



## Lent Term 1 History Yr2 - Women of Influence



### National Curriculum Objective

The lives of significant individuals in the past who have contributed to national and international achievements.  
Significant historical events, people and places in their own locality.

### Timeline

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	I will Know who Emily Davison was and what she wanted to achieve.	I will Know what Emily Davison did and what she is remembered for today.	I will Know who Rosa Parks was and what she believed.
<b>Recall and Retrieval</b>	<p>Mary travelled from England to Jamaica to help look after the soldiers in the Crimean war but was told that she wasn't needed.</p> <p>Mary Seacole's services were most likely turned down because of the colour of her skin.</p> <p>Florence Nightingale was awarded the Red Cross.</p> <p>Both Florence and Mary had statues erected in their honour.</p>	<p>Emily Davison was born in London, England and her family were quite wealthy.</p> <p>In Victorian London, most women from wealthy families did not go out to work but Emily Davison became a governess, teaching the children of a wealthy family.</p> <p>Women were not treated fairly and didn't have the same rights as men. Emily wanted to change this.</p>	<p>Davison joined a group that organised protests in favour of votes for women.</p> <p>Emily Davison became a suffragette who risked being arrested to draw attention to their beliefs.</p> <p>The Suffragettes helped to make society more equal for women and won the right to vote. Emily Davison played a key part in this.</p>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>By the end of the lesson, children will know-</b> Emily Davison was born in London, England and her family were quite wealthy.</p> <p><i>Emily's brothers and her sisters were mostly taught at home.</i></p> <p><i>Emily did well at school and went to university, but women were not awarded degrees like men.</i></p> <p>In Victorian London, most women from wealthy families did not go out to work but Emily Davison became a governess, teaching the children of a wealthy family.</p> <p><i>a governess is a woman who teaches children in their homes.</i></p> <p>Women were not treated fairly and didn't have the same rights as men. Emily wanted to change this.</p>	<p><b>By the end of the lesson, children will know-</b> Davison joined a group that organised protests in favour of votes for women. <i>The Women's Social and Political Union (WSPU) in 1906</i></p> <p><i>They organised protests for the right for women to vote. Many people thought that women were treated unfairly in society.</i></p> <p>Emily Davison became a suffragette who risked being arrested to draw attention to their beliefs.</p> <p><i>A suffragette was a woman who was involved in the campaign for women to have the right to vote.</i></p> <p><i>A campaign is a planned set of activities that people carry out over a period of time in order to achieve change.</i></p> <p><i>women could not become Members of Parliament.</i></p>	<p><b>By the end of the lesson, children will know-</b> Rosa Parks was born in Alabama, USA.</p> <p>Rosa had to leave school early to care for her mother and grandmother, who were ill.</p> <p>Rosa was African American and children could not go to the same schools as white children. This was called segregation.</p> <p>Rosa Parks believed it was wrong that people like her (African Americans) did not have the same rights as white Americans.</p> <p>Rosa married Raymond Parks who was a member of a group that wanted to make the lives of African Americans better and encouraged Rosa to get involved. <i>The National Association for the Advancement of Coloured People (NAACP)</i></p> <p><i>Schools were not the only places that were segregated in Alabama. While white American children could travel to school by bus, African Americans like Rosa had to walk.</i></p>

	men had more rights than women, including the right to vote in elections.	The Suffragettes helped to make society more equal for women and won the right to vote. Emily Davison played a key part in this.	In the Southern United States, they were not allowed to go to the same schools or restaurants as white people. This was called segregation - separating groups of people according to their race, gender or religion.
<b>Key Skills/disciplinary knowledge</b>	<p><b>Historical significance</b> Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</p> <p><b>Similarity and Differences</b> Identify and describe a range of similarities and differences and changes within a specific time period.</p> <p><b>Change and Continuity</b> Accurately identify and describe a range of changes within a specific time period.</p>	<p><b>Historical Sources and Evidence</b> Select information independently from several different types of sources including written, visual, oral and artefacts to answer historical questions.</p> <p><b>Historical significance</b> Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</p> <p><b>Historical Cause</b> Confidently identify several relevant causes for some of the main events covered.</p> <p><b>Historical consequence</b> Confidently identify several relevant consequences of some of the main events covered.</p>	<p><b>Historical significance</b> Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</p> <p><b>Historical Cause</b> Confidently identify several relevant causes for some of the main events covered.</p> <p><b>Historical consequence</b> Confidently identify several relevant consequences of some of the main events covered.</p>
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			

