

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 8	Key enquiry question: How were Civil Rights achieved in America?
Unit objectives: Students will learn about the progress towards Civil rights from the Antebellum South to the Civil Rights movements. Students will be able to account for the changes to the lives of African Americans across time. This will look at the roles of key individuals such as Rosa Parks and Martin Luther King. Students will know the contribution of ordinary Americans to the Civil Rights plight of African Americans.		
Context for study: The topic will focus on the post slavery era in the United States. Students will learn about the plight of African Americans from the Jim Crow era to the Civil Rights movements on the 1950s and 1960s. Students prior learning of the Transatlantic slave trade is the foundation for the unit. Students will make links to earlier in the year, comparing later African American experiences to the Antebellum South. More widely students will need to revisit learning from the British Empire unit in Year 8 to understand the origin of the issue. The concept of rights will build upon the Year 7 unit surrounding the Magna Carta, and therefore it is a revisitation of representation and rights. This will also feature again in Year 8 with the English Civil War unit. The concepts of rights and inclusion is then later taught with the British story of Walter Tull in World War One. During the Year 9 World War One unit, the learning of the contribution of the colonies to the British effort, links with the treatments of colonial soldiers. Looking forward the GCSE unit of the Cold War, examine United States democracy. This links to the concept of fighting the “oppression of Communism” whilst segregating domestically. Reasons for the US failure in the Vietnam war can be attributed to the domestic challenges surrounding the Civil Rights movement. Also, the GCSE unit of Germany looks at the persecution of minorities and the removal of Civil Right. Topics such as the “Swing” movement in Nazi Germany directly relate African American circumstances. The Cold War unit at Key Stage 5 picks up this similar thread.		



Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i> <ul style="list-style-type: none"> know the reasons for the American Civil War and the outcome. This begins the post Antebellum period in the United States. Know about the introduction of the Jim Crow Laws with examples of this segregation in the south of the United States. know about sharecropping as a continuation of economic slavery. know the role of the Supreme Court in establishing segregation with the judgement of Plessy vs Ferguson. know about the role of the Klu-Klux-Klan in denying Civil Rights specifically, voting rights to African Americans. know the story of Emmett Till as an example of a continuation of persecution of African Americans. This will focus on the story of the murder of Emmett in Mississippi by Roy Bryant. Students will know of the unsupportive State Court, that led to the acquittal of Bryant 	<ul style="list-style-type: none"> Know about the ideas of Martin Luther King. This will focus on the start of the Civil Rights Movement. Students will know the Southern Christian Leadership Conference and its relationship to Martin Luther King. Students will learn of the non-violent methods of protest, in campaigning for rights. Students will know about the strategies such as Sit-ins that raised awareness for the movement. compare the methods of Martin Luther King to that of Malcolm X. This will highlight the evolution to direct action. Know the story of Rosa Parks. This is the segregation specifically in Montgomery, Alabama. know about the Montgomery Bus Boycott and its impact on ending segregation. Students will also learn of the white backlash to the boycott. know about the impact of the movement via the Civil Rights Act and the Voting Right Act, via Lyndon Baines Johnson.
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<p>Tier 2- protest, prejudice, exclusion, hate crime, legislation, boycott, stereotype, significant</p> <p>Tier 3- lynching, Jim Crow laws, segregation, 'sit ins' Ku Klux Klan, NAACP, Emancipation Proclamation, Sharecropping, Civil Rights Act</p>	
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Explicit teaching of Tier 2 and 3 vocabulary Vocabulary RAG sheets and student definitions to demonstrate understanding Writing frameworks to support extended writing MLK 'I have a Dream' speech</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>You have two questions to pick from. This is the final assessment in Year 8.</p> <ul style="list-style-type: none"> 1. In what ways were the lives of Black Americans affected by the Jim Crow laws? 2. Write an account of how Rosa Parks sparked the Civil Rights Movement. <p>Students are assessed using the historical concepts of historical narration and change over time. The assessment examines how students communicate about the past. This is assessed by "write an account of how Rosa Parks sparked a Civil Rights movement". This looks at causation, change over time as well as historical chronology. Additionally, this will assess the concept of historical significance. In the assessment of the Jim Crow laws, this looks at the historical concepts of cause and consequence, change over time and significance. This is done through the question "in what ways were the lives of Black Americans affected by the Jim Crow laws". Both assessment styles are also found at GCSE, and this will assess and develop students' disciplinary knowledge over time.</p>	