

Curriculum Map: History Year 13 Civil Rights in the USA 1865-1992

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content Declarative knowledge 'I Know'</p>	<p>Native Americans –</p> <ul style="list-style-type: none"> • Their position in 1865 • The impact of the Plains Wars (1854 – 1877) • The impact of the Dawes Act of 1887 • The acquisition of US citizenship 1924 • The New Deal • The American Indian Movement in the 1960s and 1970s • Native Americans and the Supreme Court • Native American pressure groups. <p>Students will learn and analyse who Native Americans are, their history, and their development and effects on civil rights in the USA under the following headings:</p> <ul style="list-style-type: none"> • The progress and development of Native American rights • Federal government actions and attitudes • Native American responsibility • The improvement in Native American rights <p>Study in depths Position of Native Americans during</p> <ul style="list-style-type: none"> • Gilded Age • New Deal • Black Power 	<p>Women and Civil Rights –</p> <ul style="list-style-type: none"> • Their position in 1865 • The impact on women’s rights on the campaign for prohibition • The campaign for women’s suffrage • The New Deal • The World Wars • The rise of feminism and its opponents • Roe vs. Wade 1973 • The campaign for the Equal Rights Amendment • Changing economic and employment opportunities. <p>Students will learn and analyse the development of women’s positions and rights under the following headings:</p> <ul style="list-style-type: none"> • The position of women in 1865 • The campaign for political rights 1865-1960 • The campaign for political rights 1960-92 • The developments of social and economic change and • Women’s positions 1865-1992 <p>Study in depths Position of women during</p> <ul style="list-style-type: none"> • Gilded Age • New Deal • Black Power 	<p>Revision and exam preparation</p>			

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Skills Procedural Knowledge 'I know how to'	Skills – Summarising, synthesis, synoptic overview, change & continuity, assessment of significance, interpretations, extended writing, and judgments.		Skills – Summarising, synthesis, synoptic overview, change & continuity, assessment of significance, interpretations, extended writing, and judgments.		Skills – Summarising, synthesis, synoptic overview, change & continuity, assessment of significance, interpretations, extended writing, and judgments.	
Strategies Conditional Knowledge 'I know when to'	Follow the guidance for writing an Interpretations essay and deploy the appropriate skills and knowledge. Follow the guidance for writing a thematic essay and deploy the appropriate skills and knowledge.		Follow the guidance for writing an Interpretations essay and deploy the appropriate skills and knowledge. Follow the guidance for writing a thematic essay and deploy the appropriate skills and knowledge.		Follow the guidance for writing an Interpretations essay and deploy the appropriate skills and knowledge. Follow the guidance for writing a thematic essay and deploy the appropriate skills and knowledge.	
Key Questions	How did the position of Native Americans change during the period 18965 to 1992?		How did the position of women change during the period 1865 to 1992?		How can I revise and prepare for my final examinations?	
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Assessment topics	Past thematic essay questions on Native American rights. Past Interpretation essay questions on Native 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 the Summer Term of as part of course revision and final examination preparation.		Past thematic essay questions on women's rights. Past Interpretation essay questions on women's 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 the Summer Term of as part of course revision and final examination preparation.		All past thematic essay questions for the whole course. All past Interpretation essay questions for the whole course.	

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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 gender equality.			Support students to develop resilience and a 'can-do attitude' when faced with their final examinations.