

Year 8 next 😊



History KS3 Year 7 - LEARNING JOURNEY

Ancient World – c.1700AD

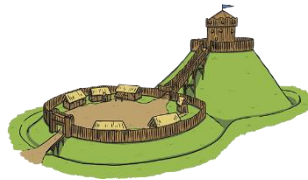
Concepts, skills and assessment:

- Measuring change and continuity across the reigns of the Tudor Monarchs.
- Developing your comparison skills by identifying similarities and differences.

Theme 2. Power, revolution and change

Key knowledge you will learn:

- Renaissance to Reformation- How and why did religion change under the Tudors?



Is it right to call Henry VIII a Protestant by the time he died?

Theme 2. Power, revolution and change

Key knowledge you will learn:

- How did William gain and maintain control in England?



What evidence do I have to make a judgement?

Concepts, skills and assessment:

Source analysis
Beginning to analysis and evaluate historical interpretations.



What is the most important reason why the Normans won?

Concepts, skills and assessment:

Causation and historical explanation – you will learn how to use PEE 😊 - you will describe and explain why the Normans won the Battle of Hastings

Theme 1: Conflict and Tension.

Key knowledge you will learn:

- Why did England have a problem in January 1066?
- Who believed they should have been King?
- How was the crown fought for and who was the victor by the end of 1066?

Revision

So a century is 100 years!

YEAR
7

KS3

START OF YEAR 7

1. Introduction- what is History?

An introductory unit to form our baseline of **skills** needed in history. This will be taught through study of Britain before and during the Roman era. You will discover what sources are; how they can be primary or secondary and how historians use them to get information about the past. You will also test your numeracy skills as you begin to learn about **chronology** or how we measure time, and discover how time periods are labelled by historians to help us talk about the past.



Year 8 next 😊



History KS3 Year 7 - LEARNING JOURNEY

Ancient World – c.1700AD



Concepts, skills and assessment:

You will develop your evidential skills, using sources to extract information and beginning to evaluate the quality of the information based on who created the sources and why.

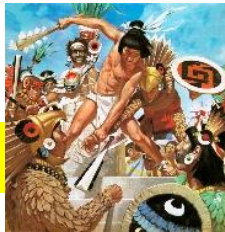
Theme 5: The story of migration in Britain

- You will explore a range of migration stories, considering the reasons people had to migrate, as well as their experiences and contributions in Britain in this time period. This will include:
 - Migration before the Normans
 - Jewish migration c.1190-1290
 - Africans in Tudor Britain c.1500-1603



Concepts, skills and assessment:

You will begin to apply criteria for judging the significance of events, people and empires.



Theme 4: Empires and Decolonisation

Key knowledge you will learn:

- Why were Europeans mad about empires during this period?
- Case studies to explore the reason why empires form:
 - The Spanish and the Aztec empires in central America
 - Home learning project- Islamic Empires



Can I explain long-term and short-term causes? What makes some causes more important than others?



Theme 3: Democracy, Equality and Human Rights

Key knowledge you will learn:

- The English Civil War- why did King Charles lose his head?
- Did England finally achieve power to the people?
- How can we tell Herstory in this period?

Concepts, skills and assessment:

Causation and historical explanation – you will develop your causal arguments, weighing different causes and forming your own judgment about why some causes are more important than others

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Year 9 next 😊

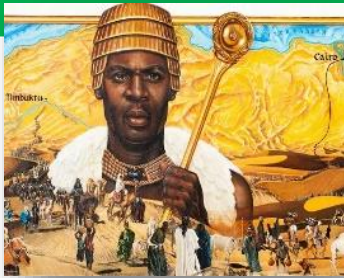


History KS3 Year 8 - LEARNING JOURNEY c.1700-c.1900AD

Theme 2: Empires and Decolonisation part 2



- What was the Atlantic Slave trade, how did it function and what impact did it have?
- What factors caused the trade to end?



