

## **A scheme of work for Citizenship and History in Key Stage 2**

### **Heroes and Heroines**

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#### **Introduction**

##### **School Background**

Rye Oak School (formally Peckham Rye) is a Fresh Start school which received this status in April 2005. The school had been on special measures for a number of years and was in danger of being closed down. When I first arrived at the school in April 2004 there were a number of issues including high staff and pupil mobility, severe behaviour concerns and poor teaching.

##### **My Role**

As part of the Leadership Team I have worked to improve standards in the school. My current role is Key Stage 2 Leader (with responsibility for writing, science and thinking skills) and my main focus is to develop the quality of teaching and learning at Key Stage 2. I do this by taking on a coaching and team teaching role. Much of my work involves monitoring and follow up support and a new part of my role is developing a curriculum which is exciting and engages children in their learning.

##### **The new unit – ‘Heroes and Heroines’**

###### ***Linking citizenship concepts with the history***

The inspiration for this unit of work stems from a unit called ‘Famous People’ which I first taught when I arrived at the school. I adapted the unit plans to include what I thought was relevant for the children to learn, and added people like Anne Frank and Gandhi. I also wanted to develop the unit so that it had a theme that linked to human rights. This choice was important as we had struggled to teach our children self-discipline, respect for others and rights and responsibilities. My own interest in history lent itself to the issues I wanted to explore with the children. At the core of the unit are thinking skills objectives. These have become the heart of our planning to try and develop independence among children that

have been 'spoon fed' for a long time. Because I wanted to take children out of their comfort zone and set them challenging tasks, the expectations in the unit are high. Each lesson includes a WALT and a WILF. The WILF is used as a checklist for children to self-assess how well they are doing in the lesson and for the teacher to use to focus marking and feedback. Key questions are also included to develop thinking skills based on Bloom's Taxonomy.

There are six sections to the whole scheme. Each section has a column for Evaluation of Learning – for teachers to note whole class issues, group issues and individual issues, but this is not included in the grid below. There is also a fourth column for 'Next steps' - also not included in this grid.

The unit has its home in History but feeds into ICT, music, PE and art lessons as the children will be developing their own portrait gallery of their heroes for parents to visit.

*Acronyms used in the scheme below:*

WALT – **W**e **A**re **L**earning **T**o

WILF – **W**hat **I**'m **L**ooking **F**or

KQ – Key Question

IWB – Interactive white board

AA – above average

A - average

BA - below average

HA – higher ability

**Subject: History and PHSE**  
**Focus: Heroes and Heroines**

**Year group: 5/6**

**Term: Autumn**

**First section**

Outline lesson plan	Differentiation
<p><b>WALT:</b></p> <ul style="list-style-type: none"><li>• use precise language to say what we think</li><li>• make judgements and decisions informed by reasons or evidence</li><li>• give reasons for opinions</li><li>• develop criteria for judging the value of own and others work (HA)</li></ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"><li>• you can work in your team to discuss the key questions and share your own opinion by giving reasons for why you are thinking that way</li><li>• you can think carefully about the words you are using to explain what you think</li><li>• you can use reasons and evidence shared within your group to make a decisions and judgements – you can say what makes a hero/heroine and justify your choice</li><li>• you can develop a set of criteria by which you can judge the value of the work undertaken</li></ul> <p><b>Key vocabulary:</b> opinions, precise language, judgements, decisions, reasons, evidence, justify,</p> <p><b>Resources:</b> a selection of images of heroes/heroines that are recognisable to the children, key questions for groups to refer to, copies of the task for AA group.</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p>	<p><b>AA:</b></p> <p>Work as a team to develop a set of criteria to judge the value of each groups work. Visit each table as they work and apply the criteria to the work in progress. Make a judgement about how effective their work has been. (Teacher support.)</p> <p><b>A:</b></p> <p>Organise the groups so that 2 able children lead and chair each team. Give them specific guidance for this role.</p>

<p>Begin the lesson by defining the children's ideas about the topic.  <b>Key Question: What is a hero/heroine?</b></p> <p><b>Main Part:</b>  Children work in groups with a selection of images and share any relevant information about the pictures they have.</p> <p><b>KQ: Are these people heroes/heroines? Why? How do you know? Can you be a hero/heroine for different reasons?</b>  Children state what it is that might be admired about the person in their images and write a caption to go with the image that uses precise language to sum up the qualities that make that person a hero/heroine. Ask children to consider each person they have in their group of images and rank them.</p> <p><b>KQ: What qualities are the most important when considering whether someone is a hero/heroine or not? How do you judge them?</b> Ask children to make a score sheet to assess how much of a hero/heroine a person is. For example: 10 points for showing moral courage, 3 points for being a good singer etc. Each group explain the justification behind the scores they have given.</p> <p><b>Plenary:</b>  Return to the children's original definitions of heroes and heroines.</p> <p><b>KQ: Do we need to redefine our definition in light of what we have discussed?</b> Take children's feedback and discuss/challenge their ideas.</p>	<p><b>BA:</b>  Give children a word bank to help them to explain their ideas and use precise words.</p>
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• analyse information</li> <li>• make judgements and decisions informed by reasons or evidence</li> <li>• ask relevant questions</li> <li>• evaluate information</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• you can use the information given and decide what you can learn from it</li> <li>• you can use the evidence and your own reasons to make decisions and judgements</li> <li>• you can ask questions that will help you get a clearer understanding (HA)</li> <li>• you can evaluate the information you have gathered (HA)</li> </ul>	<p><b>AA:</b>  Children work in pairs to consider the KQ: what is the difference between a comic strip hero and super hero? Children should collect evidence from images and information given and prepare a statement that</p>

<p><b>Key vocabulary:</b> heroes, heroines, powers, abilities, achievements, human good,</p> <p><b>Resources:</b> images of heroes from previous lesson with a brief caption to sum up their achievements, images of Comic strip heroes with a brief description to sum up their abilities, images and brief statements about heroes and superheroes for AA group.</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p> <p>Brainstorm what makes a hero/heroine using ideas from the previous lesson.</p> <p>Explain to the children that they are going to make a judgement about who is the best type of hero/heroine. Display the sign 'COMI C-STRIP HERO VS REAL-LI FE HERO'. Tell the children that they are going to decide which one is best by considering the evidence about them and making a judgement on their achievements.</p> <p><b>Main Part:</b></p> <p>Ask children to work in pairs to consider the information given about each hero. Children devise questions that would help them to find out more about why their person should be given 'hero' status. After considering all the relevant information, each pair comes to a consensus as to who is the better hero. They should develop a poster that explains why their chosen person truly deserves the title of 'hero/heroine' and explain why they did not select from the other choices.</p> <p><b>Plenary:</b></p> <p>Set up a HERO STATUS board and ask pairs to feedback to the class stating why they made their choices and where they would rank their person on the hero status board.</p>	<p>explains the difference.</p> <p><b>A:</b> See main lesson</p> <p><b>BA:</b> Sort images of heroes into 4 groups – powers, inventions, skills, for the good of others. Justify why they have made their selections.</p>
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• analyse information by sorting and classifying, comparing and contrasting</li> <li>• judge the value of what we read, hear and do (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• you can ask relevant questions to help you make a decision about something</li> <li>• you can consider information you are given and by sorting and organising that information gain a better understanding of the question you are being asked</li> </ul>	<p><b>AA:</b> Using the categories that children have identified for why people are famous, prepare an argument on which category of famous person is</p>

