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| **Unit: Change and continuity over time: American Civil Rights** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| I understand and can explain the aims and beliefs of the Ku Klux Klan. |  |  |  |
| I can describe how the civil right movement changed over time. |  |  |  |
| I can explain what the impacts of the Civil Rights Movement were. |  |  |  |



High Tunstall College of Science Curriculum Intent

Subject: History Year: 8 Half term: 6

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | Separate but equal: The Jim Crow Laws vs the 14th and 15th amendments | Formative questioning, Regular Recall. | The Jim Crow Laws, not unconstitutional,14th and 15th amendment, civil war,  prejudice, post-civil war, racism, segregation. |
| **2** | The Birth of Nation and the KKK. |  |  |
| **3** | The Ku Klux Klan of the 1920’s | Formative questioning, Regular Recall. | Catholics, divorced women, socialists, and communists, opposed, WASPS,  ‘The American way of life,’ equality, civil rights, black people, invisible empire,  national leader, grand wizard, Klaverns. | **1** | Describe Chartism | Regular recall, Formative Questioning. | Parliament, politics, class structure, working class, social injustice. |
| **4** | The murder of Emmet Till: The significance of the 1950’s. | Formative questioning, regular recall, ILO – Explain two features of the beliefs of the KKK. | Ethnic, Diversity, causation, Ku Klux Klan, Discrimination, justice, unfair, bias,  trial, double jeopardy. | **2** | Why was there a drive for equal rights for women in the early 20th century? | Formative questioning, , Regular Recall, **ILO – Describe two protests of the 19th century.** | Suffragettes, equality, women, social injustice, politics, democracy, voting. |
| **5** | The role of the NAACP. | Formative questioning, regular recall. | Significance, ethnic diversity, causation, NAACP. | **3** | Who were the suffragettes? | Formative questioning, Regular Recall. | Suffragettes, equality, British Women's Social and Political Union (WSPU) |
| **6** |  | Formative questioning. |  |  |  |  |  |
| **7** | What was the Montgomery Bus Boycott? | Formative questioning, regular recall. | NAACP, discrimination, prejudice, significance, boycott, supreme court. |
| **8** | Rosa Parks: Impact and importance | Formative questioning, regular recall. | Impact, importance, discrimination, biography. |
| **9** | The significance of the 1960’s: Power groups. | Case Study: Black power groups: Black Panthers, Martin Luther King. | Segregation, equality, promoted, justice, alienated, empathy. |
| **10** | To what extent was the civil rights movement a success? | Key interpretations, evaluation, formative questioning, regular recall, ILO: To what extent was the civil rights movement a success? | Historian, historiography, interpretation.  Martin Luther King, change and continuity, emancipation, Obama, president, arrest,  Conviction, position, class. |