



Year 13 Curriculum Grid

History

Year/Term	Unit	Content	What skills are developed?
Autumn-Summer Terms	Civil Rights in the USA (LOA)	African Americans (1865–1992) <ul style="list-style-type: none"> Reconstruction Era (1865–1877) <ul style="list-style-type: none"> 13th, 14th, and 15th Amendments – ending slavery and granting legal rights Freedmen’s Bureau and attempts at integration Rise of white supremacist groups – KKK Black Codes and southern resistance Compromise of 1877 and the end of federal protection Jim Crow and Segregation (1877–1941) <ul style="list-style-type: none"> Legalised segregation – <i>Plessy v. Ferguson</i> (1896) Denial of voting rights through literacy tests and poll taxes Economic oppression – sharecropping and discrimination Limited protest: Booker T. Washington vs W.E.B. Du Bois Formation of NAACP (1909) and slow legal challenges Civil Rights Movement (1940s–1960s) <ul style="list-style-type: none"> Impact of WWII and the Cold War Key legal progress: <ul style="list-style-type: none"> <i>Brown v. Board of Education</i> (1954) <i>Civil Rights Act</i> (1964) and <i>Voting Rights Act</i> (1965) Key campaigns and events: <ul style="list-style-type: none"> Montgomery Bus Boycott, Little Rock, Freedom Rides, March on Washington Role of individuals: <ul style="list-style-type: none"> Martin Luther King Jr., Malcolm X, Rosa Parks Rise of more radical movements: <ul style="list-style-type: none"> Black Power, Black Panthers Post-1960s to 1992 <ul style="list-style-type: none"> Continued inequality in housing, education, employment Busing and affirmative action debates Rise of black middle class vs continued urban poverty Influence of presidents: Nixon, Reagan, Bush 	<i>The ability to:</i> <ul style="list-style-type: none"> Analyse Evaluate Think critically Learn independently Work in groups/teams Communicate effectively Debate Research Write extensively
		2. Native Americans (1865–1992) <ul style="list-style-type: none"> Early suppression and assimilation: <ul style="list-style-type: none"> Reservation system, Indian boarding schools, Dawes Act (1887) Continued decline of autonomy and land ownership Emergence of protest: <ul style="list-style-type: none"> AIM (American Indian Movement), Alcatraz occupation 	

		<ul style="list-style-type: none"> ○ Wounded Knee (1973) • Limited legal and political success: <ul style="list-style-type: none"> ○ Indian Self-Determination Act (1975) ○ Some land and cultural restitution 	
		<p>3. Women (1865–1992)</p> <ul style="list-style-type: none"> • Early campaigning: <ul style="list-style-type: none"> ○ National American Woman Suffrage Association ○ 19th Amendment (1920) – vote for women • 1930s–50s: <ul style="list-style-type: none"> ○ Role in the workforce during WWII ○ Post-war return to domesticity • Women’s Liberation Movement (1960s–70s): <ul style="list-style-type: none"> ○ Betty Friedan, NOW (National Organization for Women) ○ Equal Pay Act (1963), Civil Rights Act (1964), Roe v. Wade (1973) • Continuing challenges: <ul style="list-style-type: none"> ○ Workplace inequality, abortion rights, ERA (Equal Rights Amendment) failure 	
		<p>4. Trade Union and Labour Rights (1865–1992)</p> <ul style="list-style-type: none"> • Early resistance and violence: <ul style="list-style-type: none"> ○ Homestead Strike, Pullman Strike, repression of unions • Impact of industrialisation and Great Depression • New Deal reforms: <ul style="list-style-type: none"> ○ Wagner Act (1935) – legal recognition of unions • Post-war prosperity vs later decline: <ul style="list-style-type: none"> ○ Union strength in 1950s ○ 1981: PATCO Strike and Reagan’s crackdown • Shift from industrial to service-based economy 	
		<p>Overarching Themes</p> <ul style="list-style-type: none"> • Extent of change and continuity over time • Role of federal and state governments – helpful or obstructive? • Importance of Supreme Court decisions • Role of grassroots protest, leadership, and organisations • Interplay between economic, political and social rights • Varying experiences of minority groups 	
		<p>Skills and Assessment Focus</p> <ul style="list-style-type: none"> • Analysis of primary sources – considering provenance, content, and context • Evaluation of historical interpretations – comparing views and using own knowledge • Judging change over time, and the relative importance of key factors • Clear written argument using relevant evidence across the whole period 	

Autumn-Summer Terms	Topic-based Essay	<p><u>Overview</u></p> <ul style="list-style-type: none"> • One essay of 3,000–4,000 words, focusing on the Holocaust • Focuses on historical interpretations and debate • Marked out of 40: <ul style="list-style-type: none"> ○ 20 marks for knowledge and understanding ○ 10 marks for use of primary sources ○ 10 marks for interpretation and judgement <p><u>Key Skills Assessed</u></p> <ul style="list-style-type: none"> • Independent research including referencing of research • Critical engagement with sources and interpretations • Sustained argument and judgement • Use of evidence to support an argument • Academic writing and referencing 	<p><i>The ability to:</i></p> <ul style="list-style-type: none"> • Analyse • Evaluate • Think critically • Learn independently • Work in groups/teams • Communicate effectively • Debate • Research • Write extensively
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