



Year 6

Civil Rights



History Unit Overview



National Curriculum History Objectives

- Ask historically valid questions about change, cause, similarity and 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.



In History we will be learning about:

- The Civil Rights movement in America
- Life for African Americans in the USA before, during and after the Civil Rights movement
- The Jim Crow Laws
- Segregation in schools in the USA and Brown vs the Board of Education
- Key events in the civil rights movement – Little Rock and Greensboro and comparing them to civil rights movement in the UK – The Bristol Bus Boycott
- The key people in the civil rights movement such as Martin Luther King, Katherine Johnson, Rosa Parks
- The legacy of the civil rights movement

Disciplinary Knowledge, Concepts and Skills



Chronology

- Use more sophisticated time markers within, as well as between periods
- Appreciate ideas of duration and interval.
- Successfully match simple iconic images to each of the periods studied;



Characteristic Features

- Understand that people's experiences varied depending on status
- Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.



Similarity and Differences

- Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies



Historical Interpretation

- Children grasp that interpretations might differ depending on the aspect that people are looking at.



Change and Continuity

- Know some changes are relative slow others happen very rapidly
- Understand not all change is welcomed by everyone
- See that some changes lead to others
- Understand what is meant by a turning point e.g. key moments in Civil Rights movement



Cause and Consequence

- Explain an event with reference to abstract ideas such as long and short-term or events building up e.g. the Civil Rights Movement
- By the end of the key stage some are able to explain some quite complex events using a good range of causes, some of them linked in a simple way e.g. the cumulative impact of the key events in the civil rights movement



Historical Significance

- Consider/explain the significance of events, people and developments in their context and in the present



- Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ...This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?

- Offer substantiated reasons why some sources might be treated cautiously

Historical Themes



People and Places



Migration



Power



Trade



Empire

Geography Unit Overview



National Curriculum Geography Objectives

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK)
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)



In Geography we will be learning about:

- The location of key civil rights activities
- The location of the Southern slavery states

Disciplinary Knowledge, Concepts and Skills



Locational Knowledge

- Identify the location of key civil rights activities
- Identify the location of the Southern slavery states



Place Knowledge

- n/a



Physical and Human Geography

- n/a



Environmental Sustainability

- n/a



Field Work

- n/a



Map Skills

- Locate America on a world map and the southern slavery states on a map of the USA
- Use digital mapping to create a map of a tour of the key Civil Rights locations in the USA including calculating distance and travel time between locations.

Geography Skills:

n/a








Inspirational Geographers







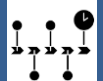





Bobby Wilson












Researcher and Professor of Geography















Sequence of Learning

	Focus Learning	Planned Experiences	Assessment	Key Vocabulary
Week 1     	<p>History Introduction to civil rights in America.</p> <p><u>Prior Learning:</u> Photos or scenarios illustrating segregation – what do children know about the issue already. How would they feel in this situation</p> <p><u>Main Learning:</u> Understand how black people were discriminated against in America in the 1900's. Define and discuss racism.</p>		What is racism?	<p><u>Tier 2:</u> segregation, discrimination</p> <p><u>Tier 3:</u> civil liberties, civil rights, civil rights movement, racism</p>
Planning Links	<p><u>Main Planning:</u> https://www.tes.com/teaching-resource/unit-of-work-civil-rights-movement-ks3-11627458</p>			

<p>Week 2</p>      	<p>History The Jim Crow Laws</p> <p><u>Prior Learning:</u> Photo of coloured/ white bathroom signs – 3 questions children would like to ask about the image. What does the image show?</p> <p><u>Main Learning:</u> Locate America on a world map and the southern slavery states on a map of the USA Introduce the Jim Crow Laws. Children to discuss and evaluate the significance of these laws.</p>		<p>What is segregation? How were black people treated differently to white people in America?</p>	<p><u>Tier 2:</u> Segregation, race</p> <p><u>Tier 3:</u> Civil Rights Movement, Jim Crow Laws</p>
<p>Planning Links</p>	<p>https://www.tes.com/teaching-resource/unit-of-work-civil-rights-movement-ks3-11627458</p>			
<p>Week 3</p>      	<p>History School Segregation and Brown v's The Board of Education</p> <p><u>Prior Learning:</u> Recap how Jim Crow Laws affected lives of black people in America</p> <p><u>Main Learning:</u> Describe and evaluate the effects of segregation on American children in the 1950s. Is it possible to be “separate but equal”?</p> <p>Explain the main features of Brown vs Board of Education and why it was important to the Civil Rights</p>		<p>What laws affected how black people were treated in America?</p> <p>How did these laws affect children’s experience at school in America in the 1950s?</p> <p>Why was the legal case of Brown vs The Board of Education important?</p>	<p><u>Tier 2:</u> Segregation, equality, integration, judgement, significant</p> <p><u>Tier 3:</u> Supreme Court, ruling, legal case</p>

