|  |  |
| --- | --- |
| **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

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | What did it mean to be 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** | What was the significance of Birth of a Nation? | Live Marking and student response to feedback | Ku Klux Klan, WASP, African Americans, heroic, violent, March on Washington, integration, slavery |
| **3** | What were the activities of 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. |  |  |  | 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. |  |  |  | Suffragettes, equality, women, social injustice, politics, democracy, voting.  |
| **5** | How important were the NAACP? | Formative questioning, regular recall. | Significance, ethnic diversity, causation, NAACP.  |  |  |  | Suffragettes, equality, British Women's Social and Political Union (WSPU) |
| **6** | How far did the civil rights movement succeed in trying to gain equality in education? | Questioning, regular recall, ILO-source evaluation or narrative account style Q | Little Rock Nine, school integration, opposition, Brown v the Board of Education, unconstitutional, armed escort |  |  |  |  |
| **7** | What was the Montgomery Bus Boycott? | Formative questioning, regular recall. | NAACP, discrimination, prejudice, significance, boycott, supreme court.  |
| **8** | Why was Rosa Parks influential and what impact did she have on the civil rights?  | Formative questioning, regular recall. | Impact, importance, discrimination, biography. |
| **9** | What was the significance of the black power groups of the 1960s? | 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. |