

Year 3&4: Amazing Activists



Substantive Concept: **Social and cultural**

Essential Learning:

Enquiry Drivers: What is activism and why do people protest?

By the end of this topic, you will have learned:

- the main events in Rosa Parks life and their significance
- the story of Malala Yousafzai and its significance
- about Greta Thunberg and what she believes
- to compare the issues and the actions these women have taken

Chronology

Establish clear narratives within periods of history.

Continuity and Change

Make links between events and changes across and within periods of history.

Cause and Consequence

Identify the results of events, situations and changes.

Historical Vocabulary

Understand and use a range of historical terminology, some linked to concepts.

Perspectives and Interpretations

Understand that different versions of the past may exist, giving reasons for this.

Similarities and Differences

Compare and contrast a range of diverse societies.

Prior Learning:

The children will have learned about significant people and their impact on our lives

Curriculum Enrichment:

Outdoor learning: Can I Do It Outside?

Key vocabulary: Fair, unfair, activism, protest, injustice, unfairness, action, prejudice

Skills/National Curriculum Links

Unit Focus: History

NC: Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Children should:

- Understand the global significance of Rosa Parks' story.
- Be able to express their opinion on the Rosa Parks story.
- Understand that their lives are connected with the lives of others.

- Understand that Malala's story is changing the world now.
- Gain a sense of the wider world.

- Find out what sort of issues Greta Thunberg has protested about
- Find out what impact she has had to our awareness of the issues

- Be able to identify unfairness and take the right action.
- Compare the issues and actions taken by the three activists

Key Questions:

KQ1: What is an activist?

KQ2: How do activists get their messages heard?

KQ3: Is it right to protest?

KQ4: What difference have these women made to our world?

Sources of evidence:

What different sources of evidence and resources can you use to answer these questions?

Resources:

Little People, Big dreams books

Geography

Art

Drawing

Science – Plants we eat

Children to use one of the activists to tell their story through drawing.

[year-4-storytelling-through-drawing.pdf](#)

NC:

Children should:

- Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Recap: [Plants \(Y3\) | PLAN](#)

Over Spring 2 and Summer 1 children could:

Identify which parts of various plants are edible

Grow and use some plants that are edible e.g. cress, lettuce, carrots, beans



MFL

Music

Food Glorious Food

[French Resources \(teacher made\) - Twinkl](#)

BBC Ten Pieces

[Delia Derbyshire – Doctor Who Theme \(original theme by Ron Grainer\) - BBC Teach](#)

Computing/ICT

Self-image and identity – Project Evolve Shaping online identities and how media impacts on gender and stereotypes

Click on the following link for full list of objectives and lesson plans: - [Search and Access Resources](#) ▶ [Strand](#) ▶ [Self-Image and Identity \(projectevolve.co.uk\)](#)

Animation NC

- Use search technologies effectively.
- Use and combine a variety of software to accomplish given goals.
- Collect and present information.
- Design and create content.
- Collect and present data.
- Use search technologies effectively.
- Use and combine internet services.

Pupils should be taught to: -

- Use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.
- Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them.
- Independently download and save images and video onto a computer.
- Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.
- Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).
- Be able to use basic tools in a software package to change images according to purpose.
- Import music, stills or video into video editing software for a specific project.
- Arrange, trim and cut clips to create a short film that conveys meaning.
- Add simple titles, credits and special effects, e.g. transitions.

Storyboard, then use captured images to create a short-animated sequence which communicates a specific idea.

Useful websites/resources

<https://www.twinkl.co.uk/resource/tp2-i-132-new-planit-computing-year-4-animation-planning-overview>

<https://www.twinkl.co.uk/resource/tp2-i-137-new-planit-computing-year-4-animation-lesson-5-stop-motion-animation-lesson-pack>

<https://www.ilearn2.co.uk/freeyear4animation-html/>

<https://www.kapowprimary.com/subjects/computing/upper-key-stage-2/year-5/creating-media-stop-motion-animation/stop-motion-animation/>

PSHE

SCARF Additional Unit

Granny Came here on the Empire Windrush
[windrush-book-teaching-notes-2.pdf](#)

Cross-curricular Maths	RE
	<p>Sikhism How do Sikhs express their beliefs and values?</p> <p>Coverage</p> <ul style="list-style-type: none"> • The 5 Ks • Equality • The Gurdwara
English Focus 1	
<p>Malala's Magic Pencil: KS2_MalalasMagicPencil_BookPack_PuffinSchools.pdf</p> <p>https://www.edshed.com/en-gb/resource/malala-s-magic-pencil-writing-unit-7-9-en-gb</p> <p>Persuasion</p> <p>Oracy: Plan a speech to affect change <i>If I had a magic pencil I would change/organise/create/make sure...</i></p> <p>Spelling Y3/4 word list: Answer, believe, consider, different, heard, important, question, strength, woman, women</p>	