



Learning Exploration: Revolutionary Rights

Revolutionary Rights provides pupils with an insight into the growing inclusivity of the U.K. and the different legislation that protects the rights of groups of people by considering the question: *How have changes in civil rights impacted the lives of people in Britain?*

By teaching about Civil Rights, we are providing pupils with an understanding of the catalysts for social change in British History. There are many significant turning points in British history which have resulted in the rights of others being protected. In the modern world, pupils often see in the media about how people around the world are fighting in some way for their rights or are protesting if the rights of individuals, groups and communities have been infringed in some way.

Through 'Revolutionary Rights', we aim to keep children updated on current affairs around the world, but at the same time, enhancing their understanding of what civil rights are and how they are embedded within British history. In addition, Newport is promoting our school vision and values by developing empathy and understanding towards the treatment, in the past as well as in the present, of some individuals, groups and communities. We aim to enable pupils to have a voice and to stand up for the rights of themselves and others in their communities.

Hook into learning:

Pupils will experience first-hand what it feels like to have one of their rights removed in school and use this as a stimulus to write a powerful protest speech.

Journey through the exploration

After an activity in which pupils will feel that their rights have been infringed, year 6 will enhance their understanding of UNICEF's rights of children as well as explore what civil rights are. Going back on the broad timeline to develop their understanding of chronology, Year 6 will explore the events around the introduction of the Magna Carta which is often seen as the basis of rights to equal and fair treatment under the law for all citizens.

Through the historical enquiry skills of 'cause and consequence', pupils will delve into the working conditions during the Industrial Revolution, with a particular focus on children and the reason why children were often preferred over adults in factories. Because of these working conditions, pupils will explore the legislation that the government pushed through to protect the rights of children and their education. At the same time, pupils will consider globally how some children are still used in sweat shops and cheap labour around the world, thinking about the rights of these groups.





Journey through the exploration (continued)

Still set within the Victorian era, pupils will use primary sources to think about gender inequality through the story of the Matchstick Girls in 1888. Children will develop an understanding of their working conditions and treatment which caused the women to create a trade union and go on strike. Children will explore the similarities and differences to the modern age strikes and the reasoning behind these so that children develop an understanding of current affairs.

Continuing with gender inequality, pupils will explore the protests of the Suffragettes and Suffragists and the differences between how they protested for their right to vote. Pupils will develop an understanding of democracy in the U.K. and how it is still evolving to this day with debates around lowering the age to vote. Year 6 will have a voice and debate their viewpoint of this, considering relevant evidence.

Year 6 will also explore the similarities and differences between the Bristol Bus Boycott in 1963 and the Montgomery Bus Boycott that was sparked by the arrest of Rosa Parks in 1955; as a consequence, pupils will think about the Race Relations Act of 1965 and why this was introduced in the U.K. At the same time, pupils will touch on what was happening globally with Civil Rights in America and Apartheid.

Maths

Children will explore:

- Measurement
- Ratio
- Fractions, Decimals and Percentages



Writing



Children will explore the following genres of writing:

Non-fiction – Speech writing:

- *Talking History: 150 Years of Speakers and Speeches* by Joan Haig and Joan Lennon, illustrated by Andre Ducci
 - **To persuade or empower:** to create a speech about an issue children feel strongly about.

Fiction – Narrative:

- *Beowulf* by Kevin Crossley Holland
 - **To entertain and build suspense:** to write their own 'overcoming a monster' story.



Linked subjects

Through this exploration, learning will be linked where appropriate, including in the following subjects:

- English
- Art
- History

The following subjects will also be taught discretely during this half term:

- Computing
- PSHE
- Music
- Maths
- Science
- RE
- PE



Opportunities to build cultural capital

Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

At NCSPA, we aim to build cultural capital through experiences such as trips, visitors, music and providing local links.

For Year 6, options this term may include:

- Studying the speeches written by significant individuals
- Learning about how the lives of Britons have changed over time following the achievements of different groups and individuals
- Opportunities to compare the work of different composers from history

Opportunities for shared outcomes

Children will have the opportunity to produce or take part in one or more of the following:

- A protest against the loss of one of their own rights
- Taking part in a debate on the UK voting age

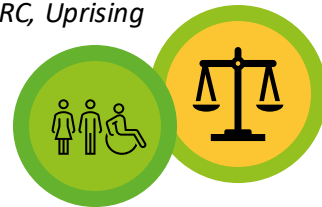


Opportunities to address Equality, Diversity and Inclusion

Throughout this exploration, children will have the opportunity to learn about and understand some of the ways in which civil rights have changed over time for British people who may belong to different groups according to their race, sex or social class.

They will address Equality, diversity and inclusion through knowing and using key vocabulary, including:

Activists/activism, Boycott, Civil liberties, Democracy, Discrimination, Empire, Employees, Equality, Immigration/immigrants, Independence, Legislation, Magna Carta, Peaceful protest, Power, Protest, Race relations, Racism, Reform, Rights/human rights/ civil rights, Sexism, Slavery, Strike, Suffrage /Suffragettes /Suffragists, Trade Unions, UNCRC, Uprising



Further curriculum information

If you would like any further information regarding the curriculum, please:

- Speak to Mrs Gregory, Miss Ashton or Mrs Vine.
- See your child's class information on Seesaw.
- Visit the Curriculum pages on our website.