<ul style="list-style-type: none"> <li>• you can make think about what you have read, what people say and do and consider that in order to help you make decisions</li> </ul> <p><b>Key vocabulary:</b> reasons, evidence, judge, organise, sort, classify, compare, contrast</p> <p><b>Resources:</b> heroes and heroines images and outlines from previous lessons,</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p> <p>Ask the children to think about some of the people who have been discussed in the last lessons. <b>KQ: Why/how did they become famous?</b> Explain to the children that you want them to consider famous people/heroes and heroines as a whole group and suggest the reasons that explain why they are famous. Model this by asking why David Beckham is famous. Children might say 'because he is a great footballer' however encourage them to identify the quality that has made him a great footballer – i.e. hard work, dedication, skill and talent.</p> <p><b>Main Part:</b></p> <p>Encourage children to think again about the heroes they have looked at and develop some 'sub-headings' that describe how they became famous. These might be for example: born famous (royalty) social change, entertainment, excelling in something, inventing something etc. Children should categorise the images underneath their relevant sub-headings.</p> <p><b>Plenary:</b></p> <p>Ask children to rank their sub-headings in order to show what makes the best sort of hero.</p>	<p>really worthy of the title 'hero'. Use evidence to support your argument.</p> <p><b>A:</b> See main lesson</p> <p><b>BA:</b> Children work in a group to identify all the qualities of a particular group e.g. entertainers. <b>KQ: Because you are a good singer, does it make you a hero? Why/why not?</b></p>
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• interpret information in order to understand ideas</li> <li>• use precise language to explain what we think</li> <li>• suggest possible hypothesis (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• you can read and discuss new ideas to help you to understand them</li> <li>• you can explain clearly new ideas in your own words</li> <li>• you can suggest why something is needed using evidence to support your ideas</li> </ul>	<p><b>AA:</b> Suggest reasons to explain why people need to have human rights. Use evidence to explain ideas.</p> <p><b>A:</b> See main lesson</p>

<p><b>Key vocabulary:</b> human rights, citizenship, violation,</p> <p><b>Resources:</b> 'Our Rights' framework, articles from the Human Rights Act, human rights photo-cards</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p> <p>Split the class into groups and ask them the <b>KQ: What does the phrase 'human rights' mean?</b> Children record their responses on a given framework. <b>KQ: Why do we need human rights?</b> TPS.</p> <p><b>Main Part:</b></p> <p>Give out cards with the different articles from the Human Rights Act to each group (no more than 3.) Ask the children to read each article and summarise the main points by stating simply what rights people have from each article they have read. Each group feedback to the class and the teacher makes a list of human rights. Ask each group to refer back to their original Human Rights frame and decide if they want to edit it in any way.</p> <p><b>Plenary:</b></p> <p>Ask children to share some of the names they have listed in the section 'who has changed people's rights in the past.' Explain that you are going to be finding out more about some of these people in future lessons.</p>	<p><b>BA:</b></p> <p>Look at the photo-cards and explain what rights people have, what rights are missing.</p>
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## Second section

Outline lesson plan	Differentiation
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• give reasons for opinions</li> <li>• make decisions informed by reasons or evidence</li> <li>• ask relevant questions</li> <li>• generate and extend ideas</li> <li>• apply imagination to our thinking</li> <li>• judge the value of what we hear (HA)</li> </ul> <p><b>WILF:</b></p>	<p><b>AA:</b></p> <p>Act as leading members of the parties and ensure that each right is given adequate discussion.</p>

<ul style="list-style-type: none"> <li>• you can use your understanding of human rights issues to give reasons for your own opinions</li> <li>• you can consider the issues being discussed and ask relevant questions that will enable you to understand the problems</li> <li>• you can generate and extend ideas</li> <li>• you can use your imagination to develop good ideas</li> <li>• you can make a judgement about what you hear</li> <li>• you can explain your views on issues that may affect yourselves and society</li> </ul> <p><b>Key Vocabulary:</b> human rights, shipwrecked, political party, government, vote, ballot</p> <p><b>Resources:</b> 'Shipwrecked' task sheet, copies of summarised Human Rights Act, ballot box, voting cards</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b> Divide the class into mixed ability groups. Give out the 'Shipwrecked' scenario and explain to the children that they are going to imagine they are stranded on a desert island. Each group needs to form a political party to decide how the island should be run until they are rescued. They have agreed there should be only 5 laws and therefore only 5 rights can be enforced.</p> <p><b>Main Part:</b> Each party has to decide on which rights they should keep and enforce on the island. Once decided, each party should write a speech to explain their ideas to the rest of the class. They should give their party a name and ensure that they do their best to make sure their classmates vote for their government. Once all the speeches have been written and delivered to the class, each child can cast a vote for their chosen government. Children are not allowed to vote for their own party.</p> <p><b>Plenary:</b> At the end the teacher leads a discussion about which rights were conceived to be more important than others. Encourage the children to explain their ideas clearly</p>	<p><b>A:</b> See main lesson.</p> <p><b>BA:</b> See main lesson.</p>
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• understand the ideas, beliefs, attitudes and experiences of people in the past</li> </ul>	<p><b>AA:</b> I imagine you are</p>

- interpret information to show we understand the ideas
- make judgements and decisions informed by evidence
- ask relevant questions (HA)
- predict outcomes (HA)
- look for alternative outcomes (HA)
- judge the value of what we read

**WILF:**

- understand the experiences of Olaudah Equiano
- you can read and understand the historical evidence about Olaudah Equiano
- you can use the evidence from your reading to judge if he deserves hero status
- you can ask relevant questions to help you understand the evidence
- to can make a prediction based on your knowledge of the world
- you can suggest alternative outcomes to a situation
- you can decide if a primary or secondary source gives the most reliable evidence

**Key vocabulary:** saluted, whipped, flogged, consternation, abolition, prejudice, injustice, brutality, humanity, equality, campaigner

**Resources:** copied extracts from 'The Interesting Narrative of the life of Olaudah Equiano', copies of the case study of Olaudah Equiano

**Outline lesson plan:**

**Introduction:**

Remind children that you are going to be investigating some of the people from the images in previous lessons and considering if and why they deserve the title of hero or heroine. Before the lesson prepare a child to read in role the extract from Olaudah Equiano's book. Do not tell children who Olaudah was and that we connect him to slavery. **KQ:**

**What is going on? Who is describing this? What don't we understand here? What questions do we have about this?**

Record children's questions on flipchart. **KQ: Can anyone describe what this experience might be linked to? Ask children to TPS and predict what may have happened to Olaudah. KQ: Is the information given to us in this extract**

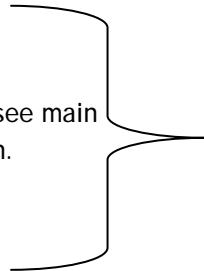
Olaudah at any point in his story. What alternatives do you think would be available for him? What would you do in his situation?