Concepts, skills and assessment:

You will explore the concept of cause and consequence and develop your ability to compare and weigh the importance of factors, as well as measure impact in a range of ways.

Concepts, skills and assessment:

You will build upon the work you started in Yr.7, identifying historical interpretations, comparing different views and explaining why they may differ.

Theme 2: Empires and Decolonisation part 1

- You will explore how empires developed during this time period, expansion of colonialism in Africa and the sub-continent of India.
- You will consider the size, scale and impact of 2 global regions:
 - India- the Mughal empire and the British in India
 - African Empires before European colonisation
 - The growth and scale of the British Empire

How accurate & reliable are these primary sources?

Theme 1: Power, revolution and change

Key knowledge you will learn:

- How did the Industrial Revolution change Britain? You will use 3 reference points in time to trace changes thematically- homes and living conditions, health, working conditions.



Will the Early modern period be different to the Middle Ages?

What can I remember about the Middle Ages?

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KS3

START OF YEAR 8



Concepts, skills and assessment:

You will build upon the work you started in Yr.7 by tracing and explaining change and continuity thematically, and across a bigger time frame.

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History KS3 Year 8 - LEARNING JOURNEY c.1700-c.1900AD



Theme 5: The story of migration in Britain

- You will explore a range of migration stories, considering the reasons people had to migrate, as well as their experiences and contributions in Britain in this time period. This will include:
 - Africans in Britain in the 18th century
 - Asian migration c.1730-1900
 - 19th century migration in the Industrial Age- Irish, Italian, German, Eastern European, black Victorians.



Concepts, skills and assessment:

You will explore the diverse experiences of people who migrated to Britain during this period, comparing and contrasting stories using contemporary sources.

Concepts, skills and assessment:

You will evaluate a range of sources and question how useful they are in an investigation about why women finally won the vote. You will learn to evaluate these sources by applying a criteria and by questioning the authorship and background of the sources.

The world changed so much in the 18th & 19th century!



Wow, so many different groups worked hard to end slavery! I need to understand them all



Theme 3: Democracy, Equality and Human Rights part 1

Why was the right to vote so hard to achieve? Workers' rights, the Chartists and other campaigns.

Theme 3: Democracy, Equality and Human Rights part 2

Women's position in society in the 19th century and reasons why they needed the vote. You will learn about key individuals and groups who campaigned for the vote, tactics, successes and challenges; including Sophia Duleep Singh.

YEAR

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Year 10 next ☺

History KS3 Year 9 - LEARNING JOURNEY

c. 1900-present day

Theme 3: Empires and Decolonisation

Key knowledge you will learn:

Why did Britain fail to maintain its empire in the 20th century?
You will explore the nature of the British Empire 1900 and colonial involvement in WW1 and WW2.

You will explore the reasons for decolonisation in 3 case studies

- India
- Kenya
- Palestine



Concepts, skills and assessment:

You will measure impact in the short and long term, as well as the social, economic and political legacy of conflict at this time.

You will evaluate the validity of other historians' interpretations of these events.

Theme 2b: conflict and tension in the modern world

The legacy of the Second World War: Why is it so important to study the Holocaust?



Theme 2a: conflict and tension in the modern world

Key knowledge you will learn:

Why did conflict dominate the 20th century and how did it change the world?

- Causes, significance and impact of the First World War
- WW2- why did the League of Nations fail to stop Hitler?
- Impact and legacy of WW2- atomic weapons and the cold War



How is a democracy different to a dictatorship



Theme 1: Power, revolution and change

Key knowledge you will learn:

Why did politics become so extreme in the 20th century?

Case study 1: The Communist revolution in Russia

Case study 2: Fascism in Nazi Germany
Comparison of dictatorships on either end of the political spectrum

Concepts, skills and assessment:

You will build a stronger conceptual understanding of the political spectrum, and develop your comparison skills to compare and contrast 2 dictatorships at the extreme ends of the spectrum

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KS3

START OF YEAR 8



What can I remember about the 18th & 19th century?