<b>Challenge</b>			
<b>Key vocabulary:</b>	Emily Davison, London, England, improve, women, Victorian London, governess, treated, rights, vote in elections.	Emily Davison, protests, unfairly, suffragette, law, society, right to vote, parliament, government.	Rosa Parks, Alabama, USA, African American, rights, segregation
<b>Diversity Links</b>	<b>Diversity:</b> Know that Rosa Parks worked to change attitudes about equality towards people of different races. Rosa Parks and her respective campaigns for equality. Use as case studies of individuals who have fought for equality and had such an impact that they have changed attitudes in society.		
<b>Catholic Social Teaching Principles</b>	Human dignity – We are all different and amazing. Participation – We should all take part in society. Common good – We build together a community of peace. Subsidiarity - Let everyone have their say.	Human dignity – We are all different and amazing. Participation – We should all take part in society. Common good – We build together a community of peace. Subsidiarity - Let everyone have their say.	Human dignity – We are all different and amazing. Participation – We should all take part in society. Common good – We build together a community of peace. Subsidiarity - Let everyone have their say.
<b>British Values</b>	<p>Rule of Law I know what is right/ wrong and can apply this in my life I know everyone in a community has rights and responsibilities I can say if a rule is fair</p> <p>Individual Liberty I am developing an awareness of my own needs, views and feelings I can make decisions and begin to understand the repercussions of my choices I understand I am responsible for my choices and behaviour</p> <p>Mutual Respect I know what mutual respect is I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people</p>	<p>Rule of Law I understand the need for rules I know everyone in a community has rights and responsibilities I can say if a rule is fair</p> <p>Individual Liberty I am developing an awareness of my own needs, views and feelings I can make decisions and begin to understand the repercussions of my choices I understand I am responsible for my choices and behaviour</p> <p>Mutual Respect I know what mutual respect is I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people</p>	<p>Rule of Law I know what is right/ wrong and can apply this in my life I understand the need for rules I know everyone in a community has rights and responsibilities I can say if a rule is fair</p> <p>Individual Liberty I am developing an awareness of my own needs, views and feelings I can make decisions and begin to understand the repercussions of my choices I understand I am responsible for my choices and behaviour</p> <p>Mutual Respect I know what mutual respect is I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people</p>
<b>Wider curriculum links</b>			



# Lent Term 1 History Yr2 - Women of Influence



## Timeline

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	I will know what Rosa Parks did and what she is remembered for today.	I will know who Margaret Thatcher was and where she was from.	I will know why Margaret Thatcher is known today.
<b>Recall and Retrieval</b>	<p>Emily Davidson - Women were not treated fairly and didn't have the same rights as men. Emily wanted to change this.</p> <p>Emily Davison played a key part in the suffragette movement (women's right to vote)</p> <p>Rosa Parks was born in Alabama, USA.</p> <p>Rosa was African American and children could not go to the same schools as white children. This was called segregation.</p> <p>Rosa Parks believed it was wrong that people like her (African Americans) did not have the same rights as white Americans.</p>	<p>Rosa got involved with a group that wanted to make the lives of African Americans better and for them to be treated as equals.</p> <p>In 1955, Rosa Parks caught the bus after work. The driver asked her to give up her seat so a white passenger could sit down. Parks refused and was arrested for breaking a law on segregation. Parks was fined for not giving up her seat on the bus.</p> <p>Parks's refusal to move was supported by other African Americans. They refused to use the city's buses.</p> <p>As a result of Rosa's and others actions, the Court decided that segregation on buses was against the law.</p>	<p>FN – is known for improving hospital practices.</p> <p>Mary Seacole was brave and put others needs before her own.</p> <p>Mary was passionate about helping others and would use her own money to make sure this happened.</p> <p>Emily Davidson was a suffragette and risked being arrested to draw attention to her beliefs.</p> <p>Rosa Parks believed that it was wrong that people like her (African Americans) don't have the same rights as white Americans.</p> <p>Margaret Thatcher was born and grew up in Grantham.</p> <p>Margaret did well at school and went to the University of Oxford, studying chemistry.</p> <p>Margaret then studied to become a lawyer.</p>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>By the end of the lesson, children will know-</b> Rosa got involved with a group that wanted to make the lives of African Americans better and for them to be treated as equals. <b>The National Association for the Advancement of Coloured People (NAACP). Which her husband was a part of.</b></p> <p><b>Rosa joined the peaceful protests which were to fight for African Americans to be treated as equals. It was dangerous work - people who took part in campaigns for civil rights could be attacked or even killed by those who did not want a fair society.</b></p> <p>In 1955, Rosa Parks caught the bus after work. The driver asked her to give up her seat so a white passenger could</p>	<p><b>By the end of the lesson, children will know-</b> Margaret Thatcher was born and grew up in Grantham.</p> <p><b>Her father was a grocer and very active in the politics of Grantham, where he eventually served as mayor.</b></p> <p>Margaret did well at school and went to the University of Oxford, studying chemistry.</p>	<p><b>By the end of the lesson, children will know-</b> Margaret wanted to become a politician and have an impact on how the country was run.</p> <p>When she first ran for a seat in Parliament, she was unsuccessful but didn't give up.</p> <p>Nearly 10 years later, she achieved her seat in parliament.</p> <p>20 years after that, she became the leader of the Conservative Party.</p> <p>Margaret became the first female prime minister <b>not only in the UK but the whole of Europe.</b></p>

