

Curriculum enrichment (linked to Enquiry Question)	Engaging, high level texts
Literacy Rich Curriculum	Disciplinary Reading and Writing

**Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge**

L	Enquiry questions	Knowledge Review Questions	Key Teacher subject knowledge	Substantive knowledge	Disciplinary knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	What did the suffragettes do?	Last Lesson (DR): Last Term: <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> Last Year: (Y2): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a>	<a href="https://www.nataeokids.com/uk/disc-cover/history/general-history/suffragettes-facts/">https://www.nataeokids.com/uk/disc-cover/history/general-history/suffragettes-facts/</a> <a href="https://www.theschoolrun.com/home-work-help/suffragettes">https://www.theschoolrun.com/home-work-help/suffragettes</a>	<b>Hierarchy and Power</b> The word 'suffrage' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right. In Britain the organisation was led by Emmeline Pankhurst and her daughters Christabel and Sylvia at the beginning of the twentieth century. After peaceful methods of campaigning had failed to bring about any result, the movement became more violent. Women householders over the age of thirty finally gained the vote in 1918 and all women over the age of 21 in 1928.	Year 1: RD.C Know some significant individuals and what makes them important.  Year 2: RD.C Know who or what was significant within a historical period.	Disciplinary Reading: Emmeline Pankhurst pages from <i>Fantastically Great Women who changed the World</i> .  <b>Problem, Action</b> Building on the DR, explain the Suffragette movement using the <a href="#">factfile</a> and the links on teacher subject knowledge. Place the events on a timeline that includes the present day. Also tell the pupils about other notable Suffragettes and their actions. Use the <a href="#">primary sources</a> to help tell the story.	Suffragette Suffrage movement Vote Campaign Law Protest Significance Rally activist	Y1 Detail the events - <a href="#">primary sources</a> with captions.  Y2 write the story, using primary sources as reference.  Both to finish by making reference to 'remembered' ( <a href="#">5 Rs of significance</a> ): <i>The Suffragettes are remembered because...</i>
2	How did life change as a result of the suffragettes' actions?	Last Lesson: Last Term: <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> Last Year: (Y2): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a>	<a href="https://www.nataeokids.com/uk/disc-cover/history/general-history/suffragettes-facts/">https://www.nataeokids.com/uk/disc-cover/history/general-history/suffragettes-facts/</a>	<b>Hierarchy and Power</b> Rosa Parks (1913—2005) helped initiate the civil rights movement in the United States when she refused to give up her seat to a white man on a Montgomery, Alabama bus in 1955. Her actions inspired the leaders of the local Black community to organize the Montgomery Bus Boycott. The boycott lasted more than a year and ended only when the U.S. Supreme Court ruled that bus segregation was unconstitutional. Over the next half-century, Parks became a nationally recognised symbol of dignity and strength in the struggle to end entrenched racial segregation.	Year 1: RD.B Know some of the causes and consequences of people's actions and events in the past.  Year 2: RD.B Explain some of the causes and consequences of people's actions and events in the past.	Disciplinary Reading: <a href="#">International Women's Day</a>  <b>Outcome</b> Focus on the changes that happened thanks to the Suffragettes: in 1918 women householders over the age of 30 were given the right to vote; in 1928 all women over the age of 21 were given the right to vote. In 1919 Lady Nancy Astor became the first woman to take a seat in Parliament. If women could vote, they could have a say in what happened in Britain - they were empowered. Explain that not only did the suffrage movement enable women to have the vote, it also helped women to be seen closer to being equal to men. This was helped by the fact that during WWI, while many men were fighting, women took on their jobs and proved themselves to be just as capable. The perception of women and their role/capabilities was changing.	Suffragette Suffrage movement Vote Campaign Law protest Significance empowered	Y1 Describe the consequences of the WSPU's actions - <a href="#">photographs</a> with captions.  Y2 Explain the consequences of the WSPU's actions using the photographs as reference.  Both to make reference to 'resulted in change' ( <a href="#">5 Rs of significance</a> ): <i>The actions of the Suffragettes resulted in change...</i>
