



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Local Area	Toys in Time	Transport and Travel		The United Kingdom	Our Seaside: Now and Then
Year 2	Kings and Queens	The Great Fire of London	Planet Earth		Life in Kenya	They Made a Difference
Year 3	Settlement and Land Use in the United Kingdom	Stone, Bronze and Iron Age Britain	Europe (Case study: Italy)		Climate Zones and Biomes	Ancient Greeks
Year 4	Roman Invasions	Roman Britain	Amazon: Rivers and Rainforests		Maya Civilization	The USA
Year 5	Anglo-Saxons and Scots	Vikings	Asia: Volcanoes and Earthquakes		Baghdad and the Middle East	The Industrial Revolution
Year 6	Ancient Egyptians	Global Challenges	Conflict and Resolution		Mapping the World	Making Our Mark



History  
Mastery



Geography  
Mastery

History		
Pre School (Understanding the World)	<b>Ongoing throughout the year.</b> Explore how things work	Wind-up toys Pulleys cogs
	Begin to make sense of their own life story and family's history	Memories Parents Grandparents history
Reception (Understanding the World)	<b>Ongoing throughout the year.</b> Comment on images of familiar situations in the past.	Past Present Old New Similar different
	Talk about members of their immediate family and community.	Memories Parents Grandparents history

Y1	<p><b>Toys in Time (Autumn 2)</b></p> <p>Pupils will share their favourite toys, before looking at the favourite toys of special visitors from the past. Pupils will be history detectives: grouping and classifying toys; describing a toy's characteristics; distinguishing between old and new; examining similarities and differences; ordering toys by age; and gaining an understanding of chronology and the passing of time. At the end of the unit, pupils will be able to consolidate what they have learnt through creating a toy museum in the classroom. By giving visitors guided tours, pupils have the opportunity to communicate their understanding of the history of toys in a variety of ways.</p>	<ul style="list-style-type: none"> <li>batteries</li> <li>category</li> <li>characteristic</li> <li>chronological</li> <li>exhibit</li> <li>future</li> <li>material</li> <li>mechanical toy</li> <li>modern (new)</li> <li>museum</li> <li>old</li> <li>past</li> <li>present</li> </ul>
	<p><b>Transport and Travel (Spring 1 and 2)</b></p> <p>Pupils are taught to: Explore how people used to travel in the past  Compare and contrast old modes of transportation with how we travel today  Study how technology has changed transport, focusing on different modes of transportation in land, sea and air  Study significant events and people, such as the Wright brothers and the first space flight in 1961  Predict how transport might change and what it could look like in the future</p>	<ul style="list-style-type: none"> <li>carriage</li> <li>congestion</li> <li>engine</li> <li>glider</li> <li>journey</li> <li>locomotive</li> <li>mode</li> <li>omnibus</li> <li>passengers</li> <li>petrol</li> <li>propellers</li> <li>steam powered</li> <li>transport</li> <li>underground</li> <li>vehicle</li> <li>wind powered</li> </ul>
	<p><b>Our Seaside: Now and Then (Summer 2)</b></p> <p>Pupils make connections, draw contrasts, analyse trends and frame historically valid questions about seaside resorts today, compared to those in the past.</p>	<ul style="list-style-type: none"> <li>Coast</li> <li>Seaside</li> <li>Victorian</li> <li>Queen Victoria</li> <li>Physical features</li> <li>Natural/naturally</li> <li>Bay</li> <li>Beach</li> <li>Cliff</li> </ul>

