

Year 11, Subject Curriculum Overview



	Autumn Term 1 Topic(s)	Autumn Term 2	Spring Term 1
Overview of Scheme of Learning	<p>The Development of the Civil Rights Movement 1955-1960 Students study the roots of the Jim Crow laws through the American Civil War, connecting with the year eight unit on the slave trade and the Plessy v's Ferguson verdict of 'separate but equal'. Students test this synthesis through an analysis of the reality of 1950's life for Southern African Americans. This leads to the birth of the Civil Right Movement in terms of the desegregation of Education after Brown v's the board of Education, the Bus Boycott and the leadership of Martin Luther King. The unit concludes with a study of new and continuing opposition, such as the Ku Klux Klan and White Citizens Councils</p> <p>Protests, Progress and Radicalisation 1960-1975 part 1 Students study the Greensboro sit ins, James Meredith and a range of peaceful protest, such as the Birmingham and the March on Washington. A comparison and analysis of the significance of the contributions of JFK and LBJ is also covered at this stage</p>	<p>Protests, Progress and Radicalisation 1960-1975 part 2 Malcolm X is introduced and his leadership compared with that of King. This provides the gateway into the radicalization of the Civil Rights Movement and how and why the Black Power Movement gained support, particularly in the ghettos of the larger Northern Cities. Riots such as Chicago and Los Angeles are studied, drawing comparisons with the contemporary Black Lives Matter movement and clashes with the police. Students close with an analysis of how much progress had been made by 1975.</p> <p>US involvement in Vietnam part 1 Tracing the roots of the Vietnam war and the causes of American involvement, including the French defeat at Dien Bien Phu, the roles of Eisenhower, Kennedy and Johnson, support for Diem and the Tonkin Gulf Resolution</p>	<p>US Involvement in Vietnam part 2 Students examine the relative effectiveness of US and Vietcong tactics and the significance of the Tet Offensive as a turning point. This leads to a study of how far Nixon took US involvement in a different direction through Vietnamisation and the invasion of Cambodia</p> <p>Opposition and the end of US involvement The growth of opposition in America, including the anti-war and student protest movements. The My Lai massacre and the Kent State shootings are examined in the context of this growing opposition, as are pro war sentiments, such as the hard hat riots and Nixon's 'silent majority'. Finally, students study why the US pushed for peace and why they ultimately failed and withdrew from Vietnam.</p>



<p>Assessment Overview</p>	<p>The fortnightly assessment schedule continues, focusing mainly on Q's 1 & 2 from Paper three, which require inference from a source usually pictorial and an explanation of the significance of a relevant event in the Civil Rights Movement, for example, Why did the Montgomery bus boycott succeed?</p>	<p>Fortnightly assessment is maintained, continuing to concentrate on not only Q's 1 & 2 but also on the final question 3d, which focuses on students analysing two interpretations of a relevant historical event, outlining supporting reasons for each, justifying with evidence from a variety of sources and their own knowledge and stating how far they agree with one of these interpretations. Students have been addressing similar questions since year seven, such as analysing the positive and negative interpretation of Cromwell's post-Civil War Republic</p>	<p>The principle of fortnightly assessment continues with a focus on all types of paper three questions, including judgments on the utility of sources and reasons for differing interpretations in the context of Vietnam. Students are further assessed by virtue of an end of unit test, which is usually a past GCSE examination paper marked according to the Pearson markscheme.</p>
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