

Rose Wood Enquiry Driven Curriculum



Why were these famous women so significant?

Year 2 Autumn Term 2

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 2	Enquiry Question: Why were these famous women so significant?	Term: Autumn 2
Context: <p>This enquiry question introduces the children to three different influential women in modern society: Tanni Grey-Thompson, Mae Jemison and Queen Elizabeth II. The children will develop their knowledge of chronology by creating a timeline. Alongside the three influential women in modern society, this will also include the lives of other historical figures we have previously learnt about, such as Mary Anning. We will study the life of each significant figure and look at the aspect of cause and effect to determine the impact they have had on living history. Through each study, the children will use and apply prior knowledge of their map and atlas skills to identify where the significant figure comes from.</p>		
Prior Learning (Direct Pathway) <p>History – sequencing the past The children have previously studied the Great Fire of London and Mary Anning. The children will put these events on the timeline, alongside their new learning.</p> <p>History – significant figure The children have previously looked at the significant figures of Sir David Attenborough and Mary Anning. We will focus on the life and achievements of three more significant figures but with a focus on women.</p> <p>History – cause and effect By recapping Mary Anning, understand how she contributed to the scientific world and how this is similar or different to the three significant women chosen.</p> <p>Geography – map and atlas work The children have previously used maps and atlases to locate the four countries of the UK and their capital cities. The children will revisit this learning, focusing on the localities in which the three significant women come from.</p>		
Prior Learning (Indirect Pathway) <p>Science – Biology (animals, including humans) In EYFS, children have previously learnt about similarities and differences in living things.</p>		

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Science: Animals, including Humans

PSHE: SCARF – Valuing Differences

D&T: Structures (Freestanding Structures)

Music: Charanga – Ho! Ho! Ho!

RE: Who are Muslims and what do they believe?

Computing: Computer Science

PE: Complete PE – Ball Skills (Hands)

Content on Direct Pathway

History - Children will be introduced to three different influential women in modern society. We will construct the past by creating a timeline of these significant figures lives and lives of other significant figures we have previously learnt about, for example, Mary Anning. We will study their life as a significant figure and the cause and effect they have made in living history.

Geography - Through each study of these powerful women, the children will use and apply prior knowledge of their map and atlas skills to identify where the significant figure comes from. During this, we will explore countries of the UK and localities.

In our English lessons, we will be focusing on writing a non-chronological report about one of the significant women through the Power of Reading text 'Look Up' by Nathan Bryon. We will recap previous learning of adjectives and expanded noun phrases. We will be introduced to different types of sentences, using conjunctions and technical vocabulary.



Enquiry Question?

Why were these famous women so significant?

- Tanni Grey-Thompson
- Mae Jemison
- Queen Elizabeth II

Learning Showcase

Children use their books and fact files to explain to their parents what we have learnt.

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Knowledge Narrative

We are learning about women who are significant because of what they achieved: Tanni Grey-Thompson, Mae Jemison and Queen Elizabeth II. They were pioneers who over overcame prejudice.








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Year Group: 2	Term: Autumn 2
Title: Why were these famous women so significant?	Key Focus: History
Project Enhancements: <ul style="list-style-type: none">• Mini Paralympic afternoon	
How can you help? <p>At home, please can you:</p> <ul style="list-style-type: none">• Listen to your child read a minimum of 3 times per week.• Learn your spellings and maths fluency facts, ready to be tested on Friday <p>You could also:</p> <ul style="list-style-type: none">• Try a sport you have never tried before• Design your own rocket and astronaut suit• Make a rocket using recycled materials	