**A:**

See main lesson.

**BA:**

I imagine you are Olaudah. Wear your grey thinking hat and list all the problems for him. Now wear your yellow thinking hat and list all the positives for him.

<p><b>true? How do we know?</b> Explain that this is a primary source because it is a first hand account written at the time. Tell the class that Olaudah was a slave who was stolen from his homeland in Africa and forced to work for a range of masters. Tell them that they will find out some more information about his life and will need to consider whether he has the relevant qualities to deserve hero status.</p> <p><b>Main Part:</b> In pairs, ask children to read the case study on Olaudah Equiano to gain some background information. Tell them to try and answer any of the questions that were raised earlier.</p> <p><b>KQ: Is this a primary source? How do you know?</b> Ensure the children understand the difference between both pieces of evidence. In their pairs, children consider which human rights Olaudah was denied and make a list of qualities that Olaudah has demonstrated and write a short statement to say whether he should/should not be given hero status using evidence to support their decisions.</p> <p><b>Plenary:</b> Refer to the 'HERO STATUS' ranking display which you will add to over the topic. From 1 - 10 where would the children put Olaudah?</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• find out about historical events</li> <li>• analyse relevant information</li> <li>• draw inferences and make deductions</li> <li>• use precise language to explain what we think</li> <li>• make judgements and decisions informed by reasons and evidence</li> <li>• ask relevant questions</li> <li>• judge the value of what we read, hear and do</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• you can analyse the key historical information given to you</li> <li>• you can use the clues to make inferences and deductions</li> <li>• you can explain your ideas clearly</li> <li>• you can use evidence to make your own decisions and judgements</li> </ul>	<p><b>AA:</b></p> <p><b>A:</b> - see main lesson.</p> <p><b>BA:</b></p> 

- you can ask relevant questions (HA)
- you can judge what you read and hear (HA)

**Key vocabulary:** evidence, slave ship, abolitionist,

**Resources:** copies of role cards (1 per pair) copies of 'Slave Ship Zong' - a case study, a range of other resources for children's research.

**Outline lesson plan:**

**Introduction:**

Give the class a copy of 'Slave Ship Zong' to read independently. Work with LA readers to ensure they understand the scenario. Explain to the children that they will take part in an imaginary court case between the abolitionist Granville Sharp and the Zong's owners and crew. Sharp is taking the ship's owners and crew to court and is trying to sue them for the murder of 133 slaves.

**Main Part:**

There are 9 characters. Choose pairs and give each pair a role card. Only one of the pair will appear 'in court' but they should work together to prepare their testimony. Give children time (possibly a lesson and homework) to research their roles and build their testimonies.

The remaining children will act as the jury. They should use this time to prepare their own roles by deciding what character they would like to play, a name, a job, a personality. Remind children that there were many different opinions at the time about slavery. They may feel that being on the jury is a waste of time because slavery is a good thing, or they may feel slavery is unjust and that they must ensure justice is done in this case. The jury should not do any research as they need to remain objective - they should just prepare their roles.

Arrange the classroom as best as possible to resemble a courtroom. The jury should begin by standing up and presenting themselves to court. Characters should act out their roles as convincingly as possible having prepared their arguments and evidence.

After the case the jury should be given 5 minutes to decide individually whether the ships owners and crew are innocent or guilty. The majority of votes will decide.

**Plenary:**

After the court case tell the children that there was a missing piece of evidence:

<p>WHEN THE SHIP ARRIVED IN JAMAICA, IN FACT IT HAD 420 GALLONS OF WATER LEFT ON BOARD. Luke Collingwood the ship's master knew this, but died soon after the Zong tragedy. <b>KQ: What possible reasons could there be that would make the crew do nothing about this?</b></p> <p>Discuss how this new evidence makes the characters feel?</p> <p><b>KQ: Is it right to treat human beings as property? Is it possible to put a price on someone's life? Could this happen today?</b></p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• generate and extend ideas</li> <li>• apply imagination to our thinking (HA)</li> <li>• describe and make links between events, situations and changes in history</li> <li>• identify and describe reasons for historical events</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• you can ask questions that will help you to solve problems</li> <li>• you can look for connections</li> <li>• you can think of creative ideas and use what you know to help you develop them</li> <li>• you can use your imagination to be creative and solve problems</li> <li>• you can make links between events and situations connected to slavery</li> <li>• you can identify and say why you think events connected to slavery took place</li> </ul> <p><b>Key vocabulary:</b> campaigner, abolitionist, anti-slavery,</p> <p><b>Resources:</b> powerpoint on slavery and on Thomas Clarkson, recording of 'Redemption Song' by Bob Marley, copies of lyrics to the song, statements for and against slavery.</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p> <p>Stop children at the classroom door and tell them they need to be silent on entering the classroom. Tell them they need</p>	<p><b>AA:</b></p> <p>I imagine you are Thomas Clarkson. Design a pamphlet to explain your ideas on slavery.</p> <p><b>A:</b></p> <p>Ask children to develop a mind map as a recording method for what they already know about this topic.</p> <p><b>BA:</b></p> <p>Design a logo for Thomas Clarkson's anti-slavery campaign.</p>

<p>to try and solve the puzzle on the IWB. As they enter play 'Redemption Song' and have the lyrics to the song available on the desk. Show the powerpoint which starts with an image of Thomas Clarkson and further images linked to slavery. Children use the clues to try and work out the connection between the man and the images that follow.</p> <p>Introduce Thomas Clarkson by giving a brief overview of his life using the second powerpoint. Remind children about what they have learned about slavery: children/people stolen from their homelands, the middle passage, the brutality, life on plantations etc. Explain that you have heard the words of a slave (Olaudah Equiano) and now you are going to find out about another fighter for the slavery cause called Thomas Clarkson. To discover why his life was such a battle to end slavery, we need to understand why so many people thought that slavery was okay. Remind children that we are talking about the way many people in the past thought.</p> <p><b>Main Part:</b></p> <p>Give each group a list of statements for and against slavery and share. Take initial feedback. <b>KQ: Why was it so difficult for Thomas Clarkson and people like him to change people's ideas about slavery? What evidence did people have for believing these things about slaves?</b></p> <p><b>Plenary:</b></p> <p>Ask children to consider all the evidence about Thomas Clarkson and decide if he deserves hero status? What qualities did he have? As a class make a decision about where to put Thomas Clarkson on the HERO STATUS ranking board. Children may decide to move Olaudah Equiano to a different position!</p>	
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### Third section

