rights. Past Interpretation essay questions on African American rights. These will be set at very regular intervals throughout the course. Students have a full list of all past questions. The decision as to which ones to do is made after reflecting upon the strengths and weaknesses of each group and choosing the most appropriate for their development at that specific time. Those not planned or written at this stage will be done in year 13 as part of course revision and final examination preparation.		
Cross curricular links/Character Education	Support social and emotional development by connecting with the humanity of what we are learning. Promote empathy and developing of a moral compass for interacting with others and understanding and respecting the differing experiences of different people. Students should consider how they can 'go and do likewise' and be advocates for disadvantaged groups.			Support social and emotional development by connecting with the humanity of what we are learning. Promote empathy and developing of a moral compass for interacting with others and understanding and respecting the differing experiences of different people. Students should consider how they can 'go and do likewise' and be advocates for racial tolerance.		