

Powerful Voices Year 2

Key end points of the 'Powerful Voices' unit are:

- Throughout history, significant people have made big changes in the world. Historians like to study these significant people.
- Gandhi opposed British rule in India and fought for political freedom.
- Rosa Parks and Martin Luther King were influential in the US Civil Rights movement.
- Malala Yousafzai fought for all children to have a right to education.
- Greta Thunberg is a Swedish environmental activist who talks about climate change.

This unit introduces key figures from the past and today, who have fought for human rights: Gandhi (political freedom), Rosa Parks and Martin Luther King Jr (equality for African Americans, freedom from discrimination), Malala Yousafzai (access to education for girls), and Greta Thunberg (climate change activist). This unit builds on chronologically from the history studied across KS1 and covers history spanning from the 19th century until the present day. Previously, the children have learned about powerful and significant people in time, such as kings and queens and prime ministers. In this unit, we look at the stories of some significant people who were not born into powerful positions (like a king or queen) but were able to use their voices to spread their beliefs to influence change. Some of the individuals studied in this unit are still alive today and continue to be making change in the world. The children will learn that historians study the lives of significant people and look at what they say and do and evaluate the contributions they have made to national and international achievements. The lives of each of the significant people studied in this unit can be told to the children as stories from the past. In each lesson, the children will be given a quote from each person- a primary source- and asked to explain what they think they meant by what they said, thinking about the purpose of the quote, who they were addressing and what was the intended impact of their words.

Pupils go on to develop their understanding of human rights as they progress through the curriculum. A right is something that you are entitled to (UN Declaration of Human Rights). In the case of human rights, there are no qualifications of requirements that must be met in order to receive these rights – simply by being human you are entitled to them. Units in Year 5 and Year 6 on The Transatlantic Slave-Trade and The Holocaust are examples of the horrors inflicted when human rights are not respected. The final unit the pupils study in Year 6, The History of Human Rights, takes a holistic view of the idea throughout history. It focuses on certain key areas where rights have long been lacking, such as gender equality, children's rights, racial equality, free speech and freedom of belief.

Lesson Sequencing:

Lesson 1 begins by looking at the earliest 'powerful voice' we are studying in this unit - Mohandas Karamchand Gandhi. Gandhi was lawyer and activist, born in India in 1869, who fought for independence for India from British colonial rule. The children can use their knowledge of what an empire is (from the Romans in Britain unit) to understand that at this

time India was part of the British Empire. The children will build on their knowledge of the British Empire, and the impact on India, in UKS2. In this lesson they could also compare Boudicca's response to the Romans in Britain to Gandhi's more peaceful movement for independence. In lesson 2, the children will be introduced to the American Civil Rights movement and look at the lives of Rosa Parks and Martin Luther King. They will build on this knowledge in KS2, including comparing the American Civil Rights Movement with similar movements in the UK when they study the History of Human Rights and Equality. In lesson 3, the children will also learn about Malala, who spoke up when girls where she lived in Pakistan were forbidden to go to school. Across the KS2 curriculum, the children will look at equality and how women in the past did not have equal rights to men. They will study the lives of women in most units and will look in depth at women's rights when they study the Suffragettes and the History of Human Rights and Equality. In lesson 4, the children will learn about Greta Thunberg and her fight to raise awareness of climate change. Teaching children the importance of taking care of the earth is a theme that is woven across the curriculum, including in science and geography (e.g., in Year 1 science- Taking Care of the Earth, Year 6 geography- British Geographical issues). Greta has also been credited with raising awareness about Asperger's Syndrome. In lesson 5, teachers could choose to study someone local that has exercised their 'powerful voice' and made a significant change in the world. In the plan, a lesson on David Attenborough has been chosen, building on children's understanding of the importance of taking care of the planet and how significant people try to use their voices to try and get people to change the way they behave.

Key substantive concepts covered in this unit are **empire, protest, civil rights, and equality.**

Key disciplinary concepts covered in this unit are **sources & evidence** (looking at quotes from the past), **historical significance** (beginning to develop children's understanding that historians choose to study people who they think are 'significant') and **continuity & change** (looking at the changes that have happened because of the people being studied, e.g. the Montgomery Bus Boycott which stopped segregation on buses in America).