Outline lesson plan	Differentiation
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• find out about the experiences of women in the past</li> <li>• place people into correct periods of time</li> <li>• locate, collect and recall relevant information</li> <li>• interpret information to show we understand the issues</li> <li>• draw inferences and make deductions</li> <li>• pose and define problems, plan what to do (HA)</li> </ul>	<p><b>AA:</b></p> <p>You are a firm anti-slavery campaigner and have organised a meeting so that Mary Prince can read extracts from her</p>

- look for alternative innovative outcomes (HA)

**WILF:**

- discuss the life of Mary Prince
- you can read the information about Mary Prince and decide what is relevant
- you can interpret what you have read and link it to what you know already to help you understand the issues around slavery
- you can make inferences and deductions from the evidence
- you can think through potential problems and plan how to solve them
- you can consider alternative outcomes

**Key vocabulary:** abolition, campaign, movement, resistance, contribution,

**Resources:** extract from 'The History of Mary Prince, a West Indian Slave, case studies of Mary Prince,

**Outline lesson plan:**

**Introduction:**

Before the lesson ask a child to prepare reading from the extract from Mary Prince. **KQ: What questions do we have about this? Can anyone think of another example that is similar to this? What does her account link to?** Explain to the children that you have been learning about people connected to getting rid of slavery and up until now most of those people have been men. Today you are learning about a woman (and there were many) who fought hard to bring an end to slavery.

**Main Part:**

In pairs ask children to read the case study on Mary Prince. Ask them to make a timeline or fact file of her life. Give children the following task: You are at a meeting where you hear Mary Prince talk for the first time. Her words have deeply moved you and you want to write a newspaper article about her and the slave trade. Your aim is to make as many people as possible aware of her plight.

**Plenary:**

In small groups debate the qualities that Mary Prince may bring to heroism. **KQ: Where would you place her on the HERO STATUS board? Ask children to justify their choices. KQ: Does it make any difference that Mary is a**

book. When you arrive at the town hall there are a group of angry protestors outside. Meet with your team and plan what to do. Mary Prince will be arriving shortly and are adamant that people will hear what she has to say.

**A:**

See main lesson.

**BA:**

Design a poster to advertise Mary Prince's book. You want as many people as possible to read it so make the advert thought-provoking and relevant.

<p>woman?</p> <p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• give reasons for opinions</li> <li>• use precise language to explain what we think</li> <li>• make judgements and decisions informed by reasons and evidence</li> <li>• judge the value of what we hear</li> <li>• develop criteria for making judgements (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• you can give reasons for any opinions you make</li> <li>• you can use precise language to talk about your hero</li> <li>• you can make judgements and decisions which have been informed by reasons and evidence</li> <li>• you can judge the value of what you hear</li> <li>• you can develop a criteria based on the focus given to make a judgement about the worthiest hero</li> </ul> <p><b>Key vocabulary:</b> opinions, judgements, criteria, anti-slavery,</p> <p><b>Resources:</b> work from previous lessons, supporting information about the people children have studied previously,</p> <p><b>Outline lesson plan:</b>  Split the class into three groups and assign each one a character they have learned about: Olaudah Equiano, Thomas Clarkson or Mary Prince. Explain to the children that they are going to take part in a debate to decide which one of the 3 should move to the top of the HERO STATUS board. Each group has to prepare a case for their person based on what they consider makes them an outstanding hero or heroine. The fourth group will be preparing a set of criteria to judge how well the case is made for their hero status.</p> <p><b>Main Part:</b>  Children work in their groups to provide evidence in support of their hero. Each member of the group should prepare a statement which focuses on one element of their hero that is worthy of hero status.  Each group then present their hero to the rest of the class. Groups not presenting should be given time to pose questions</p>	<p><b>AA:</b>  Develop a set of criteria to make a judgement about who has the highest hero status based on the people studied linked to slavery. Try to include human rights links.</p> <p><b>A:</b>  See main lesson.</p> <p><b>BA:</b>  See main lesson.</p>
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<p>to challenge what they have heard.</p> <p><b>Plenary:</b></p> <p>The fourth group share their criteria with the class, and the class debate the point given to each of the heroes. The hero with the most points moves to the top of the HERO STATUS board.</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions</li> <li>• plan what to do and how to research historical information</li> <li>• predict outcomes</li> <li>• test ideas (HA)</li> <li>• generate and extend ideas (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• you can ask relevant questions that will help you locate information about your hero</li> <li>• you can plan a programme of historical research and consider how you will do it</li> <li>• you can predict the outcome of your research</li> <li>• you can test out your ideas</li> <li>• you can think of exciting ideas for your power point and extend them</li> </ul> <p><b>Key vocabulary:</b> research, plan, organise, action plan, prediction, design,</p> <p><b>Resources:</b> a range of topic books and information, access to the Internet, suggestions of human rights people for children to research, list of web pages for children to access, copies of framework for action plan.</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p> <p>Explain to the children that over the next few weeks they are going to carry out their own research which will result in a Power point presentation that will be shared with their parents. The purpose is to research primary sources, secondary sources, books, libraries and the Internet to find a person that they could argue has the ultimate hero status. The aim of the power point will be to persuade people that the chosen person definitely has hero status.</p> <p>Tell the children that today they will surf the net and locate a selection of people they can base their research on.</p> <p><b>Main Part:</b></p>	<p><b>AA:</b></p> <p><b>A:</b></p> <p>Work in pairs.</p> <p><b>BA:</b></p> <p>Teacher led group research.</p>

<p>Demonstrate how to complete an action plan for research by modelling how to complete the action plan framework. Children complete their own research action plans which they will use to guide their research over the next few weeks.</p> <p><b>Plenary:</b> Children share their action plans and teachers use this point to assess whether children have a realistic plan for research. As children to comment on the plans shared and suggest more precise action or success criteria.</p>	
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#### Fourth section

Outline lesson plan	Differentiation
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Interpret information in order to understand historical concepts and ideas.</li> <li>• Understand relationships.</li> <li>• Draw inferences and make deductions.</li> <li>• Apply imagination to our thinking.(HA)</li> <li>• Understand characteristic features of a period (History NC 2a,)</li> <li>• Identify and explain reasons for key historical events History NC 2c) (HA)</li> <li>• Understand why the Suffragette movement was formed</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can understand relationships in a historical context.</li> <li>• You can draw inferences and make deductions using historical sources.</li> <li>• You can use your imagination to develop empathy with people in a historical context.</li> <li>• You can work in a team to discuss the key questions.</li> <li>• You can give reasons and evidence for what you think.</li> </ul> <p><b>Key vocabulary:</b> domestic service, elections, politics</p> <p><b>Resources:</b> lyrics to "Well Done Sister suffragette." Character cards, large sheets of paper, pens.</p> <p><b>Introduction</b></p>	<p><b>AA:</b> as main but look at character card of man. Act out a conversation between the man and his wife who is a suffragette. What might they say to one another?</p> <p><b>BA:</b> simplified character cards</p>

