



**YEAR 5 HISTORY: CIVIL RIGHTS - LONG-TERM PLAN**

**PHILOSOPHICAL QUESTION**

**Is everyone treated fairly?**

**HISTORICAL QUESTION**

**How did people in America and Britain fight for civil rights during the post-war era?**

**LONG-TERM PLAN**

Week	Threshold Concept	Content	Knowledge	Interactive Activities
1	<b>Investigate and interpret the past</b>	Discuss the Philosophical Question. What are the children's views? What is the children's opinion of the historical question? What questions do they have? What would they like to find out?	Fairness - <u>impartial</u> and just treatment or behaviour without <u>favouritism</u> or discrimination  Civil rights - the rights of citizens to political and social freedom and equality	Children to record their answers via writing, drawing, audio, video and then stored somewhere to re-discuss at the end of the block.  <b>Extension:</b> Use drama or role-play to act out scenarios where someone influences change.
2	<b>Understand chronology</b>	Introduction to Civil Rights	Timeline of events in US and UK	<b>Civil Rights Timeline Puzzle:</b> Groups assemble a timeline from mixed-up event cards.  <b>Interactive Timeline Creation:</b> Use digital tools (e.g., Canva, Padlet) to build a collaborative timeline.
3	<b>Build an overview of world history</b>	The impact of segregation	The difference between the Northern USA and Southern USA	<b>Segregation Simulation:</b> Create a classroom scenario where students experience arbitrary separation (e.g., by shoe colour) and reflect on feelings.  <b>Empathy Letters:</b> Write letters from the perspective of someone living under segregation.



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4	<b>Understand chronology</b>	Key figures in the American Civil Rights movement	MLK Jr. Rosa Parks Claudette Calvin Malcolm X Asa Philip Randolph	<b>Civil Rights Hero Trading Cards:</b> Pupils design cards with facts, quotes, and achievements. <b>Hot Seating:</b> Pupils take on the role of MLK, Rosa Parks, etc., and answer classmates' questions.
5	<b>Investigate and interpret the past</b>	Analyse primary and secondary sources	Significance of radio, TV and the press in the Civil Rights movement 'Fake' news	<b>Source Detective:</b> Examine real and fabricated news articles/images and decide which are trustworthy. <b>Media Comparison:</b> Compare how different sources report the same event.
6	<b>Build an overview of world history</b>	Peaceful protests	The Montgomery Bus Boycott and Rosa Parks	<b>Re-enact the Montgomery Bus Boycott:</b> Use drama to explore the event and its impact. <b>Design Protest Posters:</b> Create posters advocating for civil rights using historical slogans.
7	<b>Build an overview of world history</b>	The children of the Civil Rights movement	The story of the Little Rock 9	<b>Story Mapping:</b> Create a visual map of the Little Rock 9's journey. <b>Diary Entries:</b> Write from the perspective of one of the Little Rock 9.
8	<b>Build an overview of world history</b>	The March on Washington	MLK's speech (I Have A Dream) and the magnitude of the event	<b>Speech Writing:</b> Pupils write their own "I Have a Dream" speech. <b>Mini March:</b> Organize a peaceful march around the school with banners and chants.
9	<b>Build an overview of world history</b>	The Black Panther movement	The Black Panther Party fought for civil rights for the oppressed.	<b>Debate:</b> Peaceful protest vs. militant activism - which is more effective?



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				<b>Design a Community Programme:</b> Inspired by the Panthers' free breakfast and education initiatives.
10	<b>Communicate historically</b>	Prepare and deliver a presentation on a key aspect of the civil rights movement.	Draw together all the knowledge from throughout the block.	<p><b>Civil Rights Museum:</b> Pupils create exhibits (posters, models, digital presentations) for a classroom museum.</p> <p><b>Peer Review Carousel:</b> Rotate around groups giving feedback on presentations.</p>
11	<b>Communicate historically</b>	Reflect on the philosophical and historical questions.	Draw together all the knowledge from throughout the block. Critical thinking about fairness, civil rights and change over time.	<p><b>Philosophical Circle:</b> Revisit the question "Is everyone treated fairly?" and discuss changes in thinking.</p> <p><b>Civil Rights Quilt:</b> Each child contributes a square representing something they learned or believe in.</p>



APPENDIX:

THRESHOLD CONCEPTS

<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past and link to prior knowledge.</li> <li>• Select suitable sources of evidence.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain using prior learning.</li> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>
<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of time (using terms such as: social, religious, political, technological and cultural).</li> <li>• Understand the concepts of continuity and change over time, representing them on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>• Dates, time period, era, chronology, continuity, change, century, decade.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> </ul>