		Rockpool sand dune shingle human features caravan site fairground harbour lighthouse pier promenade
Y2	<p><b>King and Queens (Autumn 1)</b></p> <p>Pupils are introduced to monarchs chronologically - in their dynasties - to help them gain a coherent and linear narrative of Britain's ruling past, from 1066. In the lessons, each dynasty is represented in turn, from the Normans to the present day Windsors.</p> <p>Within each dynasty, significant monarchs are studied. It is true that every British monarch could be deemed as significant and with an interesting story to share. However, it is not possible within this unit to study every single one. Instead, a guiding concept - The Battle for Power - has been used in the selection process. The monarchs chosen from each dynasty share this commonality; they have all battled for power in some way. As pupils work their way through the timeline of royal dynasties, they will learn how the crown has changed hands as a result of conquest and about the battle between the crown and parliament. Over time, they will see how restraints have been placed on monarchs throughout the centuries, changing Britain from an absolutist to a constitutional monarchy.</p>	absolute monarchy constitutional monarchy government heir hereditary human rights justice monarch parliament Prime Minister reign
	<p><b>The Great Fire of London (Autumn 2)</b></p> <p>Pupils learn the chronology (the timeline and sequencing of the key events) to appreciate cause and consequence: why the events happened and the effect that these events then provoked. Sessions use primary evidence to investigate why we know so much about the fire, studying the eyewitness</p>	bakery combustible destruction diary drought eyewitness fire brigade fire breaks

	<p>accounts of the famous diarists Samuel Pepys and John Evelyn. Pupils learn how we rely on sources to give us the best possible picture and how the Great Fire had the benefit of these eyewitnesses. To enable pupils to debate causation, they learn about the long-term conditions (narrow streets, wooden buildings, flammable materials) and short-term conditions (summer of drought, strong winds). Although all these conditions ring alarm bells for us today, it is important to point out that we have the benefit of hindsight. Hindsight can give us a much clearer picture than that faced by those living through the chaos of the event.</p> <p>So that pupils understand the consequences of the Great Fire, lessons then focus on the damage caused and the impact on both the people of London and the City of London. The unit ends by studying how London changed after the fire. Pupils learn how disasters can have some benefits in the longer term, e.g. a cleaner, safer London.</p>	<p>fire hooks flammable gunpowder possessions quench</p>
	<p><b>They Made a Difference (Summer 2)</b></p> <p>This unit focuses on individuals from the past (and present) who have made a difference. Each individual has taken a stand against injustice and has made courageous acts against unfairness. The significant individuals pupils will study have been chosen for their contribution to justice and fairness for all. They are civil rights activists who have fought to bring about change in society.</p> <p>The human rights heroes pupils will study are: Marcus Rashford, Nelson Mandela, Rosa Parks, Martin Luther King and Malala Yousafzai.</p> <p>Lesson 1 focuses on the concept of significance. Pupils consider what makes a person important or significant to them, before considering criteria for significance and how to measure individuals against this criterion, to consider the impact they have had.</p> <p>Lesson 2 focuses on human rights. Pupils consider what is fair or unfair before learning about the creation of the 1948 Universal Declaration of Human Rights and the role that Eleanor Roosevelt played in this.</p> <p>Lessons 3-6 then focus on the significant individuals in turn (chronologically). Pupils</p>	<p>activist apartheid boycott equality inequality justice protest racism segregation significant</p>