<p>Remind pupils that we are investigating people from the past to decide whether or not they deserve hero or heroine status. Show pupils the lyrics of the song "Sister Suffragette" from Mary Poppins but don't tell them where the song is from. In pairs, pupils underline anything in the song that they do not understand. Feedback.</p> <p><b>KQ: What does the writer mean by the phrase, "dauntless crusaders?", What do you understand by the phrase "suffragette?". What do you think the writer means by "crusaders in petticoats?"</b> The lyrics say that the women are fighting for "political equality and equal rights with men" What does this mean? Do you think women had equal rights in 1900? Why not? What rights did they have?</p> <p>Do not tell the pupils where the song is from</p> <p><b>Main Part:</b></p> <p><b>KQ: What was the role of women in 1900?</b></p> <p>In groups examine the four character cards ( a woman who owns a house, a woman who is a solicitor, a woman who is a domestic servant, a man who is anti woman's rights). In groups, explore the <b>KQ: What changes do you think women would have wanted in 1900? How might woman have replied to the man? Do you think it is true to say that rich women would have been happy in 1900 but poor women would not? Why?</b></p> <p>Record the group results on a poster and feedback to class.</p> <p><b>Plenary</b></p> <p>Ask pupils to think back to the song lyrics. Does anyone know where it is from? Show clip from Mary Poppins.</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Interpret information to show we understand key historical issues.</li> <li>• Analyse information by comparing and contrasting.</li> <li>• Give reasons for our opinions.</li> <li>• Use precise language to say what we think.</li> <li>• Make judgements and decisions informed by reasons and evidence.</li> <li>• Ask relevant questions. (HA)</li> <li>• Judge the value of what we read. (HA)</li> <li>• Examine conflicting primary sources and draw conclusions from them about whether the suffragettes were heroes or villains. (History NC 3a)</li> </ul>	<p><b>AA:</b> As well as newspaper articles, provide children with other primary sources such as reports from the Houses of Parliament. Apply key questions. And raise own questions about the evidence.</p>

**WILF:**

- You can analyse and understand historical issues.
- You can give reasons for your opinions and use precise language to say what you mean.
- You can use the information given and decide what you can learn from it
- You can evaluate the information you have gathered
- You can use evidence to make decisions and judgements

**Key vocabulary:** force fed, hunger strike, political, suffragettes

**Resources:** laminated copies of newspaper articles

**Introduction:**

On whiteboard, show the picture suffragettes smashing in a shop window. **KQ: What is happening in this picture?**

**Think back to last lesson; Why do you think the woman are doing this? Do you think there are other methods of protest?**

**Main Part:**

In pairs, children examine original newspaper articles about the suffragettes (the articles mention force feeding and Emily Davison).

One article is pro suffragettes and the other is anti. **KQ: Which newspaper report supports the suffragettes? Give reasons for your answer. Which is against the suffragettes? Pick out words and phrases that support your answer. List three things that the articles disagree about. Find one thing that the articles agree about. Why do you think that the two articles say such different things about the same events?**

**Plenary:**

Imagine you are writing a book on the suffragettes. Make a list of all the ways that you could research your book (Internet, letters, diaries, photographs, film footage, books, government reports, etc)

Divide your list into primary evidence (things that were written/produced at the time) and secondary evidence (things that were written/produced after the event)

**BA:** view the reports using the IWB so they can highlight key information with the IWB pens.

**WALT:**

- Analyse information by sorting and classifying.
- Give reasons for our opinions.
- Plan what to do and how to research.
- Predict and test conclusions. (HA)
- Apply imagination to our thinking.
- Evaluate information.
- Develop criteria for judging the value of our ideas. (HA)
- Use a range of evidence to make deductions (History NC 4a)
- Ask and answer questions relevant to the enquiry (History NC 4b)

**WILF:**

- You can sort and classify information.
- You can plan your research.
- You can use your imagination to suggest ideas.
- You can ask relevant questions to help you make a decision about something.
- You can sort and organise evidence and use it to help you answer the question you are being asked.
- You can use the evidence to back up your judgements, for example; "I think this and this evidence supports me because....."

**Key vocabulary:** evidence, detective, deduce, analyse,

**Resources:** bin bags of "evidence"

**Introduction:**

Explain that we are going to look at one of the suffragettes in more detail and decide where to place her on the Hero Status Board. Look at the list you made at the end of last lesson. **KQ: How can we find out about a person in the past?** Explain that before we start researching our person, we need to practice using and interpreting evidence.

**Main Part:**

Bin bag detectives. Give each group a carrier bag full of "evidence" that someone has thrown away. The group have to use the evidence to put together a description of what the person is like. They then have to feedback their description and

**AA:** Children act as group questioners to challenge the ideas and predictions that the group make. Children make a judgement about the value of ideas being discussed and help to focus other group members.

**BA:** mixed ability groupings.

<p>give reasons justifying their decisions.</p> <p><b>Plenary</b>  <b>KQ: What does this bag tell us about the person who threw the things away? What do they like? What do they read? What are their hobbies? What don't they like? Is this positive proof that the carrier bag owner fits this profile? How can we know for sure what this person is like?</b></p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Interpret primary and secondary sources to show we understand historical ideas.</li> <li>• Give reasons for our opinions.</li> <li>• Pose and define problems. (HA)</li> <li>• Generate and extend ideas. (HA)</li> <li>• Develop criteria for making judgements. (HA)</li> <li>• Recall select and organise historical information (History NC 5a)</li> <li>• Communicate knowledge of history in a variety of ways (History NC 5c)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can interpret primary and secondary sources and understand what you read.</li> <li>• You can suggest and understand possible problems.</li> <li>• You can develop your own ideas.</li> <li>• You can develop a set of criteria that will help you to make a reasoned judgement.</li> <li>• You can sort and organise evidence and use it to help you answer the question you are being asked.</li> <li>• You can use the evidence to back up your judgements, for example; "I think this because.....' and this evidence supports me because....."</li> </ul> <p><b>Key vocabulary:</b> as previous  <b>Resources:</b> video clips, various primary and resources</p> <p><b>NB:</b> Lesson may need to be taught over 2 sessions.</p>	<p><b>AA: KQ: How would you decide who is more a hero - slavery freedom fighter or suffragette? What evidence would you use to make your decision? Could you design a set of criteria linked to civil rights to judge this?</b></p> <p><b>A:</b> Lead partner for BA child.</p> <p><b>BA:</b> Work with A child. Use of word bank.</p>

