



**History Topic:** Was Rosa Parks brave?

**Year:** 2 **Term:** Spring 1

## Key Knowledge/Content:

- **Chronological understanding-** Consider what was happening in the past leading up to Rosa Park's arrest.
- **Historical enquiry-** Consider questions that they would ask Rosa Parks about her refusal to move on the bus.
- **Interpretations of the past-** Look at some of the diary entries written by Rosa Parks.
- **Knowledge and understanding-** Recount the main events in Rosa Park's arrest.
- **Compare and contrast-** Compare the lives of Rosa Parks and Malila Yousafzai, who have both protested for change.

## Links to:

### Prior learning:

To learn about other heroines from the past who have had an impact, including Grace Darling and Mary Anning.

### Future learning:

To learn about further examples of Black History such as the Windrush generation and the forming of the Commonwealth.

## Key vocabulary with definition:

### Prior vocabulary:

- Heroine- A brave woman who is admired for her actions.
- Past- Having existed or taken place before.
- Present- Happening now.
- Discrimination- treating someone differently because of a feature of their identity e.g. gender, skin colour.
- Education- The system for making sure people learn key skills.
- Arrested- Taken by the police for a crime.

### New vocabulary:

- Boycott- Refusing to take part in something.
- Alabama- A state in the USA, America.
- Protest- When people show they are against something.
- Seamstress- Someone who sews for a living.
- Equality- Treating people the same.
- Segregation- Setting people apart from others.
- Activist- A person who campaigns for change.
- Route- Getting from a starting point to a destination.

## By the end of this unit

**All children can:** **retell** the story of Rosa Parks, including her refusal to move on the bus and her arrest, and **suggest** why she acted as she did.

**Most children can:** **explain** why Rosa Park's actions had an impact and **recount** the story in different ways.

**Some children can:** **make comparisons** between Rosa Parks and Malila Yousafzai, a more recent Pakistani activist, and **explain** why it is important for people to make a positive stand if things are wrong.

## Background understanding for teachers and parents:

This unit will be focused on the story of Rosa Parks, including her refusal to move on the bus, her arrest and the bus boycotts that followed. Children will retell the story and use parts of Rosa Park's diaries to support their learning.

## Curriculum Driver (one):

Communication

### Evidence outcome:

Understand that positive changes in the past have come from individuals speaking out and peacefully protesting when things are wrong.