

Key Stage Five History Curriculum Plan – Unit 3

Year Twelve/13

Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Substantive Knowledge	Disciplinary Skills	Knowledge	Skills			
Labour and Union Rights	<ul style="list-style-type: none"> • Union and Labour rights in 1865. • The impact of New Immigration and industrialisation on union development. • The impact of the World Wars on union and labour rights. • The role of Federal governments in supporting and opposing union and labour rights. • The significance of the 1960s. • Chavez and the UFW. • Significance of the Reagan era. 	<ul style="list-style-type: none"> • Understanding Political Theories • Synthesis • Change and Continuity • Evaluation • Consequence and turning point 	<ul style="list-style-type: none"> • Membership of anti- and pro-civil rights groups (social class, race, sex, geographic location, numbers). • The nature of societies such as the Daughters of the American Revolution. • Anti-civil rights groups such as White Citizens' Councils and the KKK. • The foundation and actions of key civil rights groups including their similarities and differences in methods. • Comparative success of civil rights groups including government or public reactions to their campaigns/actions. • Extent to which the success of the later Civil Rights Movement depended upon earlier campaigns and successes of civil rights groups and individuals. • Impact of war (e.g. WW2, Vietnam). • Extent and impact of tension between male and female members of anti-or pro-civil rights groups. • The role of the media and press. • Nature and extent of the contribution of women's groups to the Civil Rights Movement. • Legacy of the Civil War, devastation in the south and effect of Reconstruction on white and black American workers. • Similarities and differences in types of employment and working conditions in the northern and southern states (sharecropping, agriculture, industry). • Types of employers: the financial sector, big business, landowners and growing industries. • Nature of employment and workers' rights in 1865 across employment sectors (e.g. age limits, length of hours, wages, holidays, dismissal, regulations, legal representation, health and safety, recruitment, opportunity). • Positive and negative prospects (or reality) for trade unions and workers in 1865 in comparison to 1992 and other 	<ul style="list-style-type: none"> • Graph Analysis • Significance • Core economics skills i.e. supply/demand 	<ul style="list-style-type: none"> • Unit 3 – Civil Rights in the USA, Y319 	<ul style="list-style-type: none"> • Essay Questions of varying foci • Formative Assessment in each lesson • Pre-assessment of prior-reading 	<ul style="list-style-type: none"> • The Law • Structure of Government • Workers Rights and Human Rights

			<p>key turning-points such as the 1920s, 1960s and Reagan era.</p> <ul style="list-style-type: none"> • The impact of immigration, industrialisation, war and economic circumstances on the limitations and/or development of trade unions and labour rights. • Reasons for the development, actions, success and limitations of trade unions, union leaders and labour rights before the 1960s. • Similarities and differences between sectional, east-west, urban and rural attitudes and changing levels of response to the need for union and labour rights (e.g. union membership, public attitudes, sickness clubs, strikes, demands, militancy, mediation, arbitration and collective bargaining). • Impact of the structure, function and nature of federal and state government on the struggle for union/labour rights. • Role of the Presidency and individual presidents in helping or hindering the struggle for union/labour rights including comparative contribution (e.g. Wilson, FDR, JFK, Johnson, Nixon, Reagan). • Role of congress in supporting or opposing union and labour rights. • Comparative importance of federal institutions in aiding civil rights (e.g. Presidency, Congress, Senate, Supreme Court, Department of Labor). • Reasons for and the passing of new legislation or creation of agencies, their impact and significance in helping or hindering the struggle for union and labour rights. Safety and Health Act (1971) • Comparative role and impact of Federal and state governments, institutions or individual politicians. • Comparative role and impact of unions, union leaders, sector workers, individuals, social groups on the development of labour rights between 1865 and 1992. • The role of government and welfare reform in the 1960s • The methods, actions and comparative success of trade unions and workers' associations from the 1960s onwards, including government and public reactions to their campaigns/actions: 				
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			<ul style="list-style-type: none"> Chavez and the UFW Extent to which the success of the later campaigns for union and labour rights depended upon earlier successes, other civil rights campaigns (e.g. women, Civil Rights Movement) or specific individuals. Significance of the Regan era in relation to trade unions and labour rights. 				
African-American Rights	<ul style="list-style-type: none"> Their position in 1865. Reconstruction, white reaction and discrimination. The role of African Americans in gaining civil rights (e.g. Booker T Washington, DuBois, Martin Luther King, the Black Panthers). The roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle. The role of anti and pro-civil rights groups. The Civil Rights Movement to 1992. 	<ul style="list-style-type: none"> Understanding Political Theories Synthesis Change and Continuity Evaluation Consequence and turning point 	<ul style="list-style-type: none"> Legacy and experience of the Civil War: Emancipation Proclamation, 15th Amendment, assassination of Lincoln, devastation in the south, arguments for and against the abolition of slavery. Positive and negative prospects for black Americans in 1865 (right to vote, education, employment, land, housing, racism, prejudice and violence). Nature of Reconstruction and extent to which black Americans derived any benefits from the period 1865-1877. Reactions to Johnson's plans in the North and the attitude of Congress 1866-1870. Similarities and differences between northern and southern attitudes and the changing responses to black Americans during various periods. The nature and extent of the ways in which white Americans in the southern states opposed Reconstruction, implemented segregation and prevented civil rights. Reasons for changes in attitudes towards black Americans. Reasons for the 'Great Migration' of southern black Americans to the North and their experience in the northern cities (ghettos, employment). Similarities and differences in post-1945 attitudes to black Americans compared to other minorities (e.g. native Americans, Chicano, Hispanic). Significance of Brown v Board of Education to changing attitudes and expectations. Similarities and differences between North and South in response to key individuals and groups in the Civil Rights Movement. Nature and extent of gains achieved by black Americans 	<ul style="list-style-type: none"> Graph Analysis Significance Core economics skills i.e. supply/demand Core skills in law, i.e. case briefs 	<ul style="list-style-type: none"> Unit 3 – Civil Rights in the USA, Y319 	<ul style="list-style-type: none"> Essay Questions of varying foci Formative Assessment in each lesson Pre-assessment of prior-reading 	<ul style="list-style-type: none"> The Law Structure of Government Workers Rights and Human Rights

