


Learning journey	History	Civil Rights	Year 6 (Spr 2nd)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p>Previously in year 6 , the pupils will have covered the Industrial Revolution.</p> <p>They learn about the key features of Victorian society was.</p> <p>They will study living conditions during the industrial revolution</p> <p>They will learn how working conditions changed during the period</p> <p>The pupils will investigate what inventions revolutionised society</p> <p>They will study political changes during the period</p> <p>Going on a local study</p> <p>Before the start of the unit they will be able to:</p> <ul style="list-style-type: none"> - Describe main features associated with a period / civilisation - Describe causes and / or consequences of an historical event 	<p>The pupils will know what was the US like in the 1950s</p> <p>They will understand why Oliver Brown took the BofEd to the Supreme court</p> <p>They will explain why didn't Rosa Parks give up her seat</p> <p>They know what was Martin Luther King Jr dream</p> <p>They will understand why did 3200 people march from Selma to Montgomery</p> <p>They will investigate what is the Black Lives Matter movement</p>	<p>In the Summer 2nd term the pupils will go onto study Twentieth Century Conflict</p> <p>The pupils will know what was the causes of WW1 to break out</p> <p>They will study why were so many lives lost on the Western Front</p> <p>They will learn whether the Treaty of Versailles was fair</p> <p>They will study how Hitler rose to power</p> <p>They will understand what life was like in Nazi Germany</p> <p>The pupils will investigate whether the Second World War inevitable</p>	<p>boycott</p> <p>Civil rights</p> <p>civil disobedience</p> <p>integration</p> <p>Jim Crow Laws</p> <p>Ku Klux Klan</p> <p>segregation</p> <p>separate but equal</p> <p>NAACP</p> <p>nonviolence</p>

NC coverage and HWJS skills development		Knowledge organiser
<p>National curriculum coverage for history</p> <p>The pupils will:</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge of British and world history Develop the appropriate use of historical terms Address and devise historically valid questions about change, cause, similarity, difference and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources <p>HWJS skills development</p> <p>Chronology: Timeline comparison of durations / different periods</p> <p>Characteristic features: What was the US like in the 1950s?</p> <p>Change and continuity: The impact of Rosa Parks and Martin Luther King Jr</p> <p>Cause and consequence: The causes and consequences of the Ferguson protests</p> <p>Historical enquiry: Examine differing sources about the Martin Luther Jr speeches and the impact</p> <p>Connections:</p>		 <p>The Knowledge Organiser for Civil Rights - Year 6 is a comprehensive resource divided into four main sections:</p> <ul style="list-style-type: none"> Vocabulary: Lists key terms such as 'Civil Rights', 'Segregation', 'Discrimination', 'Integration', 'Desegregation', 'Boycott', 'Protest', 'Non-violence', 'Activism', 'Rosa Parks', 'Martin Luther King Jr', 'Freedom Riders', 'SCLC', 'SNCC', 'CORE', 'NAACP', 'SCLC', 'SNCC', 'CORE', 'NAACP', 'SCLC', 'SNCC', 'CORE', 'NAACP'. Important People: Profiles key figures including Rosa Parks, Martin Luther King Jr, Coretta Scott King, James Bevel, Ralph Abernethy, and others. Timeline: A chronological list of events from 1955 to 1968, including the Montgomery Bus Boycott, the Birmingham Civil Rights Movement, the March on Washington, and the assassination of Martin Luther King Jr. Important Legal Document and Decisions: Details the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Supreme Court decision in Brown v. Board of Education.
Connections / deepening understanding	RADE	Assessment
<p>English -</p>	<p>Promoting social development: Group working/collaboration</p> <p>Promoting cultural development: Developing an understanding of how our country has been shaped by incomers in the past.</p>	<p>The pupils will be assessed through ongoing assessment using the retrieval practice activities at the start of each session.</p> <p>By the end of the unit can explain the causes and consequences of quite complex events, such as Rosa Parks</p> <p>The importance of Martin Luther King</p>