	<p>sit down. Parks refused and was arrested for breaking a law on segregation. Parks was fined for not giving up her seat on the bus.</p> <p>Parks's refusal to move was supported by other African Americans. They refused to use the city's buses.</p> <p>As a result of Rosa's and others actions, the Court decided that segregation on buses was against the law.</p> <p>That fighting for Freedom: After the brave protest in Montgomery, Rosa Parks found life difficult. She was a hero to African Americans, but she lost her job and had to move house to find work.</p> <p>Rosa Parks risked her life to improve the lives of African Americans <i>(An African American is an American citizen whose ancestors were brought to North America from Africa as slaves)</i></p> <p>that African Americans continued their battle to have the same rights as white people.</p>	<p>At University, she became the first woman president of the Oxford University Conservative Association.</p> <p>Margaret then studied to become a lawyer.</p> <p>She got married and had twins.</p>	<p>She was prime minister for over 10years.</p>
<p><b>Key Skills/disciplinary knowledge</b></p>	<p><b>Historical Sources and Evidence</b> Select information independently from several different types of sources including written, visual, oral and artefacts to answer historical questions.</p> <p><b>Change and Continuity</b> Accurately identify and describe a range of changes within a specific time period.</p> <p><b>Historical Cause</b> Confidently identify several relevant causes for some of the main events covered.</p> <p><b>Historical consequence</b> Confidently identify several relevant consequences of some of the main events covered.</p>	<p><b>Historical significance</b> Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.</p>	<p><b>Historical Sources and Evidence</b> Select information independently from several different types of sources including written, visual, oral and artefacts to answer historical questions.</p> <p><b>Chronology</b> Sequence independently on an annotated timeline a number of events.</p> <p>Understand time securely and use a wider range of time terms.</p>
<p><b>Main teaching activity</b></p>			

<b>If the school has another short term planning format, this does not need to be included.</b>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Key vocabulary:</b>	Rosa Parks, African Americans, equality, equal, dangerous, rights, society, law,	Margaret Thatcher, University, president, politics, lawyer, Grantham	Politician, country, parliament, seat in parliament, leader, Conservative party, prime minister, UK, Europe
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	Human dignity – We are all different and amazing. Participation – We should all take part in society. Common good – We build together a community of peace. Subsidiarity - Let everyone have their say.	Human dignity – We are all different and amazing. Participation – We should all take part in society. Common good – We build together a community of peace. Subsidiarity - Let everyone have their say.	Human dignity – We are all different and amazing. Participation – We should all take part in society. Common good – We build together a community of peace. Subsidiarity - Let everyone have their say.
<b>British Values</b>	<p><b>Rule of Law</b> I know what is right/ wrong and can apply this in my life I understand the need for rules I know everyone in a community has rights and responsibilities I can say if a rule is fair</p> <p><b>Individual Liberty</b> I am developing an awareness of my own needs, views and feelings I can make decisions and begin to understand the repercussions of my choices I understand I am responsible for my choices and behaviour</p> <p><b>Mutual Respect</b> I know what mutual respect is I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique.</p>	<p><b>Democracy</b> I can express and justify my opinion I know mine and others’ views count I can make choices and begin to understand and respect the democratic process I can ask and answer questions to help me form an opinion</p>	<p><b>Rule of Law</b> I can follow rules I understand the need for rules I know everyone in a community has rights and responsibilities I can say if a rule is fair</p>

	I can identify and respect the similarities and differences between people  Democracy I can make choices and begin to understand and respect the democratic process		
<b>Wider curriculum links</b>			