**As STEM thinkers and problem solvers can we…?   
STEM week-** house challenge: link back to Floodland- homes/structures destroyed by flooding

**As responsible members of a team ( can we…?)**

- empathise with members of the suffragette movement

- understand the need for equality in society

- share and listen to each other’s points of view and justifications

- relate to the impact the suffragette movements has had on us today?

- how has it shaped us as citizens today?

**As ‘artists and makers’ can we…?**

- interpret the lyrics from ‘Sister Suffragette’ (Mary Poppins song, sung by Mrs Banks)

- design and create protest banners

- design a ‘suffragette movement’ badge

**As writers and communicators can we…?**

* communicate with a client
* share our ideas with each other
* demonstrate speaking and listening skills in role when talking to a client
* - discuss and debate points of view (discussion writing)
* - develop our understanding using these texts: **Fantastically Great Women Who Changed the World:** Kate Pankhurstand **Fantastically Great Women Who Made History:** Kate Pankhurst- about women from different cultures, backgrounds and periods of history who have thrown off gender stereotypes to achieve amazing things/ **My Story: Suffragette**- Carol Drinkwater

**Responsible Team:** Memorial Makers?

**Client:** Town Council?

**Commission:** Develop a memorial for the suffragette movement

**As Historians can we…?**

•say where a period of history fits on a timeline?

•place a specific event on a timeline by decade?

•summarise the main events from a specific period in history, explaining the order in which key events happened?

•summarise how Britain has had a major influence on world history?

•recognise and describe differences and similarities/ changes and continuity between different periods of history?

•look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?

•identify and explain their understanding of propaganda?

•describe a key event from Britain’s past using a range of evidence from different sources?

**As Geographers can we…?**

**Big Questions**

Should the suffragettes be pardoned?

What leads people to protest?

Should men and women be considered equal?

Why should people vote?

**WW1- the suffragettes**

**Hooks for Learning:**

‘In Loving Memory of…’- headstone

Mary Poppins character: Mrs Banks

**Kathleen Brown** (Geordie suffragette)-plaque on Grey Street