	<p>learn about the key events in each activist's life, considering which human rights they were fighting for. They then weigh each individual against the significance criterion, measuring the impact they have had and contemplating why the individuals are deemed as 'significant' today.</p> <p>To conclude the unit, pupils think about the impact each individual has had on our world. They consider whether life would be different today if the activists had not fought for justice and fairness and go on to answer the driving question:</p>	
Y3	<p><b>Stone, Bronze and Iron Age Britain (Autumn 2)</b></p> <p>Pupils will begin by learning what we mean by 'prehistory'. Emphasis should be placed on the fact that there are no written records and that throughout the unit they will be examining physical artefacts. Pupils first look at the people of the early Stone Age (Palaeolithic and Mesolithic eras) before discovering the impact of agriculture during the Neolithic era. They will then look at the changes in life brought by the use of metals such as bronze during the Bronze Age before then looking at the changes in life brought by the discovery and use of Iron in the Iron Age. After studying the three ages of prehistory, pupils look at Stonehenge and discover what it can tell us about the people who once lived in prehistoric Britain. Stonehenge remains a mystery in many ways and was used throughout each of the Stone, Bronze and Iron Ages.</p> <p>The final lesson is a comparison of prehistoric Britain to some of the earliest civilizations around the world. It focuses on the civilizations within the continents of Asia and Africa – giving pupils the knowledge of what we would class as a civilization and the opportunity to see that places elsewhere in the world were advancing at a much quicker pace than in Britain</p>	<p>Prehistory Prehistoric Written Records Evidence Artefacts Stone Age Bronze Age Iron Age Palaeolithic Stone Age Mesolithic Stone Age Neolithic Hunter-gatherer Agriculture Pottery Metalworking Bronze Iron Hillfort Roundhouses Monument</p>
	<p><b>Ancient Greece (Summer 2)</b></p>	<p>acropolis architecture city-states (polis)</p>

	<p>This unit is designed to explore Greek life, their achievements and their influence on the western world. Lesson one explores the first civilisations in ancient Greece: the Minoans and the Mycenaeans - how they lived, what we have found out about them because of archaeology and finally what caused their demise. Lesson two then moves into the Archaic period describing how ancient Greece came to be one of the most influential civilisations in history. In this lesson, pupils will discover how Greece's mountainous land meant that there was no unified empire; that the sea was extremely important for trade and that each city-state had their own government, laws and army.</p> <p>Lesson three introduces the Golden Age of Greece. The Golden Age of Greece describes the time in ancient Greece when there was great peace and growth. From 508BC, Athenian democracy was established. Athens and Sparta helped defeat the Persians at war and became powerful city-states and Greek culture flourished. Lesson four explores Athens and Sparta: what each city-state was like, how they compared to each other and how their complex relationship developed from the Persian war to the Peloponnesian war. Lesson five focuses on Alexander the Great: how he became king, his conquests and why he was so successful. In this lesson pupils will understand the influence that Alexander and his great empire had around the world. The unit ends with a lesson on a summary of some of the lasting achievements of the Greeks from philosophy to the Olympic Games, science to drama and literature.</p>	<p>culture conquest diplomacy democracy ethics mountainous phalanx philosopher revolt triremes truce</p>
Y4	<p><b>Roman Invasions (Autumn 1)</b></p> <p>Pupils begin the unit by learning about who the Romans were and how much land the Romans had conquered around the time the Romans invaded Britain. They also learn about the Roman Empire at its peak (it is important the pupils know the lands were not considered an empire until 27BC when</p>	<p>atrebates barracks Britannia Catuvellauni century conquer decline</p>

