

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 8 Term: Spring 2	Topic: Why was it difficult for black Americans to gain equal rights in the 50s and 60s?	<p>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</p> <p>Conceptual vocabulary will be present throughout the topic: Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p>Understanding checked through questioning and regular feedback.</p> <p><u>Period and content specific terminology:</u> Segregation, the Jim Crow Laws, boycott, discrimination, prejudice, Civil Rights, pacifist, Nation of Islam</p>
<p>What is the essential knowledge from this unit? What do students need to remember and understand? Conceptual focus is change and significance.</p> <p>This module is a direct continuation of the Spring 1 module which focused on Slavery. This module will look at the continuing struggle black people in America faced and the key individuals that fought to achieve equal rights.</p> <p>Each lesson will take a different significant individual or event and highlight the importance of it and the changes that came about as a result of that individual or event.</p> <p>The key individuals or events are: Emmett Till Rosa Parks Martin Luther King Jr Malcolm X Elizabeth Eckford and the Little Rock Nine the Brown vs Topeka case</p> <p>The Assessment will be an evaluative piece, determining which individual/event was the most influential in bringing about significant change.</p> <p>Students will then be asked to evaluate the following evaluative question: "The bus boycott was the turning point for the fight for Civil Rights." How far do you agree with this statement?</p> <p>Once the assessment has been done, students will do a couple of lessons on black lives from the 1960s to the modern day and the influence of black people on culture and society - through to the continuing struggles black people face in modern society and looking at the importance of Black Lives Matter.</p>		
<p>What prior learning supports understanding of this content? Learning will build off of the Spring 1 module and act as a continuation of that. Class discussion during the introduction will allow students to demonstrate any prior knowledge.</p>	<p>How does this content link to future learning? Students will continue to work on their basic Historical skills as well as adding in more advanced skills, such as evaluation, and beginning to look at the nature of Historical interpretation, as well as engaging with source material.</p>	
<p>Reading: Where in the unit are students supported to read complex academic text? Reading activities of sources provided by teachers to develop comprehension and literacy.</p>	<p>Writing: Independent writing tasks and how they are structured Writing tasks provided every lesson – some comprehension from source material, some creative. All focused on the conceptual focus.</p>	
<p>Key assessments: How will students review the information learned? How will feedback be seen? Recaps every three lessons to assess knowledge (AO1), with quick-fire questions and immediate answers in low-stakes quizzing. This will also present opportunities for self-assessment and a purple pen exercise.</p> <p>Mid-topic and end of topic assessment: question sheet with answers in book; feedback sheet with pupil responding in purple pen.</p>		