

History Department Curriculum 2023 - 2024 Year 10 Term 3

Paper 3 Modern Depth Study: The USA, 1954–75: conflict at home and abroad.	Focus The Civil Rights Movement, 1960 – 1975
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Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to study an analysis of how the civil rights movement used a variety of means to gain equality for African Americans in the supposed ‘land of the free’. Students will see the inter-relationship of political, economic and social factors in both preventing and bringing about change. Students will draw comparisons with current campaigns for change and the impact of Civil Rights for today.	At KS3, students have learnt about the Transatlantic slave trade and the fight for equality following the abolition of slavery. Students also studied other areas of protest and campaigns for change with women and workers rights. This scheme links to the next unit which is the Vietnam conflict and the role of the US.

Disciplinary Knowledge	Substantive Knowledge
<p>Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of cause/consequence and significance across the timescale.</p> <p>Interpreting the past Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of: M Isserman & M Kazin, America Divided, The Civil War of the 1960s</p>	<ul style="list-style-type: none"> • The position of black Americans in the early 1950s • Progress in education • The Montgomery Bus Boycott and its impact, 1955-60 • Opposition to the civil rights movement • Progress 1960-62 • Peaceful protests and their impact, 1963-65 • Malcolm X and Black Power, 1963-70 • The civil rights movement, 1965-75

Assessment and Feedback	CEIAG Links	Academy core values – Respect, Ambition, Resilience and Compassion
<p>Students will be formally assessed on 4 strands and receive feedback:</p> <p>A01 – Knowledge and understanding A02 – Concepts A03 – Source analysis A04 – Evaluating Interpretations</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will analyse source material and interpretations of the Civil Rights movement. Students will also look at roles in government and politics.</p>	<p>Students will have the opportunity to look at the lives of individuals and empathise with society in the US and the prejudiced many in the Southern states received. Students will recognise the ambition and resilience of the civil rights campaigners from leaders to supporters.</p>

Students will also frequently revisit topics through retrieval activities and peer/self - assessment. Assessments can be found on the Assessment calendar.		
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Tier 2 vocab	Segregation	Discrimination	Significance	Organisations	Protest	Supreme	Intervention	Opposition	Commitment	Publicity
Tier 3 vocab	Jim Crow laws	Presidential	Boycott	Unconstitutional	Congress	Dixiecrats	Assassination	Registration	Campaign	Legislation

Lesson Sequencing			
	Learning Intention TBAT	Knowledge	Skills
1	Explain Segregation, discrimination and voting rights in the Southern states in the early 1950s.	<ul style="list-style-type: none"> The use of segregation between white people and African Americans in Southern states in facilities such as schools and cafes. Ways in which African Americans were discriminated against Methods used to prevent voting. 	<ul style="list-style-type: none"> Describe examples of discrimination in the Southern States of the 1950s. Explain why segregation was introduced and describe the impact it had. Evaluate the impact of segregation on the black community in the Southern States.
2	Describe the work of civil rights organisations, including the NAACP and CORE.	<ul style="list-style-type: none"> Organisations campaigning to improve black civil rights NAACP and CORE Activities such as peaceful protest and legal cases. 	<ul style="list-style-type: none"> Describe the aims of the civil rights organisation. Identify similarities and differences between the civil rights organisations. Compare the work of the NAACP and CORE.
3	Assess the significance of the Brown Vs Topeka case in 1954	<ul style="list-style-type: none"> features of the case - challenge to the principle of 'separate but equal'. The Supreme Court decision in 1954. The significance of the decision Segregation in education was unconstitutional, the lack of time-scale 	<ul style="list-style-type: none"> Describe the case of Brown Vs Topeka Explain why the case of Brown Vs Topeka happened. Analyse the impact of the Brown Vs Topeka case on the Civil Rights Movement.
4	Explain the impact of Little Rock High School for progress in 1957	<ul style="list-style-type: none"> Little Rock's plans to desegregate schools significance of opposition experience of the 'Little Rock nine' media coverage and presidential intervention the closing of Little Rock school the following year to avoid desegregation 	<ul style="list-style-type: none"> Provide key facts about the events at Little Rock. Explain the events at Little Rock in 1957. Evaluate the impact that Little Rock had on the Civil Rights Movement.
5	Assess the significance of the Montgomery Bus	<ul style="list-style-type: none"> Rosa Parks 	<ul style="list-style-type: none"> Describe the events of the Montgomery Bus