<p><b>Introduction:</b> Show two video clips; one of Emily Davison and one Emmeline Pankhurst. <b>KQ: Why are these women important? What did they want? Why were they not popular at the time?</b></p> <p><b>Main Part:</b> Half the pupils are given Emily Davison and half Emmeline Pankhurst to research and prepare a class presentation on. Pupils are provided with a pack of primary evidence (from National Archive website) and have access to secondary evidence (ICT, text books etc). Their presentation must include: <b>Who they were? What did they want? How did they go about getting it? What do you think of their methods of protest? Where do you think they should be placed on the Hero Status Board?</b> Pupils prepare presentations in pairs. Presentations are given. While the children are watching they are each to think up one question to ask the presenter</p> <p><b>Plenary:</b> Pupils vote on new positions on the Hero Status board. <b>KQ: How do the achievements of the suffragettes compare to those who fought for freedom from slavery? How do you decide which one should be ranked higher on the HERO STATUS BOARD? What makes a slavery freedom fighter more of a hero than a suffragette and vice versa?</b></p>	
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### Fifth Section

Outline lesson plan	Differentiation
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Draw inferences and make deductions.</li> <li>• Ask relevant questions.</li> <li>• Understand the chronological order of historical events.</li> <li>• Identify historical relationships and ideas.</li> </ul>	<p><b>AA:</b> develop a theory of why segregation may have developed in the USA at this</p>

<ul style="list-style-type: none"> <li>• Suggest possible hypothesis. (HA)</li> <li>• Generate and extend ideas. (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can make inferences and deductions about historical events.</li> <li>• You can ask relevant questions about historical events.</li> <li>• You can place events in chronological order.</li> <li>• You can identify historical relationships and ideas.</li> <li>• You can suggest reasons for historical events and where ideas may have originated from using evidence to support your suggestions.</li> </ul> <p><b>Key vocabulary:</b> segregation, separate, different</p> <p><b>Resources:</b> IWB slides, 'White Socks Only' story book,</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p> <p>Write the word 'SEGREGATION' on the IWB. Invite children to explain what the word means. Use the whiteboard with and show a range of different animals. Take a ruler and split the group into two. Explain that both groups of animals want to live and work together to make the world a good place but the ruler divides them Tell them that the two groups are segregated and can't work or play together. Tell children that unfortunately this happened not so long ago, and sometimes still happens to people today. Read the children the story 'White Socks Only' and ask them to predict how and why segregation might be part of the story.</p> <p><b>Main Part:</b></p> <p>Show three names on the IWB:</p> <ol style="list-style-type: none"> <li>1. Martin Luther King</li> <li>2. Rosa Parks</li> <li>3. Ruby Bridges</li> </ol>	<p>time. What might the ideas behind it be linked to?</p> <p><b>BA:</b> selection of word art ideas linked to the people being studied.</p>
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<p>Read the three names to the class and tell something about each person briefly.</p> <p><b>KQ:</b> Why do you think these people are linked to the word 'segregation'? Ask children to write down the three names and draw a symbol or sign next to each name that represents that person eg. hands of different colours next to MLK, a bus next to Rosa Parks and books next to Ruby Bridges.</p> <p><b>Plenary:</b> Ask children to share and explain their symbols. Tell them that they will be investigating each person in more detail to decide if they might make it onto the HERO STATUS BOARD.</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Give reasons for our opinions.</li> <li>• Use precise language to say what we think.</li> <li>• Make judgements and decisions informed by reasons.</li> <li>• Ask relevant questions.</li> <li>• Pose and define problems.</li> <li>• Predict outcomes and improve ideas.</li> <li>• Look for alternative innovative outcomes.</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can make judgements and decisions and give reasons for your opinions.</li> <li>• You can ask questions related to the issues being discussed.</li> <li>• You can think about and outline possible problems.</li> <li>• You can predict outcomes and try to improve on your ideas.</li> <li>• You can consider different and smart outcomes.</li> </ul> <p><b>Key vocabulary:</b> left-handers, segregation, issues, problems, outcomes, fair</p> <p><b>Resources:</b> sentence cards from 'Left-handers from outer space', flip chart paper and pens,</p> <p><b>Outline Lesson Plan:</b></p>	<p>For this lesson children will work in mixed ability groups.</p>

**Introduction:**

Share the newspaper article 'Left-handers from outer space' and discuss with the children the article and the recent (fake) research that left-handed people are physically different from right-handed people. Explain to the children that the school Governors have been discussing the issue and the parent governors are under a lot of pressure to get left-handed children out of the school so that they do not spoil the 'normal' children. Take children's initial responses to this: **KQ: how do you feel about this? Does this link to anything else you know about?**

Share the other newspaper headlines and ask children to tell their partners what they think about them.

**Main Part:**

Organise the children into groups of 6. Each group will take on a role to discuss and develop an argument for the position they will take in a debate on left-handed children. Initially group all the Headteacher's, chair of Governors, parents etc together so that each group has the same role.

1. The Headteacher
2. Chair of Governors
3. Parent Rep 1
4. Parent Rep 2
5. Teacher 1
6. Teacher 2

Give children their role play cards and as a group ask them to develop an argument that they will take to the debate.

Children work together to develop ideas and focus on the following issues:

- Is the research correct?
- If it is, should left-handers be allowed to stay?
- If it isn't, should left-handers be allowed to stay?
- If they are to be segregated, who is responsible for their education? Should a new school be built out of local-education funds?

Once children are confident with their responses, make new groups with one representative from each role. This group now debates the issues.

<p><b>Plenary:</b>  Ask children to take a vote on the issue. Discuss ideas and arguments. <b>KQ: If we build a new school for left-handed children what are we in fact doing? Is this fair? Why/why not? If you are left-handed how do/might you feel? What rights are being taken away from you? If you wanted to protest, what would you do?</b>  Remind children that they are investigating segregation and are going to be finding out more about people who tried to protest against it.</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Interpret information in order to understand historical issues.</li> <li>• Analyse information by sorting.</li> <li>• Draw inferences and make deductions. (HA)</li> <li>• Make judgements and decisions informed by evidence.</li> <li>• Ask relevant questions. (HA)</li> <li>• Look for alternative innovative outcomes. (HA)</li> <li>• Use primary sources to find out about lives in the past.</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can read and understand historical sources.</li> <li>• You can analyse and sort out information.</li> <li>• You can draw inferences and make deductions</li> <li>• You can ask questions to help you solve possible problems.</li> <li>• You can consider and develop solutions to problems.</li> </ul> <p><b>Key vocabulary:</b> civil rights, discrimination, segregation, integrated  <b>Resources:</b> comparison sentence strips for each partner, segregation statements,</p> <p><b>Outline lesson plan:</b>  <b>Introduction:</b>  Give each partnership the following sentences cut into strips:</p> <ul style="list-style-type: none"> <li>• Buses - integrated.</li> </ul>	<p><b>AA:</b> Wearing the grey hat, consider the problems that de-segregation may have caused at the time. For example could the poor black cafes compete with posh previously white-only restaurants? Make a list of possible problems and consider the solutions.</p> <p><b>A:</b> see main lesson.</p> <p><b>BA:</b> Wearing the yellow hat make a visual poster that shows all the benefits of de-</p>