	<p>Augustus proclaimed himself emperor) and why Julius Caesar wanted to invade Britain in the first place. They find out that he led two separate invasions, in 55 and 54 BC and that both invasions were failures.</p> <p>In lesson 2, pupils learn that the Romans did not try to invade Britain for approximately another 100 years. They learn who the tribal Britons were, and that Claudius and his armies were almost invited back to Britain by one of those tribes. Pupils learn that the 41AD invasion was a success and was the start of the Roman occupation of Britain.</p> <p>In lesson 3 pupils learn about the Roman military and how the strength and organisation of the Roman military was key to their success. They learn about the structure of the army, who could join the army and the pros and cons of doing so. They also learn about the equipment carried and worn by a typical Roman soldier before considering whether or not they think it was a good idea to join the Roman army. Lesson 4 teaches pupils about Boudicca and how she challenged the Roman occupation of Britain. They will learn that the Iceni tribe had lived peacefully alongside the Romans for many years until the Romans treated Boudicca and her daughters disrespectfully. They will learn that Boudicca raised a huge rebel army of men, woman and children, burning and sacking three major cities before finally being defeated.</p> <p>Lesson 5 teaches the pupils about how the Romans defended the land they had conquered. They find out about Roman forts and how all Roman forts were structured in the same way across the empire. Pupils also learn about Hadrian's Wall and plot its route on a map of the north of Britain. At the end of the session, pupils are given the opportunity to find out about life at a real Roman fort by researching the fort of Vindolanda: a fort along Hadrian's Wall.</p> <p>The final lesson in this unit investigates the decline and fall of Roman Britain. This session covers over 200 years, but it is important that pupils are able to see that</p>	<p>empire fort Gaul Iceni Invade legion legionary rebel romans Rome Saxons tribe</p>
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	<p>there was not simply one reason why the Romans left and that they know the unrest back in Rome and in other parts of the empire also led to the decline. In this lesson, pupils are also introduced to the Saxon invaders.</p> <p><b>Roman Britain (Autumn 2)</b></p> <p>This first lesson is designed to share evidence which details how multicultural and diverse Roman Britain was. Pupils will investigate a range of human remains and the objects they were buried with – unpicking clues as to who these people were. Pupils then study Roman roads; how they were built and why they were built before looking at Roman towns. They will learn that like forts, Roman towns were all built from the same plan and had the same key buildings – they will look closely at bathhouses through a study of the ancient baths found at Bath. Pupils will also look at the Roman gods and goddesses before finding out that the Romans brought Christianity to Britain. They will find out about trade, currency, the Roman number system, Latin and the calendar – the remain of which are still evident in life today.</p> <p>The final lesson is a case study of a local Roman site.</p> <p><b>Maya Civilisation (Summer 1)</b></p> <p>Pupils begin the unit by learning where and when the Ancient Maya lived – the location of Central America, the different types of Ancient Maya lands and the location of major cities. They will then move onto studying a range of artefacts and using those to try and piece together a picture of what life was like for the Ancient Maya. They will try to ask themselves the same questions an archaeologist would and work out what certain artefacts were for and guess what life would have been like. In the same session, pupils then move onto discovering how Ancient Maya society was structured and what life was like for each of the different ‘classes. Pupils then go to explore Ancient Maya religion and Ancient Maya foods before discovering the Ancient Maya writing system and calendars. The final lesson in the unit gives pupils information about the decline of the Ancient Maya civilization. They discover that some believe they are responsible for their own decline and that some believe invaders were responsible for their decline. Pupils will have an</p>	<p>milestone amphitheatre foundations bathhouse aqueduct sacred persecuted religion trade import export origin slave currency stylus Latin calendar numerals archaeological sources</p> <p>Maya ancient civilization temple city-states archaeologist god/goddess ancestor worship sacrifice corn cacao codices glyphs</p>
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	<p>opportunity to consider all possibilities before debating which they believe to be true.</p>	<p>Tzolk'in Haab Long Count Invaders decline</p>
<p>Y5</p>	<p><b>Anglo Saxons and Scots (Autumn 1)</b></p> <p>Pupils begin the unit by learning who the Anglo-Saxons and the Scots were before moving onto why and how they invaded Britain pre and post 410AD. They will ultimately understand that when the Romans left, Britain was defenceless, and any invasion was almost guaranteed to be successful. In lesson 2, they will then study how Anglo-Saxon Britain was ruled by looking at the seven kingdoms. Pupils will come to understand that the Anglo-Saxons were not united and that several individual tribes settled in Britain. They will also delve into how Anglo-Saxon society was organised and the responsibilities of each member of society. Pupils will also understand law and order in Anglo-Saxon Britain, exploring the way the accused were tried and what punishments they would face if found guilty. Lesson 3 explores Anglo-Saxon daily life, looking closely into the various jobs Anglo-Saxons did to keep the village running. Pupils will practise their skills of analysis looking at recreations of the past and primary sources. In lesson 4, pupils will explore some of the gods and goddesses that the Anglo-Saxons worshipped as pagans. Pupils will then come to understand that various significant people made it their mission to convert Anglo-Saxons to Christianity. These missions were successful, and Christianity became a unifying force in Britain. The conversion to Christianity also had a lasting impact on religion in Britain today. Lesson 5 explores a significant individual, Alfred the Great. Pupils continue their skills of analysis when evaluating Alfred's reign. Using the criteria of Alfred's social, educational, and military achievements, pupils will evaluate the 'greatness' of King Alfred. The final lesson in</p>	<p>archaeologist bretwalda ceorl convert cyning Danelaw Danes fertile fortification fyrd heptarchy invasion kingdom pagan thane tithing tribe wergild</p>