	Boycott	<ul style="list-style-type: none"> • Montgomery Improvement Association. • Reasons for success. • The importance of the boycott in showing the effectiveness of non-violent protest. • The Supreme Court ruling that segregation on buses was unconstitutional. 	<p>Boycott</p> <ul style="list-style-type: none"> • Explain the causes and consequences of the Bus Boycott. • Reach a judgement on the significance of the Bus Boycott.
6	Explain the role of Martin Luther King and the SCLC	<ul style="list-style-type: none"> • Martin Luther King's belief in peaceful protest. • role as chairman of the Montgomery Improvement Association and leadership of the Montgomery bus boycott • role in setting up the Southern Christian Leadership Conference. 	<ul style="list-style-type: none"> • Describe the role of Martin Luther King in the Bus Boycott. • Explain the impact of King and the SCLC. • Analyse the significance of Martin Luther King to the Civil Rights Movement.
7	Explain the opposition to desegregation in the South	<ul style="list-style-type: none"> • Activities of the Ku Klux Klan • The murder of Emmett Till. • The setting up of White Citizens' Councils in response to the Brown verdict • Use of violence as well as protest. 	<ul style="list-style-type: none"> • Identify reasons why some opposed desegregation in the South. • Summarise the arguments against desegregation. • Reach a judgement on how successful opposition to desegregation was.
8	Describe the political opposition to desegregation	<ul style="list-style-type: none"> • The splinter group from the Democratic Party in the South which opposed the furthering of civil rights • Their impact on Congress. 	<ul style="list-style-type: none"> • Describe why the Dixiecrats opposed desegregation. • Explain how Congress blocked the progress of the Civil Rights Movement. • Evaluate the impact the Dixiecrats and Congress had on the Civil Rights Movement.
9	Explain the progress in Civil Rights with the Greensboro and sit-ins	<ul style="list-style-type: none"> • Use of sit-ins to protest against segregation • impact of Greensboro • use of sit-ins spread, particularly among students, as a method of non-violent protest across Southern states 	<ul style="list-style-type: none"> • Describe what a sit-in is • Explain why the sit-in at Greensboro happened • Assess the impact of the Greensboro sit in.
10	Explain the impact of the Freedom Rides for Civil Rights	<ul style="list-style-type: none"> • Desegregation of bus station facilities in December 1960. • CORE and SNCC organisation of freedom rides to test desegregation • The violent response to their protests, including firebombing at Anniston. • James Meredith's admission as the first black student to the University of Mississippi 	<ul style="list-style-type: none"> • Describe the role of a Freedom Rider • Explain the aims of the Freedom Riders • Analyse the success of the Freedom Riders in achieving their aims.
11	Assess the significance of The Peace marches of 1963 and Freedom Summer	<ul style="list-style-type: none"> • King's role in deciding to focus on a peace 	<ul style="list-style-type: none"> • Provide examples of peace marches.

		<p>march in Birmingham to challenge lack of segregation</p> <ul style="list-style-type: none"> • The response from Bull Connor and the police, the arrest of King, worldwide media attention on events in Birmingham and the use of federal troops. • The significance of the March on Washington 	<ul style="list-style-type: none"> • Explain the importance of the peace marches and the freedom summer. • Analyse the role of key individuals during the marches and assess the impact of the freedom summer.
12	Explain the role of Kennedy and Johnson with the Civil Rights Act of 1964	<ul style="list-style-type: none"> • Kennedy's commitment in June 1963 to a Civil Rights Act. • The work of Johnson in pushing it through after Kennedy's assassination and its passage in July 1964. 	<ul style="list-style-type: none"> • Describe the roles of Kennedy and Johnson in the Civil Rights Movement • Compare the roles of Kennedy and Johnson in the Civil Rights Act of 1964. • Reach a judgement on how much progress the Civil Rights Act of 1964 gave to African-Americans.
13	Assess the role Selma in leading to the Voting Rights Act, 1965	<ul style="list-style-type: none"> • The drive for voter registration at Selma • The response of state troops and Johnson's use of federal troops • Johnson's passing of the Voting Rights Act in August 1965 to prevent discrimination in voter registration. 	<ul style="list-style-type: none"> • Describe the key events of the march on Selma • Explain the impact of Selma and the Voting Rights Act. • Compare the Civil Rights Act and the Voting Rights Act and reach a judgement on which created more progress for African-Americans.
14	Describe the position of Malcolm X and Black Power	<ul style="list-style-type: none"> • Malcolm X's background • approach and his opposition to non-violent methods • The Black Panther Party set up in 1966 as a radical movement. • Methods to improve the lives of the non-white working class, the ten-point plan and role in the community. 	<ul style="list-style-type: none"> • Identify the difference in beliefs between Malcolm X and MLK. • Explain the concept of Black Power and the beliefs of Malcolm X. • Compare the methods of MLK and Malcolm X and reach a judgement on who was most effective.
15	Outline the story of the 1968 Mexico Olympics	<ul style="list-style-type: none"> • The role of Stokely Carmichael and his Black Power speech. • The Black Power salute at the 1968 Mexico Olympics and reaction to it. 	<ul style="list-style-type: none"> • Describe the protest at the Mexico Olympics. • Explain the symbolic significance of the protest. • Analyse the overall effect of the protest on the Civil Rights Movement.
16	Assess the impact of the Race riots and the Kerner Report	<ul style="list-style-type: none"> • Race riots in many US Northern cities during the mid-1960s, such as in New York in 1964, Chicago and Cleveland in 1966, and Newark and Detroit in 1967. • The Kerner Report on the disorder and its conclusions about the causes. 	<ul style="list-style-type: none"> • Identify key features of the riots and the Kerner report. • Explain why the rioting happened and how this led to the Kerner report. • Evaluate the significance of the findings of the Kerner report.

17	Explain the campaign of MLK in the North and his assassination	<ul style="list-style-type: none"> • Features of King's campaign in the North • Events surrounding his assassination and the violent responses • Changes in attitudes to the civil rights movement following the riots. 	<ul style="list-style-type: none"> • Describe the motives for King's campaign in the North. • Evaluate the impact of Kings campaign; both positive and negative. • Analyse the impact of the campaign and the assassination of King on the Civil Rights Movement.
18	Assess the extent of progress by 1975	<ul style="list-style-type: none"> • The extent to which civil rights movements and legislation had led to progress in civil rights by the mid-1970s. 	<ul style="list-style-type: none"> • Identify the main areas of progress in the Civil Rights Movement • Explain how progress was achieved. • Analyse the extent of progress and identify if the Civil Rights Movement had achieved its aims by 1975.