

Parks, Pankhurst and the three Rs

Overview and rationale:

The opportunities to explore our UPS values and curricular themes are huge in this history topic about two incredible women from different parts of the world, from just down the road – standing up for equality and rights for women - and the other a key figure in the civil rights movement in the USA. Their sense of responsibility, respect and their resilience in the face of adversity enable our children, even at such a young age, to see how powerful they can be and how doing what is right is so important, even if it is not always easy. Of course, there are also plenty of opportunities to enhance the historical skills of interpretation and enquiry, investigating, reflecting and discussing the significance of Parks and Pankhurst and the events that they were entrenched in.



KEY HISTORICAL VOCABULARY

Key	timeline, order, compare, similar, different, fact, opinion, artefact, event, source, evidence, changes, invention, question, cause, consequences, reason, connections, century, decade, different periods of time
Skills	observation, sequence, contrast, research, sources, questioning, discussion, compare and contrast, making connections, making conclusions
General	modern, past, present, memory, difference, similarity, future
Specific	Emmeline Pankhurst: suffragette, suffrage, women, leader, politics, determined, strong, rights, vote, equal, equality, fair, fight, activist, movement, Manchester Rosa Parks: bus, civil rights, white, black, leader, hope, freedom, justice, equality, activist, movement, boycott, protest, segregation, Montgomery, Alabama, USA

HISTORY LEARNING STATEMENTS

Area of Learning	Knowledge and Skills
Historical chronology	I know where the people and events I have studied fit on a basic timeline.
	I can tell you similarities and differences between ways of life at different times.
	I can name a few people in the past who have contributed to national and international achievements. I can put a few objects/events in order.
Historical concepts	I can identify similarities and differences between different times.
	I can give you more than one cause of an event and give my reason why people in the past acted as they did.
	I can tell you about some of the people or events from my work.
Historical interpretation	I understand some of the ways in which we find out about the past.
	I can tell you a few ways how the past has been presented or described.
	I am able to reflect on the significance of what I have learnt about the past.
Historical enquiry	I am developing the skills of presenting an idea and raising questions about the past.
	I can ask and answer questions about artefacts.
	I might be able to investigate questions to find answers.
Historical communication	I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives which I have studied.
	I use common words and phrases relating to passing of time.
	I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms.
	I can recount stories accurately and explain why some people and events were important.

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
1) I know that Rosa Parks was a black American woman who was arrested because she refused to give up her seat for a white man.	a) I know that Rosa Parks was born in Alabama in the south of the USA and Montgomery, Alabama is where she lived and where it happened. b) I know that this happened in 1955. c) I know that she was an 'activist' who helped to start a 'civil rights' movement and stuck up for peoples' rights.
2) I know that Emmeline Pankhurst was a suffragette and activist who wanted rights for women.	a) I know that she was born in Manchester in 1858. b) I know that she believed women should be able to vote and there should be 'equality' for men and women. c) I know that Emmeline Pankhurst was the first suffragette and eventually helped to get the vote for women.
3) I know that discrimination is when you treat someone differently because of their race, religion or sex.	a) I know that I must treat everyone fairly no matter what. b) I know what Rosa Parks and Emmeline Pankhurst had in common – they were both activists who wanted equal rights. c) I can describe how life is different for us now than it was for people when Parks and Pankhurst were living.



Possible 'higher order' questioning	
Remember	When and where did Rosa Parks refuse to get off that seat on the bus? What was Emmeline Pankhurst remembered for?
Understand	Can you explain why Parks/Pankhurst are so important? How did they influence so many people?
Apply	What could you do today in the spirit of Parks and Pankhurst? How could you be inspired by them to take responsibility and make sure things are fair?
Analyse	What is the reason that Rosa Parks could act like she did? What qualities did she need?
Evaluate	What would happen if Emmeline Pankhurst was a man? Would it have made a difference? Should it make a difference?
Create	Can you make a speech about how important it is to treat people equally? What are the reasons for this and how could people do it in their lives?