<ul style="list-style-type: none"> <li>• Public toilets – for all.</li> <li>• School for white children only.</li> <li>• White pubs and bars.</li> <li>• Blacks unable to vote in public elections.</li> <li>• Trains – white and black carriages.</li> <li>• Schools for all races.</li> <li>• Public toilets – whites only.</li> <li>• Restaurants for whites only.</li> <li>• Trains – integrated carriages.</li> <li>• Public parks – blacks not allowed.</li> <li>• White mayor.</li> <li>• Buses – blacks in back, whites in front.</li> <li>• Slum school for black children.</li> <li>• Poor café for blacks only.</li> <li>• Black mayor.</li> <li>• Public par for all.</li> </ul> <p>In their pairs, ask children to sort the statements into two lists. Let them decide what the lists sub-heading should be (ideally one for c1950 and one for the present day.) Discuss their choices with them. <b>KQ: what rights are missing from the 1950's list?</b></p> <p><b>Main Part:</b>  Explain to the children that you are going to consider whether segregation was a good thing. Share the source statements which highlight different views on segregation and de-segregation. Discuss with the children.  Children imagine they are a black activist and write a speech demanding segregation. Use the arguments about segregation to support their case. Children should try and state why the opposite would not work.</p> <p><b>Plenary:</b>  Class take a vote on whether they think segregation is a good or bad thing. <b>KQ: are there any times when segregation works? Does segregation take away people's rights? How?</b></p>	<p>segregation.</p>
<p><b>WALT:</b></p>	<p><b>AA:</b> Ask the</p>

<ul style="list-style-type: none"> <li>• Understand relationships.</li> <li>• Give reasons for our opinions.</li> <li>• Apply imagination to our thinking.</li> <li>• Evaluate information. (HA)</li> <li>• Develop criteria for judging the value of others' work. (HA)</li> <li>• Have confidence in our judgements. (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can understand relationships in history.</li> <li>• You can give reasons for your opinions.</li> <li>• You can apply imagination to your thinking and write your own speech.</li> <li>• You can evaluate what you have found out.</li> <li>• You can consider what makes an effective leader and judge MLKs work.</li> <li>• You are confident in the judgements you have made.</li> </ul> <p><b>Key vocabulary:</b> Leader, Father, peacemaker, Non-violent, Freedom fighter, Courageous</p> <p><b>Resources:</b> CD of 'Happy Birthday' by Stevie Wonder, internet for clip of MLKs 'I Have a Dream' (This can be found on <a href="http://www.remembersegregation.org">www.remembersegregation.org</a> but do not display the first pages as these will be used in a later lesson.) speech, resource books with information on MLK, word banks.</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b> Play the CD of 'Happy Birthday' to the class and explain that this was written to commemorate the birthday of MLK. Recap n what the children now about MLK and explain that he is connected to the work the class are doing on segregation and that they need to decide where to put MLK on the HERO STATUS BOARD.</p> <p><b>Main Part:</b> Use the internet to show children a clip of MLK and his 'I have a dream' speech. Explain to children that this speech is very famous as it sums up MLKs beliefs. <b>KQ: what does he mean? (refer to different parts of the speech.)</b></p>	<p>children to consider the qualities that make a good leader. Consider what attributes are needed - skills, qualities, knowledge etc. Children develop a 'Great Leader' checklist and decide if MLK meets the checklist by giving examples.</p> <p><b>A:</b> see main lesson.</p> <p><b>BA:</b> children make a sketch of MLK and surround it with words that they think best describe him. Word bank to support.</p>
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<p>Display the following words:</p> <ul style="list-style-type: none"> <li>• Leader</li> <li>• Father</li> <li>• Peacemaker</li> <li>• Non-violent</li> <li>• Freedom fighter</li> <li>• Courageous</li> </ul> <p><b>KQ: Does MLK remind you of anyone else?</b> Remind the children of the work you have done on rights. Ask them to consider the rights they feel are most important to them and to write their own 'I have a dream' speech that is relevant to their lives today and in the future.</p> <p><b>Plenary:</b> <b>KQ: what impact did MLK have on the civil rights movement at that time? Why is it so important for people to remember him today? Do you think he was a good leader? Why/why not?</b> Ask children to vote for where MLK should go on the HERO STATUS BOARD.</p>	
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### Sixth Section

Outline lesson plan	Differentiation
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Interpret information to show we understand relevant ideas.</li> <li>• Understand relationships with a historical perspective.</li> <li>• Give reasons for our opinions.</li> <li>• Make decisions informed by historical evidence.</li> <li>• Apply imagination to our thinking.</li> <li>• Judge the value of what we read.</li> </ul>	<p>For this lesson children will work in mixed ability groups.</p>

**WILF:**

- You can use the information given to help you understand ideas from history.
- You can understand how things worked in the past.
- You can make an opinion and support your opinion with reasons.
- You can use historical evidence to help you make decisions.
- You can use your imagination to help you develop your character in role.
- You can make a judgement about what you have read.

**Key vocabulary:** segregation, protest, freedom fighter, boycott

**Resources:** 'A picture book of Rosa Parks' (scanned onto IWB), newspaper report – Bus boycott conference fails to find a solution

**Outline lesson plan:**

**Introduction:**

Explain that many men and women were in the struggle for freedom. Today the children will be finding out about Rosa Parks who would not give up her freedom. Remind the children that segregation existed in shops, housing, schools, buses etc. Read the children Rosa's story from 'A picture book of Rosa Parks'.

**Main part:**

Organise the children into groups each with a character from the Rosa's scenario:

- Rosa Parks
- Bus driver
- 2 police officers
- White passenger
- Black passenger
- Dr Martin Luther King

**NB: Assign roles regardless of race or gender.**

Encourage children to role play Rosa's story.

At the end of the role play take feedback around the following questions:

<ul style="list-style-type: none"> <li>• How did the other bus riders feel?</li> <li>• How did Rosa feel when she was being taken to jail?</li> <li>• What did MLK think when he heard the news about Rosa?</li> </ul> <p>Ask children for their comments and encourage them to speak in role. Record some of the feelings that may have been demonstrated; fear, shame, determination, anger, doubt etc. <b>KQ: Have there been times when you have experienced any of these feelings?</b> Ask children to write down 1-2 sentences on a strip of paper to describe their feelings in role. Display around the word 'segregation'.</p> <p><b>Plenary:</b> Share the newspaper article with the children. Read together and ensure children understand the vocabulary. <b>KQ: do you think the article is for or against the proposals for changing the bus system? How do you know? What role does MLK play in this issue? Do you think this would have happened if it wasn't for Rosa Parks? Why do you think Rosa Parks could be described as a 'freedom fighter'?</b></p> <p>Ask children to discuss where Rosa Parks should be placed on the HERO STATUS BOARD giving reasons for their choices.</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Interpret information from images in order to understand past events.</li> <li>• Draw inferences and make deductions.</li> <li>• Ask relevant questions. (HA)</li> <li>• Pose and define problems and improve ideas. (HA)</li> <li>• Apply imagination to our thinking.</li> <li>• Look for alternative innovative outcomes. (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can interpret information in images by using inference and deduction skills.</li> <li>• You can ask questions, identify problems and try to solve them.</li> <li>• You can use your imagination to describe a typical day under segregation.</li> </ul> <p><b>Key vocabulary:</b> <b>Resources:</b> photographic images of segregation on IWB, copies of images for the children to use in pairs, the website:</p>	<p><b>AA:</b> describe a typical day under the laws of segregation. If you wanted to protest, how would you go about it?</p> <p><b>A:</b> see main part.</p> <p><b>BA:</b> use a template to draw a segregated day.</p>