3	What did Rosa Parks do?	Last Lesson: Last Term: <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> Last Year: (Y2): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a>	<a href="https://kids.britannica.com/kids/article/Jim-Crow-laws/599873">https://kids.britannica.com/kids/article/Jim-Crow-laws/599873</a> <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/rosa-parks/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/rosa-parks/</a> <a href="https://www.nataeokids.com/uk/disc-cover/history/general-history/rosa-parks/">https://www.nataeokids.com/uk/disc-cover/history/general-history/rosa-parks/</a>	<b>Hierarchy and Power</b> The Civil Rights Act was passed by the U.S. Congress in 1964. Its purpose was to end discrimination based on race, colour, religion, or national origin. The Civil Rights Act is often called one of the most important U.S. laws on civil rights. It served to end Jim Crow laws and gave African Americans access to all areas of public life. The law also gave African Americans, other minorities, and women the ability to break down workplace barriers. However, even though the Civil Rights Act accomplished a great deal in ending some kinds of discrimination, it has proven difficult for all people to achieve the same level of equality in the United States.	Year 1: RD.D Know how to describe similarity and difference within a wider context such as community traditions and beliefs.  Year 2: RD.D Know some simple similarities and differences within a historical period.	Disciplinary Reading: Rosa Parks pages from <i>Fantastically Great Women who changed the World</i> .  <b>Problem, Action</b> Building on the DR, put the events of December 1955, when Rosa Parks refused to give up her seat on the bus for a white passenger, into context by explaining <a href="#">segregation laws</a> that meant Black people were kept separate from white people. Discuss - why was this wrong? Did Rosa Parks have to show courage to do what she did? Why? It is important to point out to the children that Rosa Parks was one of many brave people who fought against racial injustice (please read <a href="#">this</a> to avoid misconceptions).	Segregation Law Boycott Civil rights Racism Activist inequality	Y1 Detail the events - <a href="#">primary sources</a> with captions  Y2 write the story, use primary sources as reference.  Both to finish by making reference to 'remembered' ( <a href="#">5 Rs of significance</a> ): <i>Rosa Parks is remembered because...</i>
4	How did life change as a result of Rosa Parks' actions?	Last Lesson: Last Term: <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> Last Year: (Y2): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a>	<a href="https://kids.britannica.com/kids/article/Civil-Rights-Act/632740">https://kids.britannica.com/kids/article/Civil-Rights-Act/632740</a> <a href="https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/introduction-to-the-civil-rights-movement">https://www.khanacademy.org/humanities/us-history/postwarera/civil-rights-movement/a/introduction-to-the-civil-rights-movement</a>	<b>Hierarchy and Power</b> Lillian Bilocca (26 May 1929 – 3 August 1988) was a British fisheries worker and campaigner for improved safety in the fishing fleet as leader of the "headscarf revolutionaries" – a group of fishermen's family members. Spurred into action by the Hull triple trawler tragedy of 1968 which claimed 58 lives, she led a direct action campaign to prevent undermanned trawlers from putting to sea and gathered 10,000 signatures for a petition (the Fishermen's Charter) to Harold Wilson's government to strengthen safety legislation. Government ministers later implemented all of the measures outlined in the charter.	Year 1: RD.B Know some of the causes and consequences of people's actions and events in the past.  Year 2: RD.B Explain some of the causes and consequences of people's actions and events in the past.	Disciplinary Reading: <i>Rosa Parks: Little People Big Dreams</i> . (Events following her actions explained in more detail here).  <b>Outcome</b> Reiterate that Rosa was one of many Civil Rights activists. Her actions are seen as the beginning of the Civil Rights movement and helped set in motion a series of important actions that led to the Civil Rights Act in 1964, and the Voting Rights Act in 1965, which ended segregation and gave Black people in the USA more rights and got rid of some of the barriers to voting.  However, many people thought this did not go far enough and continued to protest. Even today, Black people suffer inequality and unfair treatment.	Segregation Law Boycott Civil rights Racism Activist inequality	Y1 Describe the consequences of Rosa Parks' actions - <a href="#">photographs</a> with captions.  Y2 Explain the consequences of Rosa Parks' actions using the photographs as reference.  Both to make reference to 'resulted in change' ( <a href="#">5 Rs of significance</a> ): <i>The actions of Rosa Parks resulted in change...</i>
5	What did Big Lil do?	Last Lesson: Last Term: <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> Last Year: (Y2): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a>	<a href="https://en.wikipedia.org/wiki/Lillian_Bilocca">https://en.wikipedia.org/wiki/Lillian_Bilocca</a> <a href="https://www.bbc.co.uk/news/uk-england-humber-60069239">https://www.bbc.co.uk/news/uk-england-humber-60069239</a> <a href="https://www.croxbyprimary.co.uk/_site/data/files/users/3/files/9723D385194287B6DCD4986307C16350.pdf">https://www.croxbyprimary.co.uk/_site/data/files/users/3/files/9723D385194287B6DCD4986307C16350.pdf</a>	<b>Community and Culture</b> Lillian Bilocca (26 May 1929 – 3 August 1988) was a British fisheries worker and campaigner for improved safety in the fishing fleet as leader of the "headscarf revolutionaries" – a group of fishermen's family members. Spurred into action by the Hull triple trawler tragedy of 1968 which claimed 58 lives, she led a direct action campaign to prevent undermanned trawlers from putting to sea and gathered 10,000 signatures for a petition (the Fishermen's Charter) to Harold Wilson's government to strengthen safety legislation. Government ministers later implemented all of the measures outlined in the charter.	Year 1: HI.A Know that there are sources of information to find out about the past.  Year 2: HI.A Know that different sources of evidence can give differing accounts of the past.	Disciplinary Reading: <a href="#">The Hull Trawler Industry</a>  <b>Problem, Action</b> Introduce Big Lil - her background and connection to the Hull trawler industry. Use information from the slides <a href="#">Big Lil's actions</a> .	Rights Activist Petition Charter Committee Trawler Industry	Y1 Detail the events - <a href="#">primary sources</a> with captions  Y2 write the story, use primary sources as reference.  Both to finish by making reference to 'remembered' ( <a href="#">5 Rs of significance</a> ): <i>Big Lil is remembered because...</i>
6	How did life change as a result of Big Lil's actions?	Last Lesson: Last Term: <a href="#">Clifford's Tower</a> <a href="#">Magnificent Monarchs</a> Last Year: (Y2): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a>		<b>Community and Culture</b> Lillian Bilocca (26 May 1929 – 3 August 1988) was a British fisheries worker and campaigner for improved safety in the fishing fleet as leader of the "headscarf revolutionaries" – a group of fishermen's family members. Spurred into action by the Hull triple trawler tragedy of 1968 which claimed 58 lives, she led a direct action campaign to prevent undermanned trawlers from putting to sea and gathered 10,000 signatures for a petition (the Fishermen's Charter) to Harold Wilson's government to strengthen safety legislation. Government ministers later implemented all of the measures outlined in the charter.	Year 1: RD.B Know some of the causes and consequences of people's actions and events in the past.  Year 2: RD.B Explain some of the causes and consequences of people's actions and events in the past.	Disciplinary Reading:  <b>Outcome</b> Share the consequences of Big Lil's actions using information from the slides <a href="#">Big Lil's Legacy</a> .	Rights Activist Petition Charter Committee Trawler Industry	Y1 Describe the consequences of Big Lil's actions - <a href="#">photographs</a> /sources with captions.  Y2 Explain the consequences of Big Lil's actions using the photographs/sources as reference.  Both to make reference to 'resulted in change' ( <a href="#">5 Rs of significance</a> ): <i>The actions of Big Lil resulted in change...</i>