School Value	Topic relevance: How/when/where/why is it needed?
Resilience	Rosa Parks and Emmeline Pankhurst needed to show tremendous resilience to do what was right, even though there were many others at the time who thought that they weren't doing what was right!
Respect	We learn from these two women that everyone is deserving of our respect, regardless of race, sex, religion or sexuality.
Responsibility	We are inspired by Rosa Parks and Emmeline Pankhurst for taking responsibility and doing what was right for everyone.
Happiness	We realise that treating others fairly leads to much greater happiness for us all.
Kindness	Kindness is for everyone and everyone is deserving of it – sometimes you don't get it back, but often those people who seem the least kind, need the most kindness to show them how!
Pride	We can be proud of doing what we know is right, just like Rosa Parks and Emmeline Pankhurst.



Wider Opps through Trafford Music Service are in to deliver music and the Y2 objectives.
Lessons are still planned on our SOW for these topics in case we change the timings of Year 2 instrumental lessons.

MUSIC

Controlling sounds through Singing

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes - Sing or clap increasing and decreasing tempo 	<ul style="list-style-type: none"> - Learn about voices, singing notes of different pitches (high low). - Identify where singing rises, falls or stays the same. - Learn to find a comfortable singing position - Sing with clarity of diction (clear words) appropriate to age 	<ul style="list-style-type: none"> - Perform songs to an audience. - Confidently know and sing 5 songs (across the KS) - Know that unison is everyone singing at the same time. - Know that we need to warm up our voices - Know that songs include other ways of using voices e.g. rapping - Know how to sing simple songs loudly and softly with control - Know when to breathe when singing (phrasing) 	<p>Pianissimo (quietly), forte (loud), loudly, softly, unison, tempo, warm up, voice, rhythm, melody,</p>

Controlling sounds by Playing (and Performing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<p>NC: Play tuned instruments</p> <ul style="list-style-type: none"> - Play simple rhythmic patterns on an instrument. 	<ul style="list-style-type: none"> - Treat instruments carefully and with respect. - Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a OneNote, simple or medium part). - Play the part in time with the steady pulse. - Choose a song they have learnt and perform it. - Add their ideas to the performance. - Record the performance and say how they were feeling about it. - Follow instructions on how and when to sing/play an instrument. - To stand as a violinist - To stop and start at the right time. - To use my bow. - To pluck all 4 strings. - To play in time to the pulse. - To play with the correct posture. 	<ul style="list-style-type: none"> - Learn the names of the notes in their instrumental part from memory - Know that a performance is sharing music with an audience. - Know that a performance can be a special occasion and involve a class, a year group or a whole school. - Know that an audience can include your parents and friends - Know I need to practice to improve my playing. - Know what I need to do at the start of each lesson to get my violin ready. - Know which strings I am playing in each piece. - To listen for the start and end of each piece. - To know what to do when the piece finishes. 	<p>Rest position, Playing position, Happy Feet, Scroll, Bridge, Finger board, Chin Rest, Pizzicato, Arco. Names of violin strings, bow.</p>

Responding and reviewing (Appraising)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Listen with improved concentration and understanding to a range of high-quality live and recorded music - Make connections between notations and musical sounds. 	<ul style="list-style-type: none"> - Learn how they can enjoy moving to music - Learn how songs can tell a story or describe an idea - Identify the pulse in music - Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low) -Begin to recognise different instruments. 	<ul style="list-style-type: none"> - Know some songs have a chorus or a response/answer part. - Know that songs have a musical style. 	<p>Chorus, , notations, timbre, (dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor</p>

Listening and applying knowledge and understanding (Theory)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Increase self-confidence, creativity and sense of achievement - Listen carefully and recall (perform) short rhythmic and melodic patterns. 	<ul style="list-style-type: none"> - Use changes in dynamics, and pitch to organise music. -Change sounds to suit a situation. -Start to look at basic formal notation - play by ear first. 	<ul style="list-style-type: none"> - Know that music has a steady pulse, like a heartbeat. - Know that rhythms are different from the steady pulse. - Know that we add high and low sounds, pitch, when we sing and play our instruments. 	<p>musical style, notations, dynamics, loud, quiet, tempo (fast and slow) and pitch (high and low), conductor,</p>

Stimulus - Composers/Musicians/Artists/Styles

'The Suffragettes': You Tube

Genre of the half term – 20th Century