<p><a href="http://www.remembersegregation.org">www.remembersegregation.org</a></p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b>  Explain to the children that before you investigate another freedom fighter you are going to review what you know about segregation and its impact on peoples lives. On the IWB share some photographic images of segregation. (Save the last slide for the plenary.) Look at each example and ask the children the following questions:</p> <ul style="list-style-type: none"> <li>• How do you think the person (or people) in the image felt?</li> <li>• Why do you think the photographer too this picture?</li> <li>• How would this picture be different in another place/country?</li> </ul> <p>Let children practice this in pairs with their own copies of images.</p> <p><b>Main part:</b>  Ask children to work in pairs to think about the things they do in a typical day. Discuss what daily activities are and if they differ at weekends or in holiday times. Model how to draw a timeline of your typical day (probably best to make it a weekend!) Ask children to now consider how segregation would change their lives and the lives of their friends and families. Ask children to make a timeline of their day and show visually how segregation would change that day for them (with/without segregation.)</p> <p>Plenary:  Show the children the opening pages of the website: <a href="http://www.remembersegregation.org">www.remembersegregation.org</a> <b>KQ: How do the opening pages of the website make you feel? Why do you think this has been done? What do you think we have learned about segregation and its impact?</b></p> <p>Show children the last image on the power point of Ruby Bridges. Tell them that they have been thinking about heroes and heroines and in the next lesson they will learn about a 6 year old girl who they need to consider for the HERO STATUS BOARD.</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Analyse information and sort into a venn diagram.</li> <li>• Give reasons for our opinions.</li> </ul>	<p><b>AA:</b> Children imagine that they are Mrs Henry, Ruby's teacher.</p>

<ul style="list-style-type: none"> <li>• Use precise language to say what we think.</li> <li>• Apply imagination to our thinking.</li> <li>• Make judgements and decisions informed by reasons and historical evidence.</li> <li>• Ask relevant questions. (HA)</li> <li>• Pose and define problems. (HA)</li> <li>• Apply imagination to our thinking.</li> <li>• Evaluate information.</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can analyse information and sort it into a venn diagram.</li> <li>• You can give reasons for your opinions and use precise language to argue your point.</li> <li>• You can use historical evidence to help you make judgements and decisions.</li> <li>• You can ask questions to help you come to a decision. (HA)</li> <li>• You can consider and outline possible problems. (HA)</li> <li>• You can use your imagination to help you write in role.</li> </ul> <p><b>Key vocabulary:</b> segregation, courage, freedom fighter,</p> <p><b>Resources:</b> image of Ruby Bridges from power point on segregation images, 'The education of Ruby Nell transcript,</p> <p><b>Outline lesson plan:</b></p> <p><b>Introduction:</b></p> <p>Show children the slide of Ruby Bridges and remind them that they are going to find out about a 6 year old freedom fighter. Ask one child in role to read the script 'The education of Ruby Nell'.</p> <p><b>Main Part:</b></p> <p><b>KQ: how do you think Ruby felt on her first day at William Frantz Public School? What would you have done if you saw the black doll in the coffin?</b></p> <p>Ask children to imagine that they are Ruby Bridges and write a diary entry for her first day at school. Remember to include the reactions of people around her - mother, father, crowd, marshals, teachers, parents and other children.</p> <p><b>Plenary:</b></p>	<p>Write a statement on why they decided to teach Ruby. What was the reaction of other teachers, her friends and family?</p> <p><b>A:</b> see main lesson.</p> <p><b>BA:</b> Complete a venn diagram to compare and contrast what is similar and different to their own and Ruby's life.</p>
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<p><b>KQ: Do you think a 6 year old deserves to be on the HERO STATUS BOARD?</b> Ask children to discuss and give reasons for their decisions.</p>	
<p><b>WALT:</b></p> <ul style="list-style-type: none"> <li>• Collect and recall relevant information.</li> <li>• Interpret information to show we understand ideas.</li> <li>• Give reasons for our opinions.</li> <li>• Use precise language to say what we think.</li> <li>• Predict outcomes, test conclusions and improve ideas. (HA)</li> <li>• Evaluate information.</li> <li>• Develop criteria for judging the value of ours and others work. (HA)</li> <li>• Have confidence in our judgements. (HA)</li> </ul> <p><b>WILF:</b></p> <ul style="list-style-type: none"> <li>• You can collect and recall information about the people studied.</li> <li>• You can interpret that information and make opinions giving reasons for your choice.</li> <li>• You can use clear, precise language to say what you think.</li> <li>• You can evaluate information given by others.</li> <li>• You can predict outcomes, test your conclusions and improve your ideas.</li> <li>• You can develop a set of criteria for judging the value of work.</li> </ul> <p><b>Key vocabulary:</b> all-time super hero, qualities, ranking,  <b>Resources:</b> information packs on each person,  <b>Outline lesson plan:</b>  <b>Introduction:</b>  Organise the children into 8 groups and assign each one a person previously studied:</p> <ul style="list-style-type: none"> <li>• Olaudah Equiano</li> <li>• Mary Prince</li> <li>• Thomas Clarkson</li> <li>• Emmeline Pankhurst</li> </ul>	<p><b>AA:</b> Children to act as devils advocate and design questions to challenge each group's argument.</p> <p><b>A &amp; BA:</b> working as mixed ability groups.</p>

- Emily Davison
- Martin Luther King
- Rosa Parks
- Ruby Bridges

**Main Part:**

Ask the children to put together a case that specifies why their person deserves to be the all-time super hero. Children will need to put together their reasons based on historical evidence (which they should quote) and put forward a case that argues their persons right to lead the HERO STATUS BOARD.

Lead a debate about each person and as the HA children to challenge with their questions.

**Plenary:**

**KQ: how much has the HERO STATUS BOARD changed over the term? Why is this? What things made you change your mind about some of the people studied? How did you judge who deserved the No. 1 spot?**

Ask children to reflect on the people studied.

**KQ: What have you learned from these people? What influence have they had on you? Would you do/behave any differently after finding out about their lives, their beliefs and their struggle for human rights?**

Ask children to write a reflection sheet based on the above that sums up what they have learned and what impact it has had on them.

**The topic concludes with the children's power point of their hero which they have worked on in ICT.**