

**Big Question: How did Ruby Bridges help to make the world a better place?**

**Year: 2 Term: Autumn 2**

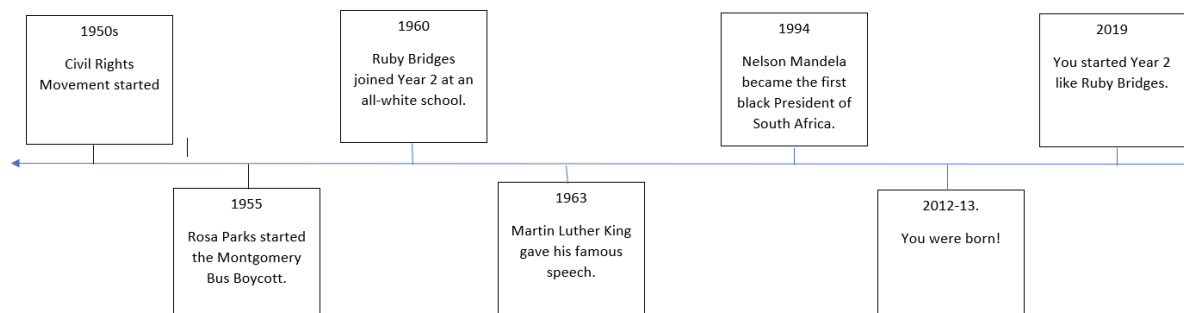
### What? (Key knowledge)

- In the 1950s and 1960s, black people were discriminated against because of the colour of their skin.
- Even though slavery ended more than 100 years before, it still affected the lives of people like Ruby Bridges.
- The Civil Rights Movement was created in the 1950s to stop segregation so black people could have the same rights and opportunities as everyone else.
- In 1960, a judge ruled that 6-year old Ruby Bridges should attend a school for white people.
- For almost a year, Ruby Bridges was the only child in her class because white families stopped sending their children.
- Ruby Bridges became known for her bravery and courage and this set a good example for others.
- When Ruby Bridges grew up, she became a Civil Rights Activist herself and still is.
- Rosa Parks, Martin Luther King Junior and Nelson Mandela were Civil Rights Activists too.

### What? (Key vocabulary)

Word	Definition
discrimination	Treating people unfairly based on the colour of their differences.
segregation	Keeping people apart.
integration	Bringing people together.
equality	Making sure people are not treating unfairly or differently based on their differences.
Civil Rights	A set of rights that protect people from being treated unfairly.
Civil Rights Activist	A person who acts as a leader to make sure people are treated fairly.
courage	Being able to do something even if it's scary.
bravery	Showing you have courage.
apartheid	A South African word used to describe the time when there was segregation in South Africa.
boycott	Stop using something as a way to make a

### Timeline



### Curriculum Coverage

**Knowledge:**

Events beyond living memory that are significant nationally or globally.  
 The lives of significant individuals in the past who have contributed to national and international achievements.  
 Compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria)  
 Significant historical events, people and places in their own locality

**Chronological understanding**

Sequence artefacts closer together in time - check with reference book  
 Sequence photographs etc. from different periods of their life  
 Describe memories of key events in lives

**Range and depth of historical understanding**

Recognise why people did things, why events happened and what happened as a result  
 Identify differences between ways of life at different times

**Interpretation of history**

Compare 2 versions of a past event  
 Compare pictures or photographs of people or events in the past  
 Discuss reliability of photos/ accounts/stories

### Images