			<p>(individuals, early campaign groups and the public).</p> <ul style="list-style-type: none"> • Beliefs, methods, actions and comparative significance of key individuals and groups including: • Booker T. Washington • W.E. DuBois • Martin Luther King • Malcolm X • Jesse Jackson • Rosa Parks • Black Panthers • • Impact of the structure, function and nature of federal and state government on the struggle for civil rights • Role of the Presidency and individual presidents in helping or hindering the struggle for civil rights including comparative contribution (e.g. FDR, Lyndon Johnson, Nixon) • Role of congress in helping or hindering the struggle for civil rights. • Attitudes of southern state governments and reasons why they managed to ensure segregation by the mid-1870s and maintain racist policies into the 1960s. • Role of the Supreme Court and the reasons for the outcome of key Supreme Court cases and their comparative significance in helping or hindering the struggle for civil rights before and after 1877. • Comparative importance of federal institutions in aiding civil rights (e.g. Presidency, Congress, Senate, Supreme Court). • Reasons for and the passing of new legislation or policies, their impact and significance. • Membership of anti- and pro-civil rights groups (social class, race, sex, geographic location, numbers). • The nature of societies such as the Daughters of the American Revolution. • Anti-civil rights groups such as White Citizens' Councils and the KKK. • The foundation and actions of key civil rights groups including their similarities and differences in methods. • Comparative success of civil rights groups including government or public reactions to their campaigns/actions. • Extent to which the success of the later Civil Rights Movement depended upon 				
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			<p>earlier campaigns and successes of civil rights groups and individuals.</p> <ul style="list-style-type: none"> • Impact of war (e.g. WW2, Vietnam). • Extent and impact of tension between male and female members of anti-or pro-civil rights groups. • The role of the media and press. • Nature and extent of the contribution of women's groups to the Civil Rights Movement. • 				
Women's Rights	<ul style="list-style-type: none"> • Their position in 1865. • The impact on women's rights of the campaign for prohibition. • The campaign for women's suffrage. • The World Wars. • The New Deal. • Changing economic and employment opportunities. • The rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment. 	<ul style="list-style-type: none"> • Understanding Political Theories • Synthesis • Change and Continuity • Evaluation • Consequence and turning point 	<ul style="list-style-type: none"> • The nature of discrimination and inequality. • The relative position of women in 1865 and 1992 as well as other key turning-points such as the interwar period, the New Deal, WW2 and the era of the Civil Rights Movement. • Methods of counteracting inequality, prejudice or domestic abuse.. • Comparative significance of female individuals and groups in the quest for equal rights. • The impact of the campaigns for prohibition and female suffrage to the position of women and later developments. • The impact of War on the development of rights for Women • The impact of the New Deal on the development of rights for Women • The comparative role and impact of political and economic circumstances on the lives of women. • The comparative role and impact of political and economic circumstances on the campaigns for equal rights. • The nature/definitions of feminism, campaign methods, actions and reactions to government. • The nature of opposition to feminism and reasons for its. • Development, impact and significance of reforms, laws and legal cases on the development of equal rights post-1945. • Comparative role of individual women and groups during the feminist era and campaign for equal rights. • Extent to which equal rights were truly achieved by 1992. • 	<ul style="list-style-type: none"> • Graph Analysis • Significance • Core economics skills i.e. supply/demand • Core skills in law, i.e. case briefs 	<ul style="list-style-type: none"> • Unit 3 – Civil Rights in the USA, Y319 	<ul style="list-style-type: none"> • Essay Questions of varying foci • Formative Assessment in each lesson • Pre-assessment of prior-reading 	<ul style="list-style-type: none"> • The Law • Structure of Government • Workers Rights and Human Rights
Native American Rights	<ul style="list-style-type: none"> • Their position in 1865. • The impact of the Plains Wars (1854–1877). 	<ul style="list-style-type: none"> • Understanding Political Theories • Synthesis 	<ul style="list-style-type: none"> • Key factors causing change to the lives of Native Americans by 1865. 	<ul style="list-style-type: none"> • Graph Analysis • Significance 	<ul style="list-style-type: none"> • Unit 3 – Civil Rights in the USA, Y319 	<ul style="list-style-type: none"> • Essay Questions of varying foci • Formative Assessment in each lesson 	<ul style="list-style-type: none"> • The Law • Structure of Government

