

History Upper Key Stage Two  
Summer Term - Civil Rights  
*Civil Rights in Changing Britain: How have people fought for their rights in Britain?*  
*Significance*

Curriculum enrichment (linked to Enquiry Question)	Trip to the Wilberforce Museum in Hull
Literacy Rich Curriculum	Disciplinary Reading and Writing

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

L	Enquiry questions	Connect knowledge (Super 6)	Key Teacher subject knowledge	Substantive knowledge	Disciplinary knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	How have people fought for civil rights in Britain?	<u>Last Lesson (DRI):</u> <u>Last Term:</u> <a href="#">Ancient Greece</a> <a href="#">Early Islamic Civilisation</a> <u>Last Year:</u> (Y5): <a href="#">Emperors and Empires Through the Ages</a> <a href="#">Industrial Revolution</a> (Y6): <a href="#">Dynamic Dynasties</a> <a href="#">Britain at War</a> <a href="#">Church</a>	<a href="#">A History of Rights in Britain (Legislation)</a>	<u>Hierarchy and Power</u> Civil rights are guarantees of equal social opportunities and equal protection under the law, regardless of race, religion or other personal characteristics.	Y5 CK.E Know that significant events impacted on the chronology of others.  Y6 CK.C Know how to use their chronological understanding to describe the impact of social and political changes in history. Y6 CK.E Know that the chronology of significant events in periods of history subsequently shaped different societies.	Disciplinary Reading: <a href="#">What are civil rights?</a> (focus on definition and brief examples of civil rights globally)  Remind children of the definition of civil rights and discuss any preexisting knowledge of how people have fought for their rights (link to Literacy Tree texts). Share the images of civil rights movements throughout British history and share information of legislation passed, which was associated with people fighting for their civil rights. Make clear links between these and model how this can be done on a timeline. Model how to create an accurate timeline, determining an appropriate measure for each decade.	civil rights protest legislation equality	Completed timeline of <a href="#">events</a> .  The timeline should be presented horizontally across a double-page spread.  <a href="#">EXAMPLE OF SCALED TIMELINE</a>  Y6 links made between events and subsequent legislation passing.
2	What was suffrage?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Ancient Greece</a> <a href="#">Early Islamic Civilisation</a> <u>Last Year:</u> (Y5): <a href="#">Emperors and Empires Through the Ages</a> <a href="#">Industrial Revolution</a> (Y6): <a href="#">Dynamic Dynasties</a> <a href="#">Britain at War</a> <a href="#">Church</a>	Before 1918 no women were allowed to vote in parliamentary elections. In the early 20th century there were two main groups active in the campaign for <a href="#">women's suffrage</a> .	<u>Hierarchy and Power</u> Suffrage is the right to vote in political elections. Women in England, Wales and Scotland received the vote on the same terms as men in 1928.	Y5 HI.A* Know why there are different interpretations of the past and compare these.  Y6 HI.A* Know how to evaluate different interpretations of history.  *reworded objective	Disciplinary Reading: <a href="#">Who were the suffragettes and what did they do?</a>  Share children's existing understanding of suffrage, suffragettes and suffragists. Develop this by sharing information about when/how/why both suffragettes and suffragists fought for their right for suffrage. Explore how many people opposed the women's fight. Discuss how suffragettes would take any action and this resulted in them being dealt with by the police and their actions became controversial. Emphasise that, although our sources are focused on Pankhurst, there were many other suffragettes. Model analysis, using learning cycle.	suffrage suffragette suffragist politics	Annotated source analysis of <a href="#">literary sources</a> , with a written comparison of what impression these gave of the suffragettes.  Sources should be stuck in the centre of an A3 pages and annotations made surrounding them.  <a href="#">EXAMPLE OF LITERARY SOURCE ANALYSIS</a>  Y6 Write an evaluation rather than comparison.
3	What was the Bristol Bus Boycott?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Ancient Greece</a> <a href="#">Early Islamic Civilisation</a> <u>Last Year:</u> (Y5): <a href="#">Emperors and Empires Through the Ages</a> <a href="#">Industrial Revolution</a> (Y6): <a href="#">Dynamic Dynasties</a> <a href="#">Britain at War</a> <a href="#">Church</a>	The <a href="#">Bristol Bus Boycott</a> of 1963 arose from the refusal of the <a href="#">Bristol Omnibus Company</a> to employ black or Asian bus crews. It was considered influential in the passing of the Race Relations Act in 1965, which made 'racial discrimination unlawful in public places'.	<u>Community and Culture</u> The Bristol Bus Boycott of 1963 arose from the refusal of the Bristol Omnibus Company to employ Black or Asian bus crews. It was considered influential in the passing of the Race Relations Act in 1965, which made 'racial discrimination unlawful in public places'.	Y5 HI.B Know that sources of evidence can support or contradict each other.  Y6 HI.B Know that some evidence from the past is propaganda, opinion, misinformation or disinformation and that this affects interpretations of history.	Disciplinary Reading: <a href="#">What was happening in Britain in the 1960s?</a>  Review children's understanding of racial diversity in Britain in the 1960s. Share information on <a href="#">Paul Stephenson</a> and how he came to Britain before giving further information about the Bristol Bus Boycott and the events which followed it (explicit reference to the race relations act). Discuss how these events fitted in with events in the USA and South Africa at a similar point in history. Model analysis, using learning cycle.	race employment discrimination	<a href="#">Inference frames</a> for two opposing <a href="#">literary sources</a> . Identify whether sources support or contradict one another.  Y6 use the inference frames to evaluate of reliability (COPBAM) and therefore interpretation of sources.  <a href="#">EXAMPLE OF INFERENCE FRAME</a>
