



Context					
Unit	Changing Britain				
Assessment	What did the British civil rights protests in the twentieth century have in common?				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The national curriculum states that pupils should be taught about a “study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.” Non-statutory examples include changes in an aspect of social history...or a significant turning point in British history. This unit ensures that pupils extend their knowledge beyond 1066 by studying a significant social and political turning point from British history, which continues to have great relevance to life in Britain today. In year 4, children will have learnt about ‘The Windrush Generation’ in the final lesson of Migration in Geography and therefore can build on their knowledge of Britain at this time. There are clear links between this learning and the Civil Rights unit studied in year 6 and comparisons may be drawn throughout, though this unit focuses on the unique struggle for equality and rights within Britain. All three substantive concepts (big ideas): Society, Conflict and Power will be threaded through this unit where children will learn about inequalities experienced by different groups of people in society. Pupils will learn about different forms of discrimination, such as homophobia and racism, and how people have influenced change in Britain through strikes and boycotts to secure civil rights for all groups. Lesson 2 will focus on the discrimination faced by black and Asian people in Bristol in the 1950s and 1960s and how this led to a boycott of the buses. Next, Pupils will learn about how many countries of the British Empire regained their independence throughout the twentieth centuries. Many Indian and Pakistani families living in East African nations were discriminated against by the new governments there, and so moved to Britain. Pupils will then learn about how these people were discriminated against and paid very low wages. As a result, Asian workers in a factory called Grunwick went on strike, resulting in some improved conditions and highlighting racial discrimination. In lesson 4, pupils will learn that from 1988 to 2003 (or 2000, in Scotland) it was illegal for teachers to talk to pupils about same-sex relationships. They will learn about how attitudes towards LGBTQ+ communities have changed over time. Finally, pupils will learn the discrimination that disabled people have faced, and how in the 1990s a group known as the ‘wheelchair warriors’ campaigned for equality. The Think! Question for this unit gives pupils a chance to rehearse and draw together all of their knowledge by asking ‘What did the British civil rights protests in the twentieth century have in common?’ Pupils will have the opportunity to review everything that they’ve learnt around groups who have historically faced (and continue to face, discrimination.) Comparisons around attitudes, strategies for achieving change, and legal decisions can be made.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Show awareness of the impact of chronology on events and decisions made by people in the past. Cause & Consequence: How did the actions of different figures from history have an impact on events which followed Significance: Explain the significance of events and the impact they have had on the modern world. Questioning: Research/ask questions to explore significant events/people of the past.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Boycott	Disrupt	Race	Sexuality	Race Relations Act
	Campaign	Homophobia	Racism	Strike	Section 28
	Discrimination	Protest	Repeal	Disability Discrimination Act	

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	How have people fought for civil rights in Britain?	To explain how people have tried to influence change in Britain <i>To explore discrimination.</i>	Chronology Questioning	Discussion of discrimination: race, gender, disability, sexuality	Opportunity for a local visitor to discuss experience striking (Rail/NHS)	
2	What was the Bristol Bus Boycott?	To explain how the Bristol Bus Boycott helped to change the law <i>To explore the Bristol Bus Boycott.</i>	Significance Cause & Consequence Questioning	Racial discrimination		Y4, Migration: Geography
3	What was the Grunwick Strike?	To evaluate the effectiveness of the Grunwick Strike <i>To explore the effectiveness of the Grunwick Strike</i>	Significance Cause & Consequence Questioning	Experience of migration, discrimination on ground of race and gender	Strike happened in Willesden, Brent (15 miles from WDA)	
4	Why were there protests about Section 28?	To explain why people protested about Section 28 <i>To explore discrimination</i>	Significance Cause & Consequence Questioning	History of attitudes towards LGBTQ+	Sensitive topic which impacts our local community	Y6, Summer 1 History, Civil Rights
5	How did the Wheelchair Warriors fight for their rights?	To evaluate the impact of the Disability Discrimination Act <i>To investigate the impact of the Disability Discrimination Act</i>	Significance Cause & Consequence Questioning	Inclusivity of people with physical disabilities		
6	Assessment: What did the British civil rights protests in the twentieth century have in common?					