	<p>the unit gives the pupils information about how we know about the Anglo-Saxons.</p>	
	<p><b>Vikings (Autumn 2)</b></p> <p>The unit explores who the Vikings were and where they came from. Pupils will learn about the Vikings preferred method of travel and how this enabled them to explore vast quantities of the world and trade with many countries. They will also understand the Viking beliefs and how their longships were not only important for travel but also the afterlife. This sets the scene for Viking raids and invasions. Pupils will learn about the first invasions: where they invaded, how they invaded and why. Pupils will begin to see the tension between the Vikings and Anglo-Saxons as the Anglo-Saxons respond to the raids. Pupils will learn about what type of warriors the Vikings were, what they wore, how they fought, why they fought and what they fought for. As the unit progresses, pupils will come to understand the word 'decisive' and how this term is important regarding the many battles fought between the Anglo-Saxons and Vikings. Pupils will learn about two significant individuals: King Alfred and King Guthrum and how they made peace by dividing England into the Danelaw. Once the Danelaw was introduced pupils will explore Viking life in Britain. They will learn about the role of Viking women and how that differs from the treatment/role of women in Anglo-Saxon society. The pupils also learn about the Viking laws and how holmgang was a way to settle arguments but also that the system was easily manipulated for personal gain. Pupils continue the chronological journey of tension between the Anglo-Saxons and Vikings by exploring the actions of Edward the Elder, Aethelflaed 'Lady of the Mercians' and Aethelstan, first king of all England. Pupils will identify the strengths and contributions of each significant individual and decide which if any of the rulers played the most significant role in reclaiming the Danelaw and uniting England</p>	<p>Danes invade raid religious institutions pagan conquest 'Thing' chieftain holmgang Danelaw borough fortification rival decisive tactic alliance territory unification</p>

	<p>under one Anglo-Saxon king. The final session begins by outlining how for a brief time the Vikings conquered Britain and in 1016 Cnut the Great became king of England as well as Denmark and Norway. Pupils will then learn about the Battle of Hastings and how the death of King Edward the Confessor left three contenders fighting for the throne. Pupils will understand the key events that took place and the strengths and weaknesses of the opponents that led to the victory of William the Conqueror. The session ends with a source analysis.</p>	
	<p><b>Baghdad and the Middle East (Summer 1)</b></p> <p>The unit begins in 632AD with the expansion of the Islamic Empire by the caliphs following the work of the prophet Muhammed. It is followed by an understanding of the significance of the location of Baghdad and the Round City. Pupils will learn about how the city of Baghdad was strategically built next the River Tigris providing a constant supply of water as well as direct access to trade. Lesson two explores the importance of trade and how the Silk Road provided ample opportunities for Baghdad to trade the items they were skilled in making such as paper, textiles and silk. The unit continues focusing on the importance of learning and how the Abbasid dynasty encouraged study by building the House of Wisdom and using their wealth to provide places of learning. Additionally, the importance of translation and how this enabled scholars to read, translate and revise ancient writings from Greece, the Roman Empire and India. Lesson four looks at some individuals who made significant discoveries or advancements in science, mathematics and medicine. This lesson explores how individuals such as Al-Khwarizmi and Al-Razi made discoveries and advancements that have impacted science, mathematics and medicine today. As the unit progresses, a comparison is made between Baghdad and London</p>	<p>algebra allies astrology astrolabe astronomy caliph civil war drainage dynasty Islam merchants observatory papyrus prophet Qur'an scholars textiles territory translators wood pulp</p>