	<ul style="list-style-type: none"> • The impact of the Dawes Act 1887, of the acquisition of US citizenship 1924, of the New Deal, of the American Indian Movement in the 1960s and 1970s. • Native Americans and the Supreme Court. • Native American pressure groups. 	<ul style="list-style-type: none"> • Change and Continuity • Evaluation • Consequence and turning point 	<ul style="list-style-type: none"> • Nature of fighting, resistance and effect of the Plains Wars. • The nature of discrimination and life for Native Americans. • Their relative position in 1865 and 1992 as well as other key turning-points. • Comparative nature and impact of key events, groups or government institutions/positions and policies on the development of civil rights and extent of deprivation, poverty and assimilation, such as: <ul style="list-style-type: none"> • the Commissioner of Indian Affairs • roles of the US and State Supreme Courts (e.g. Arizona) • role of Congress and Senators • presidential action (e.g. Hoover, FDR, Johnson, Nixon) • Indian Rights Association (IRA) • General Allotment (Dawes) Act • US Citizenship Act (1924) • 'Indian New Deal' (e.g. Wheeler-Howard Act) • Impact of the movement in 60s/70s • Indian Education Act (1972) • Indian Self-Determination and Education Assistance Act (1975) • American Indian Policy Review Commission (1975) • Native American Religious Freedom Act (1978) • Indian Child Welfare Act (1978) • Similarities and differences between sectional, mid-West, borderland, urban and rural attitudes and changing levels of public response to native Americans during specific periods/events: <ul style="list-style-type: none"> • Reconstruction (1865-1877) • 'Gilded Age' • WW1 and the 1920s • WW2 • 'Civil Rights' era (1960s-70s) • Reagan era. • Role and impact of key Supreme Court cases on attitudes and policies towards Native Americans: <ul style="list-style-type: none"> • U.S. Supreme Court • Lone Wolf v. Hitchcock, 187 U.S. 553 (1903) • Lone Wolf v. Hitchcock • Role of the Native American Rights Fund (NARF) and extent to which it was successful. • The nature of discrimination and life for Native Americans post-1945 (e.g. urbanisation, culture shock, poverty). • Similarities and differences in Native American reactions to discrimination and the 	<ul style="list-style-type: none"> • Core economics skills i.e. supply/demand • Core skills in law, i.e. case briefs • 		<ul style="list-style-type: none"> • Pre-assessment of prior-reading 	<ul style="list-style-type: none"> • Workers Rights and Human Rights
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			<p>nature/method of campaigns to gain civil rights.</p> <ul style="list-style-type: none"> Nature and extent of federal or state reactions to Native American campaigns by the 1970s and 80s (e.g. violence, resistance, reforms, compensation, self-determination). Extent to which the Native American campaigns were aided by non-native American individuals, groups or public support. 				
Depth Study – The Gilded Age	<ul style="list-style-type: none"> Nature and extent of progress in civil rights in this era. The varied impact of industrialisation on women, African-Americans and workers, and the nature and effectiveness of their responses. Nature and effectiveness of government policy towards civil rights issues including varying attitudes of Presidents, Congress and Supreme Court and State governments. The impact of Westward Expansion on civil rights: Native American Indians, women, workers and African Americans. Nature and extent of north-south and east-west divides as they relate to civil rights. 	<ul style="list-style-type: none"> Handling and Evaluating Interpretations Depth in subject knowledge and understanding Evaluation and Cross-Referencing Reaching substantiated judgements 	<ul style="list-style-type: none"> The Tudors more broadly Religion more broadly Suitors and the role of diplomacy Hierarchy The Stuarts European states' power and Europe's position in the world. 	<ul style="list-style-type: none"> ynthesis 	<ul style="list-style-type: none"> Unit 3 – Civil Rights in the USA, Y319 	<ul style="list-style-type: none"> Essay Questions of varying foci Formative Assessment in each lesson Pre-assessment of prior-reading 	<ul style="list-style-type: none"> The Law Structure of Government Workers Rights and Human Rights
Case Study Two – The New Deal	<ul style="list-style-type: none"> Situation of women, African Americans, Native American Indians and workers and trade unions by 1932. Roosevelt and the New Deal – motives as regards minority groups. How far the New Deal improved economic status and civil rights for women, African Americans, Native American Indians and workers and trade unions. Nature, extent and effectiveness of opposition to relevant parts of the New Deal especially the Second New Deal and workers' rights. 	<ul style="list-style-type: none"> Handling and Evaluating Interpretations Depth in subject knowledge and understanding Evaluation and Cross-Referencing Reaching substantiated judgements 	<ul style="list-style-type: none"> Europe in the Early Modern Period The Reformation The Counter Reformation The Papacy and Roman Catholic Church outside of England Scotland The Spanish Armada 	<ul style="list-style-type: none"> Significance and connection to today. 	<ul style="list-style-type: none"> Unit 3 – Civil Rights in the USA, Y319 	<ul style="list-style-type: none"> Essay Questions of varying foci Formative Assessment in each lesson Pre-assessment of prior-reading 	<ul style="list-style-type: none"> The Law Structure of Government Workers Rights and Human Rights
Case Study 3 – Black Power	<ul style="list-style-type: none"> Malcolm X as a civil rights leader: aims and motivations, methods, extent of success, and nature and extent of change in these over time. Reasons for the rise of Black Power. Development of the Black Power movement and impact on other civil rights groups and approaches, such as Non-Violent Direct Action. Relationship of Black Power with other civil rights causes, including women and workers. 	<ul style="list-style-type: none"> Handling and Evaluating Interpretations Depth in subject knowledge and understanding Evaluation and Cross-Referencing Reaching substantiated judgements 	<ul style="list-style-type: none"> Nature and impact of his leadership in terms of his aims, motivations, methods, success, changing priorities and legacy to the Black Power movement. Nature, process and pace of development of Black Power. Methods, appeal and publicity of their campaign for civil rights: militant and peaceful methods extent of active or passive support international and national media attention nature of journalistic reporting 	<ul style="list-style-type: none"> Synthesis Significance and connection to today. Assessing the mechanisms of change 	<ul style="list-style-type: none"> Unit 3 – Civil Rights in the USA, Y319 	<ul style="list-style-type: none"> Essay Questions of varying foci Formative Assessment in each lesson Pre-assessment of prior-reading 	<ul style="list-style-type: none"> The Law Structure of Government Workers Rights and Human Rights

