

# Subject Progression Statement

Subject: History

Year: 8

Term: Spring

Unit: Civil Rights



		Mastery Steps		
Assessment Areas	Foundation	Secure	Mastery	
What I know and understand about different periods of History.	<ul style="list-style-type: none"> <li>I can describe the features of the Civil Right movement in the USA.</li> <li>e.g. Martin Luther King was a leader of the Civil Rights movement</li> </ul>	<ul style="list-style-type: none"> <li>I often use specific detail when writing about the Civil Right movement in the USA</li> <li>e.g. The Bus Boycott in Montgomery was when Martin Luther King first led a civil rights movement.</li> </ul>	<ul style="list-style-type: none"> <li>I use frequent specific detail when writing about the Civil Right movement in the USA</li> <li>e.g. The march on Washington in 1963 was when Martin Luther King made his "I have a dream speech". 250,000 people listened at the Lincoln memorial.</li> </ul>	
Using evidence to explore what happened in the past.	<p>Either</p> <ul style="list-style-type: none"> <li>I can pick out several details about the Civil Rights Movement from 2 sources.</li> <li>e.g The sources show that the police were targeting protesters during the march on Birmingham.</li> </ul> <p>or / both</p> <ul style="list-style-type: none"> <li>I can make simple statements about sources based on the provenance linked to the Civil Rights Movement.</li> <li>e.g. The sources are photographs and so cannot be trusted.</li> </ul>	<p>Either</p> <ul style="list-style-type: none"> <li>I can pick out detail from 2 primary sources and say what this shows about the Civil Rights Movement and use some simple knowledge to say why they are useful.</li> <li>e.g. The sources show that the police were targeting protesters during the march on Birmingham. This is useful as we can see the tactics that the police used against civil rights protesters were brutal, this was also the same during sit ins.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>I can use some simple contextual knowledge about the Civil Rights Movement and pick out details from the provenance to say why a source is useful.</li> <li>e.g. The sources were photographs taken by a Civil rights supporter. This makes the source not useful as they might have chosen to take this picture to show the police in a bad way.</li> </ul>	<ul style="list-style-type: none"> <li>Either</li> <li>I use several good pieces of detailed knowledge about the Civil Rights Movement to say what a source shows and why it is useful based on the content.</li> <li>e.g The sources show that the police were targeting protesters during the march on Birmingham in Alabama in 1963. The source shows a civil rights activist being attacked by a police dog. This is useful as we can see the tactics that the police used against civil rights protesters were brutal. During the same march they also used tactics such as water cannons which shows more hard tactics.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>I use some good contextual knowledge about the Civil Rights Movement to say why the source is useful or not based on the provenance.</li> <li>e.g The source is a photograph showing civil rights activists in a sit in. This photograph is useful to some extent because I see how they were treated by whites. However, the photograph was taken by a member of the Civil rights movement. They wanted to show that peaceful protest was working, and that they were being treated badly by the racists. This limits the usefulness as it was taken to show the Civil Rights movement were peaceful, when this was not always the case, for example, Malcolm X.</li> </ul>	
Knowledge developed as part of the unit	<ul style="list-style-type: none"> <li>Key events of the Civil Rights movement</li> <li>Key people in the American Civil Rights Movement</li> <li>Key ideas of the Civil Rights movement</li> <li>Role of the Government</li> <li>Outcomes of the Civil rights movement</li> </ul>	<ul style="list-style-type: none"> <li>Concepts and constructs developed over the unit: What changed during the Civil Rights Movement ? What continued during the Civil Rights Movement? What caused the changes? What were the consequences of events/ choices/ people/ decisions? What was significant about the changes/ continuity? Gender, Age, Power, Government, Education</li> </ul>		