

 <p>Freedom & Equality</p> 	Year	2	Topic	Fighting for Equality
	Focus	Inspiring women from history: Emily Davidson, Emmeline Pankhurst & Florence Nightingale		
	Big Question	Why were the inequalities suffered by women in history socially unjust?		
<p>As well as existing under our whole school theme of 'Freedom and Equality' this unit forms part of our history curriculum. The children will now consider the themes of social justice and equity and human rights in the context of inspiring women from history. They will be introduced to the U.N Sustainable development goals pertaining to gender equality and the rights of the child. They will learn some of the similarities and differences between women's rights today and during the Victorian era. They will learn about Emmeline Pankhurst and Emily Davidson and how the Suffragette movement helped shape change for women's rights. Children will start to engage with the notion of 'direct action' and how protest movements can help change public thinking. Finally, they will briefly examine the life of local lady Florence Nightingale and how she made sacrifices which challenged gender stereotypes - encouraging other women to follow suit. They will apply their learning by answering their 'big question', demonstrating their understanding of the need to respect the rights of others.</p>				

Prior Learning	Future Learning
<p><i>Relate equal rights for women to equal rights of children and concept of 'fairness' explored in Year 1:</i></p> <p>Children will have learned some of similarities and differences between their own lives and the lives of children living in the Victorian era (The Victorians, Y1).</p> <p>Children will have learned that children should have equal rights to share ideas and feelings about anything which affects them and have the right to the best possible health (Bangladeshi Bear, Y1).</p>	<p>Children will learn that people from other countries often migrate to the UK to seek refuge from conflict or escape economic problems to seek better employment opportunities.</p> <p>Children will learn that refugees and migrants often suffer prejudice from people who believe that they are negatively impacting the countries in which they settle.</p> <p>Children will learn about the positive impact that the assimilation of different cultures can have on a society.</p>

<p>Children will have learned that all people in the UK have an equal right to job opportunities; safety for themselves and their families; safe and clean housing and food (Bangladeshi Bear, Y1).</p> <p>Children will have explored the Law Value of 'empathy', looking at equality and fairness through the eyes of a child starting school in a new place, amongst people with a different language and culture. (Bangladeshi Bear, Y1).</p>	<p>Children will learn about social justice and equity and human rights in the context of children's rights, from the Victorian era to the present day.</p> <p>Children will learn about some of the groups of people that arrived in the UK from India why they settled in certain areas of the country.</p> <p>Children will examine the issue of prejudice and discrimination from the perspective of different groups within society, empathise and show an understanding of why certain groups might form negative opinions of others.</p>
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National Curriculum Links	Global Citizenship Themes	
<p><u>History</u> <u>Lives of significant people</u> Know about a famous person and understand why they were famous.</p> <p><u>Local History</u> Know the name of a famous person close to where they live.</p> <p><u>Beyond Living Memory</u> Know about an event or events that happened long ago, even before their grandparents were born.</p>	<p>Social Justice & Equity Human Rights</p>	
	<i>Knowledge & Understanding</i>	<i>Skills</i>
	<p>What fairness means</p> <p>Examples of how people can take direct action to ensure there is equity in the way people in society are treated & the opportunities they are afforded</p> <p>Rights within British society</p> <p>The need to respect the rights of others and challenge injustice</p>	<p>Ask relevant questions and consider merits of different viewpoints</p> <p>Describe feelings about changes in own life & locality</p>

Key Vocabulary
<p>suffrage, Justice, injustice, segregate, discrimination, civil rights, protest, movement, riot, Act, abuse human rights, Victorian, similarities and differences, legal, employment, divorce, property, salary, political, privilege, responsibility, respect, initiative, empathy, integrity, teamwork</p>

Recommended Texts & Web Links

Comparing People from the Past: Rosa Parks and Emily Davison by Nick Hunter
 Florence Nightingale (Young Usborne Reader)
 The Life of Florence Nightingale by Liz Gogerly
 'My Best Friend the Suffragette' by Sally Morgan.
 'Acceptance is my Superpower: A Children's Book About Diversity and Equality' by Alicia Ortyego.
 'We March' by Shane W Evans.

[Suffragettes: Who was Emily Davison? - CBBC Newsround](#) - Who was Emily Davison?
[Who were the suffragettes? - CBBC Newsround](#) - Who were the Suffragettes?

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

What do we mean by 'human rights' and what are some of the rights to which we are entitled?

- Children will learn some of their own rights with reference to 'rights respecting' and the UN Sustainable development goals (goals 4, 5 and 10)

Create posters representing the SDGs and UNCRC articles that are relevant to the topic.

What are some similarities and differences between women's rights today and during the Victorian era?

- Children will know that during the Victorian era, women had no right to vote.
- Children will know that during the Victorian era, women's education was limited to preparing them for working in the home.
- Children will know that women were legally allowed to be mistreated by their husbands.
- Children will know about some of the rights that women did have during the Victorian era (divorce, own property, earn salaries.)

Create story maps representing women's right during the Victorian era.

Analyse emotive photographs from the era and comment on what these show us.

What was the Suffragette movement and how did it impact women's rights?

- Children will know the meaning of the words 'movement', 'protest' and 'suffragette'.
- Children will know that Emmeline Pankhurst set up the women's social and political union (WSPU) in 1906 and that Emily Davidson joined that movement - giving up her job to become a full-time suffragette.

Use digital technology to complete research about the Suffragettes.

- Children will study the incident in which Emily Davidson made a political statement by jumping in front the King's horse during the Epsom Derby whilst attempting to pin a banner on the horse.
- Children compare the suffrage movement with the Stonewall Riots of 1969, emphasising the fact that protest movements continue in the modern day.

Who was Florence Nightingale and why is she still remembered today?

- Children will learn about who Florence Nightingale is and her link with our locality (Derby hospital and link with Cromford)
- Children will learn about her decision to become a nurse. They will learn some valid reasons for her choice to give up her privileged life in Britain to help soldiers in the Crimeon war.

Children will learn some of her lasting legacies (introduced better training for nurses and was the first woman to achieve the Order of Merit medal.)

Why were the inequalities suffered by women in history socially unjust?

- Using their knowledge of inspiring women from history, children will answer their 'big question' by preparing either a written or digital presentation demonstrating their learning.

Children create their own 'protest movement' about something which they feel passionate about, designing signs and propaganda leaflets.

Record digital presentations of children giving balanced arguments 'for' and 'against' Florence Nightingale giving up her life of privilege.