	<ul style="list-style-type: none"> Extent of success of the Black Power movement and its impact on civil rights for African Americans. 		<ul style="list-style-type: none"> eulogies and memory general need for economic justice Contributions of key individuals and activists such as Stokely Carmichael, James Meredith. Positive and negative relations with other civil rights groups or leaders such as Non-Violent Direct Action, Black Panthers, NAACP, Martin Luther King, SCLC, MFD, CORE, Bobby Seale, Fred Shuttlesworth. Impact on other civil rights groups' methods of campaign or success by the 1960s (militancy, radicalism, use of media, hostile reaction, public support, culture, confidence, legal reform, use of slogans). Significance of events such as the 'March against Fear'. Nature and extent of the tension or division over campaign methods and principles, such as the issues of black pride, nationalism, religious belief and separatism. Short- and long-term success, turning-points and the comparative contributions of key individuals. Role of the media and public impressions. Impact on the attitudes and expectations of African Americans. Government reactions and reasons for these (support, reform, limitations). Impact on Supreme Court cases. Significance of the Civil Rights Act 1964 and the Voting Rights Act 1965. Extent to which Malcolm X and/or Black Power helped or hindered the campaign for Civil Rights. Whether the role of Malcolm X is exaggerated in comparison to that of other activists/campaigners and why. 				
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