	<p>1000AD which highlights how the Middle East and in particular Baghdad was much more advanced than cities in Europe such as London. Finally, the unit completes the timeline of the reign of the Golden Age of Islam by exploring the internal issues in Baghdad and how this led to civil war, poor leadership and a city uncared for. Not only this but a city weak enough to succumb to attack from outsiders such as the Seljuk Turks and the Mongols at the beginning of the 13th century.</p>	
	<p><b>Industrial Revolution (Summer 2)</b></p> <p>This unit is designed to explore the Industrial Revolution between 1750 – 1900. Lesson one begins by explained what the Industrial Revolution was, outlining the six factors that caused it and how they shaped the modern world we live in today. The rest of the unit goes into the six factors in more detail. Lesson two explores what the British Empire was and how important the colonies were in supplying Britain with raw materials. In this lesson, pupils will come to understand that there were many inventors who developed great machinery which revolutionised industry but that these inventors made their money by either being directly involved in slavery/slave trading or indirectly gaining from the exploitation in pricing and transportation of cotton. Lesson three outlines the journey of the textile industry from wool produced by hand to cotton produced in factories powered by water. This lesson also explores how children were used in the factories as cheap labour and the terrible conditions they experienced. Lesson four describes the most important change in power – steam. This lesson explains the journey of the steam engine: who invented the first one, what it was used for and how the original was developed to be faster and more efficient by using less fuel and ultimately leading to machines like the first locomotive being built. As the unit progresses, lesson five explores the importance of iron and coal in creating and powering much of the</p>	<p>agriculture colonies industrial revolution rural merchants manufacturing plantation smelting steam power</p>

	<p>machinery during the Industrial Revolution. This lesson also describes the dangers of coal mining further highlighting the quest for success at the cost of others. The unit comes to an end by exploring what life was like during the Industrial Revolution. Lesson six revisits the causes by highlighting the major changes before going into detail around how farmers were affected, how people lived and how society changed.</p>	
Y6	<p><b>Ancient Egyptians (Autumn 1)</b></p> <p>In this unit, pupils will explore the ancient Egyptian civilisation and how over 30 dynasties created a successful Egypt throughout a 3000-year period. The unit begins with an overview of the dynasties and focuses on the Old, Middle and New kingdoms as the main periods of ancient Egyptian history. In understanding how Egypt was ruled, pupils will begin to think about the significance of some notable pharaohs and how successful they were in leading Egypt. Lesson 2 explores ancient Egyptian society. Pupils gain an understanding of how Egypt was structured and how the different people in society contributed to the success of Egypt. Notably, the scribes and artisans wrote down and created artefacts that have survived until today and enable us to understand ancient Egypt's past in detail. Lesson 3 introduces pupils to the significance of the materials the River Nile provided as well as the vital transport links. Ultimately, the survival of the Egyptians relied on the River Nile. As the unit progresses, pupils explore the pyramids, looking closely at why and how they were built. The misconception that the pyramids were built by slaves is addressed and pupils come to understand that they were actually built by workers. Lesson 5 introduces ancient Egyptian beliefs. Pupils will practise their skills of analysis to understand how important the afterlife and mummification were to the Egyptians. The final lesson in the unit gives the pupils information about the discovery of Tutankhamen's tomb.</p> <p><b>Conflict and Resolution (Spring Term)</b></p>	<p>afterlife  amulet  archaeologist  civilization  Egyptology  embalmer  hieroglyphics  irrigation  Embalmer  mummification  papyrus  pharaoh  pyramid  reign  tomb</p>