Lesson 1

Enquiry question	How have people fought for civil rights in Britain?
Learning Intention	To explore discrimination.
SOLO SC: Uni- Structural	I can define what discrimination is
SOLO SC: Multi- Structural	I can list examples of discrimination
SOLO SC: Relational	I can explain how people have tried to influence change in Britain over time I can explain how people try to challenge discrimination.
SOLO SC: Extended Abstract	I can evaluate the effectiveness of different types of protest
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is to recognise discrimination which has existed both throughout history and in the present day and different ways in which society can instigate change. - Introduce the knowledge organiser for this topic. Help the children to identify the time period: these events have occurred within the last 70 years - in living memory of their grandparents. Children will be able to make many connections with the modern day, encourage discussion and identify the classroom as a safe space to ask questions without fear of judgement. This is a sensitive topic where misunderstandings can be a source of discussion. - Introduce the concepts for this unit. How does this unit fit in with our history journey so far? - What connections can the children make with this content? Encourage discussion. - Remind children of the Magna Carta (Year 4, Anglo Saxons) which gave civil rights to common people for the first time. Kings and Queens became subject to the same law as other people. This is where the story starts. - In pairs, children should think back to previous periods of history they have studied up to this point. Can they draw upon examples of discrimination where people were not treated equally? How might history have been different if these people had experienced equal rights? Examples could include slavery, the role of women, Jewish people in WW2 and so on... Share and discuss ideas as a class. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions. - Take time on Q5 (p.8) and make connections with the current Rail and NHS strikes. Although this is a history lesson, the content is very much a current affair. This should support children with engagement and making connections. - Plenary: Children have 10 minutes to work on their lesson reflection, recording their thoughts, key vocabulary and the key information they

	have learnt this lesson.		
Key Vocabulary for the lesson	Campaigns Discrimination Protest	Race Sexuality Boycott	Repeal Disrupt
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	British Civil Rights Timeline (For display on Working Wall)	Striking in the news Jan '23

Lesson 2

Enquiry question	What was the Bristol Bus Boycott?
Learning Intention	To explore the Bristol Bus Boycott.
SOLO SC: Uni- Structural	I can describe what a boycott is
SOLO SC: Multi- Structural	I can describe ways in which black and asian people were treated unfairly in Bristol in the 1960s
SOLO SC: Relational	I can explain how the Bristol Bus Boycott helped to change the law
SOLO SC: Extended Abstract	I can research the Race Relation Act and reflect on how it has changed life in Britain I can explain the impact of the Race Relation Act.
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is how significant groups in society have been (and continue to be) discriminated against, how they protested against the dominating power, resulting in lasting change - can conflicts have a positive outcome? - Children complete the retrieval quiz (p.9 of pupil booklet / Lesson 2 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - Children to imagine that they are employees of the Bristol Omnibus Company who have been discriminated against. How might they encourage people to boycott the buses? - Children to write an explanation of what the Bus Boycott was and how it helped to change the law. - Children have 10 minutes to work on their reflection, recording their thoughts, key vocabulary and the key information they have learnt this lesson.
Key Vocabulary for the lesson	Discrimination Race Violent protest

	Protest Boycott	Race Relation Act	Non-violent protest
Resources	Changing Britain Lesson Plan	Pupil Booklet Pupil Booklet (ANSWERS)	