Will the 20th century be different to the 18th & 19th century?

Year 10 next ☺

History KS3 Year 9 - LEARNING JOURNEY c. 1900-present day

Concepts, skills and assessment:

You will evaluate the strengths and limitations of interpretations that discuss how and why the campaign for Civil Rights was achieved. This will help you to prepare for the key skills in the depth study unit 3 at GCSE.



Revision

Theme 5c: Democracy, Equality and Human Rights

Key knowledge you will learn:

How has the campaign for equality and democracy been fought in the last 100 years?

- The fight for democracy- the fall of the Soviet Union and the rejection of Communism
- Campaign for Equality- LGBTQ+ rights
- Gender equality in the 20th century
- How far have we come?



I have a dream!

Theme 5b: Democracy, Equality and Human Rights

Key knowledge you will learn:

What is the story of apartheid in South Africa and why did it take so long to achieve Civil Rights?



Theme 5a: Democracy, Equality and Human Rights

Key knowledge you will learn:

How successful has the campaign for Civil Rights, Equality and Democracy been since 1948?

- What are Human Rights?
- Key focus 1: Civil Rights in the USA: pre- WW2- 1950s/60s
- Did Britain have a Civil Rights movement like the USA?



Concepts, skills and assessment:

You will trace patterns of change through themes across the period c.1900-present day. This will help you to prepare for the key skills in the thematic unit at GCSE.



Concepts, skills and assessment:

You will compare case studies focusing on specific context that explains why colonies broke away from the British Empire and why Britain was unable to maintain it after the Second World War.

Theme 4: The story of migration in Britain

Key knowledge you will learn:

How has migration shaped British society over the last 100 years?

You will explore patterns of migration in different phases, looking at who migrated and why, what were the experiences, actions and contributions of different groups of people.

- 1900-1948
- 1948-1970
- 1970s-80s
- 1985- c.2010



Theme 3: Empires and Decolonisation

Key knowledge you will learn:

Why did Britain fail to maintain its empire in the 20th century?
You will explore the nature of the British Empire 1900 and colonial involvement in WW1 and WW2.

You will explore the reasons for decolonisation in 3 case studies

- India
- Kenya
- Palestine

Revision 😊

Edexcel GCSE History (9-1) Hi10

Paper 1 Crime & Punishment in Britain circa 1000- present day. Historical environment in Context; Whitechapel 1870-1900

Paper 2 Early Elizabethan England 1558-1588 and Superpower relations 1941-1991

Paper 3 USA in conflict at home & abroad 1954-1975

History KS4 year 10- LEARNING JOURNEY

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GCSE

8. The role of the authorities and local communities in establishing a police force– **c1500–c1900** (Early Modern Period, 18th & 19th century) **Changes** 17th century – Expansion of role of town watchmen. **Change** 18th century: the work of the Fielding brothers. **Change** 19th century- Key individual: Robert Peel – his contribution to the development of the Metropolitan Police Force. : The development of police forces and the beginning of CID.

7. Early modern England c1500–c1900 Continuity and change in the nature of crimes against the person, property and authority: **vagabondage, highway robbery, poaching and smuggling, ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs**

5. The role of the authorities and local communities in law enforcement in Norman and later medieval England

Theme 2: Poverty; impact on **crime** and attitudes and how it changed **law enforcement** and **punishment**

6. Early modern England c1500–c1700 Continuity and change in the nature of crimes against the person, property and authority: **heresy, treason & witchcraft**

4. Nature and changing definitions of criminal activity in Norman times c.1066-1100

Theme 1 The King, Church, role and attitudes of community; how these factors effected **crime & law enforcement** and **punishment**

2. Nature of criminal activity in Anglo Saxon time c.1000-1066; **Crimes against the person, property and authority**
3. The nature of law enforcement and punishment in Anglo Saxon time c.1000-1066;

Section 1 Overview
Introduction and overview
Crime and punishment in Britain, c1000–present. How and why have the **nature and definitions of criminal activity** and the nature of **law enforcement and punishment** changed over time? How do these were linked with the key features of society in Britain in the periods studied.