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Unit Title: Why were these famous women so significant?		
<p>History Y2 Autumn 2</p>	<p>End Points - The aim of this unit is for pupils to:</p> <p>Change- identify a few similarities and differences between the powerful women and some of the changes that resulted from their lives.</p> <p>Cause & Effect- identify at least one relevant cause for, and effect of the achievements of the powerful women.</p> <p>Significance- identify the significance of the achievements of these powerful women.</p> <p>End of unit Assessment:</p> <ol style="list-style-type: none"> 1. How did Mae and Tanni change the way people perceived race and disability? 2. What do you think is the most significant achievement of Queen Elizabeth II, Tanni Grey-Thompson and Mae Jemison? 	
<p>Links: Geography – Locate where the significant women come from.</p>		
<p>Prior Learning: History – sequencing the past The children have previously studied the Great Fire of London and Mary Anning. The children will put these events on the timeline, alongside their new learning.</p> <p>History – significant figure The children have previously looked at the significant figures of Sir David Attenborough and Mary Anning. We will focus on the life and achievements of three more significant figures but with a focus on women.</p> <p>History – cause and effect By recapping Sir David Attenborough, understand how he contributed to national achievements and how this is similar or different to the three powerful women chosen.</p> <p>Geography – map and atlas work The children have previously used maps and atlases to locate the four countries of the UK and their capital cities. The children will revisit this learning, focusing on the localities in which the three powerful women come from.</p>		
Key Concepts of the Unit:		

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Skills:  	Knowledge:  	Concepts (end points):   
<p>Historical Knowledge: Tanni Grey Thompson:</p> <ul style="list-style-type: none">• She was born in 1969 in UK- what challenges did she face? Tanni was not expected to achieve because of her disability.• She was a Paralympian who won 11 gold medals.• She changed the way sports were seen for people who had a disability. <p>Mae Jemison:</p> <ul style="list-style-type: none">• She was born in 1956 in North America. Mae was African American and had to overcome prejudices at the time because of her race.• She was the first African American woman to go into space. <p>Queen Elizabeth:</p> <ul style="list-style-type: none">• She was born in 1926 in UK. She was not expecting to be Queen at such a young age. The second world war meant Elizabeth had to overcome lots of challenges.• She was the longest reigning monarch (70 years)• The women changed people's views about women and race. <p>Historical Skills: Historical enquiry- Children will ask and answer questions, we will use stories and factual accounts to understand key features of the life and achievements of the three significant women chosen. We will investigate some of the ways in which we can find out about the past and identify different ways in which it is represented.</p> <p>Using Sources as evidence- The children will work as history detectives and will use information independently from several different types of sources including written, visual and artefacts (pictures) to answer historical questions. We will use several different sources to select information about the key features of the lives of the famous women.</p> <p>Constructing the past- The children will learn to describe features of the time in which the women lived. We will look at the most significant achievements of the three famous women. We will learn the significance of these famous women's achievements in particular in overcoming prejudices or difficulties. Race, age, disability.</p>		

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Sequencing the past- The children will know where people and events fit within a chronological framework. children will place chronologically the three famous women on an annotated timeline and compare this to other events/ people learnt about previously beyond living memory (Fire of London, Mary Anning)

Vocabulary

disability	a condition that makes it more difficult for a person to do certain activities
pioneer	a person who begins or helps develop something new and prepares the way for others to follow
role model	a person looked up to by others as an example to be copied
protest	a public act to show disapproval of something.
Paralympian	a person with physical disabilities who competes in an international sports event
astronaut	the area that contains the entire material world and its events
prejudice	opinions about a person because of a group that they belong to e.g., race, religion, gender.

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Spiritual

Social

We will recognise and respect the differences between the three significant women.

Be kind and REAP the rewards

Respect – treating everyone fairly.

Empathy – understanding how people may feel if they are not treated fairly because they are different.

Achievement – understanding the achievements that the three women have made.

Pride – having pride in what you have accomplished.

Moral

We will discuss if it is fair to treat people differently because of their race, if they have a disability and gender.

Cultural

We live in a diverse place, where race, disability and gender are not discriminated against.

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British Values through EDC

Democracy	We will discuss that in a democratic society, people with disabilities and people from different races, are all treated equally.
The Rule of Law	Children will understand the laws brought in for people with disabilities.
Individual Liberty	Children will understand that Tanni, and Mae had individual liberty to become what they have become.
Mutual Respect and Tolerance	Children will understand and respect other views and beliefs. We will revisit the protected characteristics of race, gender and disability.