

History
Year 13
Curriculum Overview

Intent: By the end of Y13, students will have completed a thematic study of Civil Rights in USA. This theme focuses on the struggle of citizens in the United States to gain equality before the law. Learners should understand the factors which encouraged and discouraged change during this period. Learners will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues They will also have undertaken a topic based essay to encourage independent study. Thirdly, they will have gained substantial source skills in the Tudor topic and completed a study of Democracy and Dictatorships in Germany.

	AUTUMN	SPRING	SUMMER
	Assessment 1		Assessment 2
Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.	Unit Y319: Civil Rights in the USA 1865–1992 Students will be able to: Understand the struggle of citizens in the United States to gain equality before the law. Learners should understand the factors which encouraged and discouraged change during this period.	Unit Y319: Civil Rights in the USA 1865–1992 Students will be able to: Understand the struggle of citizens in the United States to gain equality before the law. Learners should understand the factors which encouraged and discouraged change during this period.	Revision of all the units: - Unit Y221: Democracy and Dictatorships in Germany 1919–1963 - Unit Y106: England 1485–1558: the Early Tudors - Unit Y319: Civil Rights in the USA 1865–1992 Students will be able to: Understand all the key content and exam skills for all 3 units studied.
	Non exam assessment: Topic based essay (Unit Y100) Students will be able to: Understand how to complete an independently researched essay of 3000– 4000 words in length. This unit is a non exam assessment.	Non exam assessment: Topic based essay (Unit Y100) Students will be able to: Understand how to complete an independently researched essay of 3000– 4000 words in length. This unit is a non exam assessment.	
Additional support links: Here are links to additional resources which will help your child	Civil Rights - Link Civil Rights - Link	Gilded Age - Link Civil Rights - Link Civil Rights - Link	Germany - Link Civil Rights - Link Tudors - Link
Knowledge: Included here is the specific knowledge your child will learn in detail	African Americans: <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. Trade union and Labour rights: <ul style="list-style-type: none"> Union and Labour rights in 1865 	The Native Americans <ul style="list-style-type: none"> Their position in 1865 The impact of the Plains Wars (1854–1877) 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. Women <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 New Deal 	Please see all content for all 3 units studied across Years 12 and 13.

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THE HART
SCHOOL
Creative
Education
Trust

	<ul style="list-style-type: none"> • The impact of New Immigration and industrialisation on union development • The role of Federal governments in supporting and opposing union and labour rights • The impact of the World Wars on union and labour rights; the significance of the 1960s • Chavez and the UFW • Significance of the Reagan era. 	<ul style="list-style-type: none"> • The World Wars • The rise of feminism and its opponents, Roe v Wade 1973, the campaign for the Equal Rights Amendment • Changing economic and employment opportunities. 	
<p>Skills: Included here is the specific skills your child will learn in detail</p>	<ul style="list-style-type: none"> • Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. • Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. • Build on their understanding of the past through experiencing a broad and balanced course of study. • Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. • Develop the ability to ask relevant and significant questions about the past and to research them. • Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. • Develop their use and understanding of historical terms, concepts and skills. • Make links and draw comparisons within and/or across different periods and aspects of the past. • Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. 	<ul style="list-style-type: none"> • Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. • Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. • Build on their understanding of the past through experiencing a broad and balanced course of study. • Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. • Develop the ability to ask relevant and significant questions about the past and to research them. • Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. • Develop their use and understanding of historical terms, concepts and skills. • Make links and draw comparisons within and/or across different periods and aspects of the past. • Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. 	<ul style="list-style-type: none"> • Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. • Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate. • Build on their understanding of the past through experiencing a broad and balanced course of study. • Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds. • Develop the ability to ask relevant and significant questions about the past and to research them. • Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. • Develop their use and understanding of historical terms, concepts and skills. • Make links and draw comparisons within and/or across different periods and aspects of the past. • Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.
<p>Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.</p>	<p>African American, Reconstruction, Federal government, Supreme court, President, Congress. Trade union, immigration, Industrialisation.</p>	<p>Native Americans, Plains Wars, assimilation, Americanisation, self-determination, prohibition, suffrage, feminism, equal rights amendment.</p>	<p>Analysis, judgement, synthesis, explanation, description.</p>