Crime, Law Enforcement & Punishment

Historic Environment Exam skills
Source Utility – 8 marks
Analyse how accurate two sources are and evaluate the provenance assessing how far they are reliable about a specific enquiry question

C&P across time Exam skills
Comparison over time - 4 marks.
This question will address either similarity or difference. It will always compare two different periods of time, for example ideas about the causes of illness in the periods 1700–1850 and 1900–present.

C&P across time Exam skills
Explanation - 12 marks.
Explain 2-3 points using developed explanation paragraphs (Point Evidence Explain Develop, PEED). Questions will focus on change, causes, consequences, or significance

C&P across time Exam skills
Interpretation
Make a judgement about how far you agree with statement you will be given. This may be based on causation, change, consequences or significance Form an argument using 2-3 developed explanation paragraphs. You must show both sides of the argument and reach a conclusion

Historic Environment Exam skills
Description – 4 marks.
Describe 2 key features with

Historic Environment Exam skills 2b- How could you follow up on Source [A/B] to find out more about...
In your answer, you must give the question you would ask and the type of



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13. The nature of punishment in the 20th century

Changes to punishment in the 20th century: The abolition of the death penalty; The Derek Bentley case: its significance for the abolition of the death penalty

Changes to prisons in the 20th century: the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.

12. The role of the authorities and local communities in law enforcement in the 20th century, Return to community law enforcement in the 20th century: the development of Neighbourhood Watch. Changes within the police force in the 20th century: increasing specialisation, use of science and technology and the move towards prevention

Theme 3 – the historic environment: Whitechapel c1870-1900; crime and policing

10. Using knowledge to conduct sources enquiries into issues of crime & policing in Whitechapel c1870-1900

The local context of Whitechapel & The organisation of policing in Whitechapel

11. Nature and changing definitions of criminal activity in the 20th century Continuity and change in the 20th century: new forms of theft and smuggling. Changing definitions of crime in the 20th century: Conscientious Objectors in the First and Second World Wars and their treatment, driving offences, race crimes and drug crimes.



9. Changes in the nature of punishment c1500–c1900 (Early Modern Period, 18th & 19th century) Changes 17th century - The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. Changing views on the purpose of punishment 18th & 19th century - The use and ending of transportation, public execution and the Bloody Code. Changes to prisons & penal reform 18th & 19th century:

Prison reform, including the influence of key individuals John Howard and Elizabeth Fry. Pentonville prison : reasons for its construction; the strengths and weaknesses of the separate system in operation. Key individual: Robert Peel – his contribution to penal reform

**Crime,
Law
Enforcement &
Punishment**

Section 3 Exploration in Elizabethan England
Key Topic Exploration and voyages of discovery

- Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade
- The reasons for and significance of Drake's circumnavigation of the globe.

Section 3 Exploration in Elizabethan England
Key Topic Raleigh and Virginia

- The significance of Raleigh and the attempted colonisation of Virginia
- Reasons for the failure of Virginia.

Section 2b:Life in Elizabethan England
Key Topic Education and leisure

- Education in the home, schools and universities.
- Sport, pastimes and the theatre.

Exam skills 2
Explanation - 12 marks.
Explain 2-3 points using developed explanation paragraphs (Point Evidence Explain Develop, PEED). Questions will focus on change, causes, consequences, or significance

Section 2a:Life in Elizabethan England
Key Topic The problem of the poor

- The reasons for the increase in poverty and vagabondage during these years.
- The changing attitudes and policies towards the poor.