The Civil Rights Movement

1946	1947	1964	1955 - 1956	1967	1968	1963	1964	1965	1966 - 1980	1968
The second world war ends	Jackie Robinson breaks the colour barrier as the first black player major league basketball	Brown vs Board: a court case that stated segregation within state schools was illegal (US)	The Montgomery Bus Boycott takes place after Rosa Parks' arrest	The Little Rock 9 were admitted to a school in Arkansas	Notting Hill riots - white gangs attacked Afro-Caribbean residents and their homes. Murder of Kelso Cochrane (UK)	MLK's speech in Washington	Civil Rights Act signed prohibiting discrimination based on race, colour, religion, sex or national origin (US)	The Race Relations Act in made it illegal to discriminate somebody because of their race (UK)	The Black Panther Movement	Martin Luther King is killed

Key Vocabulary	
boycotting	To refuse to use or buy something as a form of protest
citizen	Ordinary person and their concerns
civil rights	the rights of citizens to political and social freedom and equality
civil rights activist	someone who campaigns for equal rights and encourages others to do the same.
discriminate	unfair treatment of one particular person or group of people
nationwide	widespread across a place
protest	a public act expressing disapproval of or objection to something
segregation	separating people
POC	Person of colour
principle	rule
sit in	a form of protest where a person or group of people would sit somewhere and refuse to move



- The civil rights movement was the campaign for equal rights for African Americans and for an end to racial segregation.
- Some examples of segregation: segregated bathrooms, swimming pools, buses, shops, restaurant and schools.
- Reasons the civil rights movement grew included WW2, communities changed, television, research and the Cold War.
- Segregation laws (called the Jim Crow Laws) worked on the theory of 'separate but equal'
- Peaceful protesting actions included, marches, speeches, handing out flyers, sit-ins and boycotting.
- The Montgomery Bus Boycott lasted for 182 days.
- In 1957, desegregation laws came into effect at Central High School in Little Rock, Arkansas. Central High decided to admit nine black students in September.
- From 1969 through the early 1970s, the Black Panthers' Free Breakfast for School Children Program fed tens of thousands of hungry children.



**Martin Luther King Jr.**  
He is known for his powerful speeches and peaceful protests against unfair laws that treated black people differently from white people. Martin Luther King Jr. helped people understand that everyone should be treated equally, and he made a big difference by organizing marches and speaking out for justice.

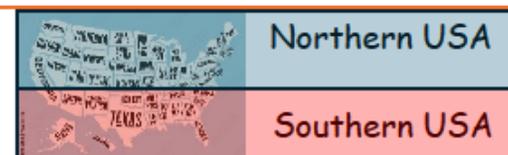
**Rosa Parks**  
A brave woman who helped end unfair racial segregation in America. In 1955, she refused to give up her seat on a bus for a white person, even though she was arrested for it.

**Claudette Colvin**  
Colvin refused to give up her seat on the back of the bus. She was 15 years old when she was arrested.

**Malcolm X (100 years since his birth: 19th May 2025)**  
He was a leader who fought for the rights of black people in America. He believed that black people should defend themselves and work to create their own strong communities.

**Asa Philip Randolph**  
He was a leader who fought for the rights of black workers in America. He is known for organizing one of the first big labour unions for black people and fighting for fair treatment in the workplace.

**President Lyndon B. Johnson**  
He expressed that segregation, which also included keeping black people from voting, was deeply wrong and needed to end.





## ASSESSMENT OPPORTUNITIES

- Source analysis (primary vs. secondary)
- Timeline creation
- Compile work into a 'scrapbook' over the unit of work
- Final presentation (oracy, historical communication)
- Participation in debates and discussions

## POSSIBLE QUESTIONS TO DEBATE

### Historical Enquiry Questions

#### Linked to the Philosophical Question

- What does fairness mean to you?
- Can laws guarantee fairness for everyone?
- Is it fair to treat people differently because of their skin colour or beliefs?
- How can we tell if someone is being treated unfairly?
- Should fairness always mean equality?

#### Linked to the Historical Question

- What were the key events in the Civil Rights movement in the USA and UK?
- Who were the most influential people in the fight for civil rights?
- How did peaceful protests help bring about change?
- What role did children play in the Civil Rights movement?
- How did the media influence public opinion during the Civil Rights era?

#### Empathy and Perspective

- What might it have felt like to live under segregation?
- How do you think Rosa Parks felt when she refused to give up her seat?
- What challenges did the Little Rock Nine face at school?
- How would you feel if you were excluded because of something you couldn't change?
- What would you say to someone who was fighting for their rights?



## Scotholme Primary - Discover (History LTP)

### ★ Values-Based (Change, Success, Fairness)

- Why is fairness important in society?
- What does success look like in a civil rights movement?
- How can one person make a difference?
- What values did civil rights leaders stand for?
- How can we apply the lessons of the Civil Rights movement to our lives today?