 	<p>Movement.</p>			
<p>Planning Links</p>				
<p>Week 4</p>        	<p>History Key Moments in the Civil Rights Movement <u>Prior Learning:</u> Separate but equal – look at photos of black and white children at school. How is this not equal?</p> <p><u>Main Learning:</u> Find out about the events of Little Rock/ Greensboro. Critically evaluate different sources to form a judgement based on the success of Little Rock. Sort the events of the Greensboro sit ins into causes and effects Compare and contrast to the civil rights movement in the UK through looking at the impact of the Bristol Bus Boycott in 1963. Make comparisons to Rosa Parks.</p>	<p>London Metropolitan Archives - No Colour Bar Workshop</p>	<p>How did the events at Little Rock and Greensboro impact on the Civil Rights movement?</p>	<p><u>Tier 2:</u> Segregation, integration, boycott, colour bar, employment., declared, significance</p> <p><u>Tier 3:</u> Little Rock, Civil Rights movement, Governor, National Guard, Supreme Court, Greensboro, North Carolina, racial segregation, Race Relations Act, bus boycott, non- violence, freedom riders, civil disobedience, unconstitutional, ruling, legal case</p>
<p>Planning Links</p>	<p>https://www.tes.com/teaching-resource/unit-of-work-civil-rights-movement-ks3-11627458</p>			
<p>Week 5</p> 	<p>Key Figures in the Civil Rights Movement</p> <p><u>Prior Learning:</u> Revisit children’s knowledge of Rosa</p>		<p>What do you know about some of the key figures in the Civil Rights Movement?</p> <p>Why was Martin</p>	<p><u>Tier 2:</u> Leader, speech, spokesperson, activist, pivotal, visible</p>

      	<p>Parks from Y2</p> <p><u>Main Learning:</u> Rosa Parks, Martin Luther King, Katherine Johnson</p> <p>What did these people contribute the Civil Rights Movement? Think about their importance and discuss who was the most important figure? Evaluate whether Martin Luther King was a great leader.</p>		<p>Luther King considered a great leader?</p> <p>Barak Obama said he wouldn't have been president if it wasn't for Rosa Parks. Do you agree?</p>	<p><u>Tier 3:</u> Civil Rights Movement, NAACP, Montgomery, sit in, Space Race, NASA, engineer, computer, mathematician, assassination</p>
<p>Planning Links</p>	<p>https://www.tes.com/teaching-resource/unit-of-work-civil-rights-movement-ks3-11627458 https://www.scholastic.com/teachers/blog-posts/christy-crawford/2017/Fast-and-Fun-Resources-for-Hidden-Figures/ https://www.nasa.gov/sites/default/files/atoms/files/modernfigures_toolkit_interactive_0.pdf</p>			
<p>Week 6</p>     	<p>History Legacy of the Civil Rights Movement <u>Prior Learning:</u> Create and annotate a timeline of the Civil Rights Movement. Assess which event was the most influential on the Civil Rights Movement</p> <p><u>Main Learning:</u> Link to global citizenship and think about the legacy of the Civil Rights Movement and links to the Black Lives Matter campaign.</p>	<p>Museum of London – Words Can Change Lives workshop</p>	<p>How effective was the Civil Rights movement in ensuring equality for black people? Why is the Black Lives Matter campaign still so relevant?</p>	<p><u>Tier 1:</u> Legacy, influence, influential, campaign, equality, equity, relevance</p> <p><u>Tier 2:</u> Civil Rights Movement, timeline, Black Lives Matter</p>



Planning Links

Week 7



Geography Focus
Mapping Civil Rights

Prior Learning:
Identify places of key events in the Civil Rights Movement they have learnt about

Main Learning:
Use information from map sites to plan and map a historical tour with travel itinerary of the key civil rights locations in the USA.

Extension:
Using MapMaker Interactive, explore how the population distribution of African Americans in 1960 reflected historical patterns of slavery and was entwined with the Civil Rights Movement. (see national geographic link above)

Where were the key locations of the civil rights movement? Can you locate the key places on an map of the USA? What is significant about the locations? Why do you think these events happened in these locations? Can you see a pattern in the location of events?

Tier 2:
Southern, itinerary, population, distribution, location

Tier 3:
States, population distribution

Planning Links

- <https://www.google.com/maps/d/viewer?mid=1afRxj0c-0hmYBVdAsrCWOwukLz4&hl=en&ll=34.50593785356335%2C-84.67401250000003&z=6>
- <https://education.nationalgeographic.org/resource/reflection-rights>
- <https://www.pbs.org/wgbh/americanexperience/features/mlk-civil-rights-hot-spots/>
- <https://storymaps.arcgis.com/stories/77d00bb7ee2a49ceb03c09e37d4722f1>