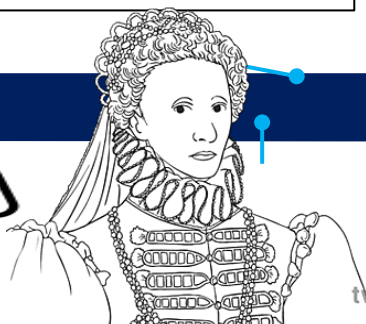
Exam skills 3 Judgement - 16 marks.
Make a judgement about how far you agree with a statement you will be given. This may be based on causation, change, consequences or significance
Form an argument using 2-3 developed explanation paragraphs. You must show both sides of the argument and reach a conclusion

Section 1:Overview
Key Topic 1 The situation on Elizabeth's accession

- Elizabethan England in 1558: society and government.
- The Virgin Queen: the problem of her legitimacy, gender, marriage. Her character and strengths.
- Challenges at home and from abroad: the French threat, financial weaknesses

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PAPER 2



Early Elizabethan England 1558-1588

History KS4 year 10 - LEARNING JOURNEY

Section 6 growth of catholic threat abroad
Key Topic The Armada

- Spanish invasion plans.
- Reasons why Philip used the Spanish Armada.
- Reasons why the English won
- Consequences of the Armada

Section 6 growth of catholic threat abroad

Key Topic The outbreak of war with Spain, 1585–88

- English direct involvement in the Netherlands, 1585–88. The role of Robert Dudley.
- Drake and the raid on Cadiz: 'Singeing the King of Spain's beard'.

Section 6 growth of catholic threat abroad

Key Topic Relations with Spain

- Political and religious rivalry
- Commercial rivalry. The New World, privateering and the significance of the activities of Drake.

Section 5 growth of catholic threat at home

Key Topic Plots and revolts at home

- The reasons for, and significance of, the Revolt of the Northern Earls, 1569–70.
- The features and significance of the Ridolfi, Throckmorton and Babington Plots. Walsingham and the use of spies.
- The reasons for, and significance of, Mary Queen of Scots' execution in 1587.

Section 5 growth of catholic threat at home

Key Topic The problem of Mary, Queen of Scots

- Mary, Queen of Scots: her claim to the English throne, her arrival in England in 1568.
- Relations between Elizabeth and Mary, 1568–69.

Section 4b religious conflict at home

Key Topic Challenge to the religious settlement

- The nature and extent of the Puritan challenge.
- The nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.

Section 4a religious conflict at home

Key Topic The 'settlement' of religion

- Religious divisions in England in 1558.
- Elizabeth's religious Settlement (1559): its features and impact.
- The Church of England: its role in society.



Yr.11 😊

Edexcel GCSE History (9-1) Hi10

Paper 1 Crime & Punishment in Britain circa 1000- present day. Historical environment in Context; Whitechapel 1870-1900

Paper 2 Early Elizabethan England 1558-1588 and Superpower relations 1941-1991

Paper 3 USA in conflict at home & abroad 1954-1975

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Section 5 Flashpoints in Superpower relation 1979-84

- The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts.
- Reagan and the 'Second Cold War', the Strategic Defence Initiative

Section 3c :The Cold War intensifies

- Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response.
- The international reaction to the Soviet invasion of Hungary

Section 3b Cold War crises, 1958–70; The Cuban Missile Crisis

- Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident.
- The events of the Cuban Missile Crisis
- The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963, the Outer Space Treaty 1967, the Nuclear Non-Proliferation Treaty 1968.

Section 1:Early tension between East and West 1941-46

- Background
- The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences.
- The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill.
- The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.

Exam skills 1

Consequence - 2x4 marks

Describe 2 consequences of an event, explain how it effected Superpower relations

Section 3d Cold War crises, 1958–70; Czechoslovakia 1968-69

- Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
- International reaction to Soviet measures in Czechoslovakia

Exam skills 2

Narrative analysis - 8 marks.