Lesson 3

Enquiry question	What was the Grunwick Strike?
Learning Intention	To explore the effectiveness of the Grunwick Strike
SOLO SC: Uni- Structural	I can identify one similarity between the Bristol Bus Boycott and the Grunwick Strike
SOLO SC: Multi- Structural	I can list similarities and differences between the Bristol Bus Boycott and the Grunwick Strike
SOLO SC: Relational	I can evaluate the effectiveness of the Grunwick Strike
SOLO SC: Extended Abstract	I can make a generalisation about the effectiveness of nonviolent protests
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is how significant groups in society have been (and continue to be) discriminated against, how they protested against the dominating power resulting in lasting change- can conflicts have a positive outcome? - Children complete the retrieval quiz (p.14 of pupil booklet / Lesson 3 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - How is the image of Empire portrayed here different from our previous learning? (Always considered strong and powerful - Roman/British) - Continue to make connections with the current Rail and NHS Strikes - are the strikes an inconvenience? Should they continue? - In partners, children to discuss: Was the Grunwick Strike successful or not? Teacher to use a large piece of flipchart paper and draw a T-chart. Give each pair some post-it notes to write their ideas on. Post-it notes could be collected on the working wall. Share and summarise the ideas collected. - Children to write an independent summary to the question: What was the Grunwick strike and was it successful? Children working at GDS will independently make connections with the modern day making generalisations.

Key Vocabulary for the lesson	Discrimination Protest Strike	Migration Violent protest Non-violent protest	Picket Line Trade Union Boycott
Resources	Pupil Booklet Pupil Booklet (ANSWERS)		

Lesson 4

Enquiry question	Why were there protests about section 28?		
Learning Intention	To explore discrimination		
SOLO SC: Uni- Structural	I can identify different forms of discrimination		
SOLO SC: Multi- Structural	I can describe what Section 28 was		
SOLO SC: Relational	I can explain why people protested about Section 28		
SOLO SC: Extended Abstract	I can evaluate the impact of Section 28 on today's society		
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is how significant groups in society have been (and continue to be) discriminated against, how they protested against the dominating power resulting in lasting change- can conflicts have a positive outcome? - Children complete the retrieval quiz (p.20 of pupil booklet / Lesson 4 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - Children to create artwork which can be used as a display to show support for LGBTQ+ people 		
Key Vocabulary for the lesson	Section 28 Same-sex relationships Gay	Lesbian LGBTQ+ Controversial	Protest Sexuality Repeal
Resources	Pupil Booklet Pupil Booklet (ANSWERS)		

Lesson 5

Enquiry question	How did the Wheelchair Warriors fight for their rights?									
Learning Intention	To investigate the impact of the Disability Discrimination Act									
SOLO SC: Uni- Structural	I can identify an everyday challenge faced by wheelchair users									
SOLO SC: Multi- Structural	I can describe ways in which the Wheelchair Warriors fought for their rights									
SOLO SC: Relational	I can evaluate the impact of the Disability Discrimination Act									
SOLO SC: Extended Abstract	I can reflect on what more can be done to support disabled people									
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - CONCEPTS: The key learning in this lesson is how significant groups in society have been (and continue to be) discriminated against, how they protested against the dominating power resulting in lasting change- can conflicts have a positive outcome? - Children complete the retrieval quiz (p.26 of pupil booklet / Lesson 5 Digital Resource). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering booklet questions - In pairs, children to discuss the question: Has the Disability Discrimination Act been successful? - In books, children to independently write a response to the same question. 									
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Equal rights</td> <td style="width: 33%;">Discrimination</td> <td style="width: 33%;">Campaign</td> </tr> <tr> <td>Disabled</td> <td>Protests</td> <td></td> </tr> <tr> <td>Able-bodied</td> <td>Disability Discrimination Act 1995</td> <td></td> </tr> </table>	Equal rights	Discrimination	Campaign	Disabled	Protests		Able-bodied	Disability Discrimination Act 1995	
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[Lesson Plan](#)

[Pupil Booklet \(ANSWERS\)](#)

Lesson 6

Assessment Think! Question

What did the British civil rights protests in the twentieth century have in common?

Tasks

Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative)
Think! Question (Independent)
Knowledge Quiz (Independent)

Key Vocabulary for the lesson

Boycott	Homophobia	Sexuality
Campaign	Protest	Strike
Discrimination	Race	Disability
Disrupt	Racism	

Resources

Knowledge Quiz	Think! Question
Knowledge Quiz (ANSWERS)	