	<p>This unit is designed to expand pupil's chronological knowledge of British History beyond 1066. This unit will give pupils knowledge of the First and the Second World War as well as how conflict still continues in the world today. The unit begins with an exploration of how the First World War began looking at the assassination of Archduke Franz Ferdinand as the catalyst. They will also understand the role of the British Empire and how it wasn't solely Britain who fought in the war. Pupils will then learn about the people who fought in the war understanding that Britain needed the support of the colonies and laws like conscription to build their army. This lesson includes a focus on two individuals which highlight the diversity of the British army. This leads into pupils learning about trench warfare in depth, exploring the experiences of soldiers using a diary entry and exploring the Battle of the Somme. As the unit progresses, pupils will learn about women's roles in the first world war, how they took on the jobs that men could no longer do whilst they were at war, their work in the munitions factory and how their significant contributions led to them receiving the right to vote. Pupils will learn about how the first world war ended, the signing of the armistice and the aftereffects of the war on the people of Britain. The unit moves into exploring who Hitler and how his actions led to the outbreak of the Second World War. Pupils will learn about how Hitler ran Nazi Germany, how he controlled the German people and the reasons why he persecuted groups like the Jewish people from 1933-1945. This lesson explores how Jewish people were persecuted exploring the story of Anne Frank and the camps. Pupils will then resume the chronology of the war from lesson 6 to explore the impact of the war on Britain through the Dunkirk evacuation to the Battle of Britain and finally the impact of the Blitz. Pupils will have the opportunity to research their own local area and how it was affected by the war. As the unit progresses, pupils learn about how Britain rebuilt after the war how the Welfare State</p>	<p>annex territory colony attrition propaganda artillery munition armistice morale occupy appeasement expansion Anti-Semitism persecute liberation conflict resolution</p>
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	<p>was created and how people came from the colonies to fill the labour shortage. Pupils will learn about the Windrush generation. The unit will come to an end with a lesson on how countries maintain peace – drawing comparisons between WW1 and WW2 and understanding that the wars were not inevitable.</p>	
	<p><b>Making Our Mark (Summer 2)</b></p> <p>This unit focuses on social justice – justice in terms of discrimination, wealth, opportunities and privileges within a society. Lesson one outlines what protest is and how nonviolent resistance (peaceful protest) is the most effective way to achieve change. This lesson gives examples of nonviolent activism that has occurred throughout the last century. Throughout the unit, pupils will look at this nonviolent activism in more detail and will grapple with key causes of this activism such as environmental issues, gender equality, racial equality and community cohesion. These causes are sensitive and important and still exist today. This unit has opportunities throughout to facilitate dialogue and to enable pupils to understand how people and movements have caused change over time using nonviolent resistance. Lesson two explores protest for the protection of the environment. Pupils will explore the current movements working to raise awareness of global warming as well as the way governments are ignoring the scientific research to benefit their own political aims. Pupils will also be exposed to how nonviolent protest still has risks as police have powers to remove protesters that pose as a public nuisance. Lesson three explores gender equality with regards to women’s right to vote and equality for the LGBTQ community. In this lesson, pupils are exposed to how protest can resort to violence if it seems there is no other option. Lesson four explores racism and racial discrimination through the civil rights movement actions taking place in 1963 around the world; looking at the Bristol bus boycott in depth and then highlighting the</p>	<p>activism controversial cohesion dignity discrimination dissent injustice lobbying legislation militant nonviolent pioneer prejudice strike stereotype</p>

	<p>recent actions of Black Lives Matter movement. Lesson five focuses on the life of Ruth Bader Ginsburg and her fight for social justice and gender equality. Pupils explore the legacy Justice Ginsburg left behind and how she made her mark. Lesson six explores how people can make their mark through art. Using the artist Mohammed Ali as a case study, pupils learn how art as a form of nonviolent resistance is a powerful one and one they can choose if they want to protest about issues that are important to them.</p>	
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