Tell the story of an event focusing on why thing changed and what the outcome was for Superpower relations

Section 6 The collapse of Soviet control of Eastern Europe 1985-91

- The impact of Gorbachev's 'new thinking' in Eastern Europe: the loosening Soviet grip on Eastern Europe.
- The significance of the fall of the Berlin Wall.
- The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact

Section 4 Attempts to reduce tension between East and West 1969-79

- Détente in the 1970s, SALT 1, Helsinki SALT 2.
- The significance of Reagan and Gorbachev's changing attitudes.
- Gorbachev's 'new thinking' and the Intermediate-Range

Section 3a Cold War crises, 1958–70; Berlin 1958-63. Increased tension and impact of Berlin Wall

- The refugee problem in Berlin, Khrushchev Berlin ultimatum (1958), and the summit meetings of 1959–61. The construction of the Berlin Wall, 1961. Impact of the construction the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963.

Section 2: The development of the Cold War 1946-49

- The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic
- The significance of the arms race and the formation of the Warsaw Pact

Exam skills 3 Importance - 2 x 8 marks.

Describe an event briefly, then explain how this event was important, and what effect it had on Superpower relations. You must clearly say if the event improved or thawed relations or intensified and made worse the relations placing world peace under threat

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GCSE

PAPER 2



Superpower relations and the Cold War 1941-1991

Key Topic 4.4 Reasons for the failure of the USA in Vietnam

- The strengths of North Vietnam, including the significance of Russian and Chinese support, Vietcong tactics and the Ho Chi Minh Trail.
- The weaknesses of the US armed forces. The failure of US tactics
- The impact of opposition to the war in the USA.
- Source utility
- Evaluation of interpretations about the failure of the USA in Vietnam

Key Topic 4.3 The peace process and the end of the war

- Reasons for, and features of, the peace negotiations, 1968-1973
- The significance of the Paris Peace Agreement 1973
- Source utility
- The economic and human costs of the war for the US
- Analysis of interpretations about the economic and human costs of the war for the US

Key Topic 4.1 Opposition to the war

- Reasons for the growth of opposition, including the student movement, TV and media coverage of the war and the draft system
- Public reaction to the My Lai Massacre, 1968. The trial of Lt. Calley
- The Kent State University shootings, 1970
- Making inferences from a source

Key Topic 4.2 Support for the war

- Reasons for support for the war, including the fear of communism
- The 'hard hats' and the 'silent majority'
- Evaluation of interpretations on opposition and support for the war

Key Topic 3.4 Changes under Nixon, 1969-73

- The key features of Vietnamisation. Reasons for its failure.
- The Nixon Doctrine and the withdrawal of US troops.
- Attacks on Cambodia, 1970, and Laos, 1971, and the bombing of North Vietnam, 1972

Key Topic 3.3 The nature of the conflict in Vietnam

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- The guerrilla tactics used by the Vietcong.
- The methods used by the USA, including Search and Destroy, Operation Rolling Thunder and chemical weapons.
- The key features and significance of the Tet Offensive, 1968.
- Making inferences from a source

Key Topic 3.2 Escalation of the conflict under Johnson

- The increasing threat of the Vietcong.
- The Gulf of Tonkin incident, 1964, and increased US involvement in Vietnam

Section 1 -The 1950's

Key Topic 3.1 Reasons for US involvement in the conflict in Vietnam, 1954-63

- The battle of Dien Bien Phu and the end of French rule in Vietnam
- Reasons for greater US involvement under Eisenhower, including the Domino theory and weaknesses of the Diem government
- Making inferences from a source
- Greater involvement under Kennedy, including the overthrow of Diem and the Strategic Hamlet Program
- Evaluation of interpretations on the reasons for US involvement in the conflict in Vietnam

Exam skills 3a Interpretation
Source Utility – 8 marks
Use how accurate two sources are and evaluate the provenance by assessing how far they are reliable at a specific enquiry question

Exam skills 3b&c Interpretation
How are interpretations different – 4 marks
Compare two interpretations by historians explaining how they are different
Why are interpretations different – 4 marks
Explain why the two interpretations are different using focus, emphasis or aspect

