|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit 3 – Trade Union and Labour Rights 1865-1992** | **Road Map - Year 13 ‘Trade Union and Labour Rights*’*** | | | | |
| In this unit you will have the opportunity to study the struggle for union and labour rights across the period. You will judge how far the position of unions and workers improved. The aims are as follows:  **LG1**: Knowledge  **LG2**: Application  **LG3**: Skills | Assessments | Grades | | | |
|  |  | | | |
|  |  | | | |
|  |  | | | |
|  |  | | | |
|  |  | | | |
| **Themes** | **Learning Goals/Outcomes/Content** | |  |  |  |
| 1) To what extent did the position of unions and organised labour improve in the period 1865-1914? | LG1: to know how the position of trade unions and organised labour changed at the end of the 19th Century and the reasons for a lack of change  LG2: to apply this knowledge and form a judgement about how far the position of trade unions and organised labour changed during this time  LG3: change over time, causation, importance | |  |  |  |
| 2) In what ways did the years between the wars witness an improvement in the position of workers? | LG1: to know how the position of workers and unions changed between the wars and the reasons for the change  LG2: to use this knowledge and make a judgement about how far the position of workers and unions improved during this time  LG3: change over time, causation, importance | |  |  |  |
| 3) In what ways did the 1960’s see an improvement in the position of workers? | LG1: to gain a knowledge of how the position of workers improved during the 1960’s and why  LG2: to apply this knowledge and make a judgement about how far the position of workers improved during the 1960’s  LG3: change over time, causation, importance | |  |  |  |
| 4) How far did workers lose the gains they had made during the 1980’s and early 1990’s? | LG1: to gain a knowledge of how the position of workers and unions changed at the end of the time period and why  LG2: to apply this knowledge to make a judgement about how far the position of workers and unions declined during this period  LG3: change over time, causation, importance | |  |  |  |
| 5) What impact did economic growth or depression have upon the position of workers? | LG1: to gain a knowledge of the changes in the position of workers brought about by economic change  LG2: to apply this knowledge and make a judgement about the overall impact of economic change upon the position of workers  LG3: change over time, causation, importance | |  |  |  |
| 6) How far did government action and the attitudes of the federal government help or hinder the development of labour rights? Pullman Strike and World Wars | LG1: to gain a knowledge of how the attitudes and actions of the federal government helped and hindered the development of labour rights  LG2: to apply this knowledge and make a judgement of how far the attitudes and actions of the federal government helped in the development of labour rights  LG3: change over time, causation, importance | |  |  |  |
| 7) How important were Presidents and the Supreme Court in the development of labour rights? | LG1: to gain a knowledge of what the Supreme Court and the Presidents did in the development of labour rights  LG2: to apply knowledge and make a judgement about how far the Supreme Court and Presidents developed labour rights  LG3: change over time, causation, importance | |  |  |  |
| 8) Study Skills: Thematic Essay Questions - How to write a themed paragraph that demonstrates synthesis | LG1: to gain a knowledge about how to write a themed paragraph that demonstrates synthesis  LG2: to apply this knowledge and write themed paragraphs that demonstrate synthesis  LG3: importance, change over time | |  |  |  |
| 9) How and why did divisions within the labour movement limit the progress of union rights? | LG1: to gain a knowledge of the divisions within the labour movement and how this limited progress  LG2: to apply this knowledge and judge the impact of division on the progression of union rights  LG3: change over time, importance, causation | |  |  |  |
| 10) Study Skills: Thematic Essay Question - How to plan an essay | LG1: to gain a knowledge of how to plan a thematic essay  LG2: to apply knowledge and plan a thematic essay that demonstrates careful and developed synthesis in themed paragraphs  LG3: importance, change over time | |  |  |  |

**Links:**

This topic makes up part of the Civil Rights in the USA 1865-1992 unit and looks at the struggle for union and labour rights throughout this period. It will look at a number of key factors that impacted upon the struggle and a judgement will need to be made about how far there was an improvement. Key history skills such as consideration of the importance of factors in bringing about change and a judgement about overall change over time will be assessed in this topic