

Key Stage 5 Curriculum Overview 2025-26 – Unit 3: Civil Rights in the USA, 1865-1992

		Topic 1 – African Americans	Topic 2 – Trade Unions	Topic 3 – Native American	Topic 4 – Women	Revision
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
13	Unit description	<p><b>African Americans and civil rights</b> 20 lessons</p> <p>Students will study: 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.</p>	<p><b>Trade Union &amp; Labour Rights</b> 12 lessons</p> <p>Students will study: Union and Labour rights in 1865; 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.</p>	<p><b>Native American civil rights</b> 15 lessons</p> <p>Students will study: 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.</p>	<p><b>Women and Civil Rights</b> 10 lessons</p> <p>Students will study: Their position in 1865; the impact on women’s rights of the campaign for prohibition; the campaign for women’s suffrage; the New Deal; 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>	<p><b>Revision</b> In-class revision in the lead up to the exam in May.</p>
	Assessment	<ol style="list-style-type: none"> <li>African Americans: government and individuals – knowledge test (AO1)</li> <li>African Americans Depth Study – interpretation essay (AO3)</li> </ol>	<ol style="list-style-type: none"> <li>Trade Union and Labour Rights - knowledge test (AO1)</li> <li>Trade Union – thematic essay (AO1)</li> </ol>	<ol style="list-style-type: none"> <li>Native Americans – knowledge test (AO1)</li> <li>Exam Skills – (peer work)</li> <li>Mock exam – whole paper (AO1 &amp; AO3)</li> </ol>	<ol style="list-style-type: none"> <li>Knowledge test (AO1)</li> <li>Exam skills – peer work, non-assessed</li> </ol>	Revision focused on past exam questions.

**Assessment types**

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted..

## >Something More?

***Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:***

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

### **How does our curriculum do >Something More?**

KS4 History:

- Highlighting extraordinary people, events, and discoveries that inspire awe or investigates how a sense of awe has led to breakthroughs and creativity:
  - ✓ **Topic 1, African Americans: students learn about the role of individuals such as Martin Luther King Jr and Malcolm X, who campaigned tirelessly for equality and civil rights for African Americans**
  - ✓ **Topic 3, Native Americans: students learn the horrific story of the loss of independence of the indigenous people of North America, the scale of their displacement sometimes being described as a genocide.**