4	What was the Grunwick strike?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Ancient Greece</a> <a href="#">Early Islamic Civilisation</a> <u>Last Year:</u> (Y5): <a href="#">Emperors and Empires Through the Ages</a> <a href="#">Industrial Revolution</a> (Y6): <a href="#">Dynamic Dynasties</a> <a href="#">Britain at War</a> <a href="#">Church</a>	On Friday 20 August 1976, a group of workers at the Grunwick factories, led by the now famous Jayaben Desai, walked out in <a href="#">protest</a> against their treatment by the managers.	<u>Community and Culture</u> The Grunwick strike (1976-1978) was sparked by the dismissal of Devshi Bhudia. Grunwick workers were migrant workers, taking jobs of low status and low pay. The strike was initially supported by the wider trade union movement but was then dropped as it was deemed to fail.	Y5 HE.A Know how to consider the utility, accuracy and reliability of sources when deducing information about the past.  Y6 HE.A Know how to consider the utility, accuracy and reliability of sources when deducing information about the past, giving reasons for their judgements.	Disciplinary Reading: <a href="#">What was life like for colonial migrants, who settled in the UK?</a> (up to 'manual work in the UK')  Develop children's understanding of the Grunwick strike, giving an overview of the events that occurred in the summer of 1976. Discuss how workers were treated and make links to 'Little Match Girl' and the matchgirls' strikes from much earlier in history (Victorian England). Further children's understanding of the strikes by introducing them to the concept of trade unions and the role they played in the Grunwick strike. Model analysis, using learning cycle.	strike dismissal migrant dispute	Annotated source analysis of <a href="#">first hand accounts</a> . Children to include a written analysis of reliability of these accounts.  Y6 Give clear reasons for judgements.  Sources should be stuck in the centre of an A3 pages and annotations made surrounding them.
5	Why were there protests about Section 28?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Ancient Greece</a> <a href="#">Early Islamic Civilisation</a> <u>Last Year:</u> (Y5): <a href="#">Emperors and Empires Through the Ages</a> <a href="#">Industrial Revolution</a> (Y6): <a href="#">Dynamic Dynasties</a> <a href="#">Britain at War</a> <a href="#">Church</a>	<a href="#">Section 28</a> was a legislative designation for a series of laws across Britain that prohibited the 'promotion of homosexuality' by local authorities; it was <a href="#">protested against</a> heavily.	<u>Community and Culture</u> Passed in 1988, Section 28 stated that schools as part of local authorities shall not 'intentionally promote homosexuality'. The resulting protest saw the rise of now famous groups like Stonewall.	Y5 HE.B Know how to carefully consider and select sources of information to give reasons to support a historical argument, citing evidence.  Y6 HE.B Know how to carefully consider and select sources of information to give a balanced argument in response to a historical question, citing evidence.	Disciplinary Reading: How have gay people been treated throughout history?  Refer to the disciplinary reading to remind children of how gay people have been treated throughout history. Introduce <a href="#">Section 28</a> , explaining what it involved and why it was introduced. Highlight the length of time that the legislation remained in law. Explain that Section 28 caused hostility, fear and further inequality and spurred many LGBTQ+ activists to protest. Ensure children understand that there were both supporters and opposers to the legislation and both gave reasons. Model analysis, using learning cycle.	legislation local authority protest	Annotated source analysis of <a href="#">first hand accounts</a> .  Children to respond to the enquiry question, using the information they have found from their source analysis.  Y6 Justify and explain their evidence
6	How did the Wheelchair Warriors fight for their rights?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Ancient Greece</a> <a href="#">Early Islamic Civilisation</a> <u>Last Year:</u> (Y5): <a href="#">Emperors and Empires Through the Ages</a> <a href="#">Industrial Revolution</a> (Y6): <a href="#">Dynamic Dynasties</a> <a href="#">Britain at War</a> <a href="#">Church</a>	In the 1990s, hundreds of <a href="#">disabled people</a> <a href="#">protested</a> against inaccessible public transport and existing law, which allowed people to discriminate on the grounds of disability. The Disability Discrimination Act became law in 1995.	<u>Community and Culture</u> In the 1990s, hundreds of disabled people protested against inaccessible public transport and existing law, which allowed people to discriminate on the grounds of disability. The Disability Discrimination Act became law in 1995.	Y5 HE.A Know how to consider the utility, accuracy and reliability of sources when deducing information about the past.  Y6 HE.A Know how to consider the utility, accuracy and reliability of sources when deducing information about the past, giving reasons for their judgements.	Disciplinary Reading: <a href="#">Who were the wheelchair warriors? (link to content)</a>  Discuss the meaning of accessibility with children and what it means for aspects of society, including transport to be accessible to all. Explain that up until the mid 1990s, when the Disability Discrimination Act was passed, disabled people were discriminated against by being unable to access public transport. Share information about the 'Wheelchair Warriors' and how they fought for their rights. Highlight the short timescale of passing of law. Model analysis, using learning cycle.	disability accessible discrimination	Completed <a href="#">inference frames</a> , using images.  Children to use sources to answer the enquiry question with a written response.  Y6 explain how interpretation of photographs can affect the reliability of information.