Exam skills 3d- Interpretation
How far is an interpretation valid - 16 marks
SPAG.
Use **BOTH** the interpretations, sources and your knowledge to make a judgement about how far you agree with an interpretation

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GCSE

PAPER 3

USA at home and abroad 1954-75 -
Abroad: Vietnam

Exam skills
Inference – 4 marks Draw conclusions about what a source tells you about a specific issue

Exam skills
Explanation - 12 marks.
Explain 2-3 points using developed paragraphs (Point Evidence Explain PEED). Questions will focus on consequences, or significance



History KS4 year 11- LEARNING JOURNEY

Key Topic 2.4 The civil rights movement, 1965-75

- The riots of 1965–67 and the Kerner Report, 1968.
- King's campaign in the North. The assassination of Martin Luther King and its impact
- The extent of progress in civil rights by 1975.
- Analysis of interpretations on the significance of Martin Luther King's leadership

Key Topic 2.3 Malcolm X and Black Power, 1963-70

- Malcolm X, his beliefs, methods and involvement with the Nation of Islam. His later change of attitude and assassination
- Reasons for the emergence of Black Power. The significance of Stokely Carmichael and the 1968 Mexico Olympics
- The methods and achievements of the Black Panther movement

Section 2: The 60's

Key Topic 2.1 Progress 1960-52

- The significance of Greensboro and the sit-in movement
- The Freedom Riders. Ku Klux Klan violence and the Anniston bomb
- The James Meredith case, 1962

Key Topic 2.2 Peaceful protests and their impact, 1963-65

- King and the peace marches of 1963 in Birmingham, Alabama, and Washington. Freedom summer and the Mississippi murders
- The roles of Presidents Kennedy and Johnson and the passage of the Civil Rights Act 1964
- Selma and the Voting Rights Act 1965
- Analysis of interpretations on the roles of Kennedy and Johnson

Key Topic 1.4 Opposition to the civil rights movement

- The Ku Klux Klan and violence, including the murder of Emmet Till in 1955
- Opposition to desegregation in the South. The setting up of White Citizens' Councils
- Congress and the 'Dixiecrats'

Key Topic 1.3 The Montgomery Bus Boycott and its impact, 1955-60

- Causes and events of the Montgomery Bus Boycott. The significance of Rosa Parks
- Reasons for the success and importance of the boycott. The Supreme Court ruling. The Civil Rights Act 1957
- The significance of the leadership of Martin Luther King
- The setting up of the SCLC

Section 1 -The 1950's

Key Topic 1.1 The position of black Americans in the early 1950s

- Introduction to and overview of the USA, 1954–75
- Segregation, discrimination and voting rights in the Southern states
- The work of civil rights organisations, including the NAACP and CORE

Key Topic 1.2 Progress in education

- The key features of the Brown v. Topeka case (1954)
- The immediate and long-term significance of the case
- The significance of the events at Little Rock High School, 1957
- Making inferences from a source
- Analysis of interpretations on desegregation in education

Exam skills 3a Interpretation

Source Utility – 8 marks
Analyse how accurate two sources are and evaluate the provenance assessing how far they are reliable about a specific enquiry question

Exam skills 3b&c Interpretation

How are interpretation different – 4 marks
Compare two interpretations by historians explaining how they are different
Why are Interpretations different – 4 marks. Explain why the two interpretation are different using focus, emphasis or aspect

Exam skills 3d- Interpretation

How far is an interpretation valid - 16 marks + 4 marks SPAG.

Use **BOTH** the interpretations, sources and your own knowledge to make a judgement about how far you agree with an interpretation

Exam skills

Explanation - 12 marks.

Explain 2-3 points using developed explanation paragraphs (Point Evidence Explain Develop, PEED). Questions will focus on change, causes, consequences, or significance

Exam skills

Inference – 4 marks Draw conclusions about what a source tells you about a specific issue

USA at home and abroad 1954-75
Home: Civil Rights