

# Great women of history lesson plans

Lesson Plan 1	
Teaching Objectives	We are learning to remember the great women of history who often get forgotten and to be inspired by their work.
Key Vocabulary: women; history; remember; forgotten; literary women; scientific and mathematical women; artistic women.	
Resources: PowerPoint 1, A3 paper, mini whiteboards and pens for each student, post-it notes, class camera to take photographic evidence (make sure permission is received to ensure those students who do not want to be on camera are not in shot).	
Activity	<ol style="list-style-type: none"> <li>1. Introduce the concept of learning about 'Great Women in History' across the next couple of weeks and explaining how we will be finding out about women in literature, science, maths and art. Towards the end there will be a competition to enter. Go through how these lessons have been based on the Pageant on Paper project and information on how the teacher can explain this can be found in the notes section of the PowerPoint. (5 mins)</li> <li>2. Start off with finding out what students know already about women in history. Get each pupil to write down their own ideas. Each student to have one piece of A3 paper. Collate ideas together afterwards on the board. TA can go round and take some photos. (15 mins)</li> <li>3. Watch inspiring TED talk clip about why we should learn about women in history. (2 mins)</li> <li>4. Get students to work in groups of 4 (7 -8 groups for a full class) and give them each a question. They can use post-it notes to write down their ideas before they present back their TED talk. Ensure each group has post-it notes. (15 mins)</li> <li>5. Presentations back to the class based on the question given. (10 – 15mins)</li> <li>6. Plenary task and ask pupils to contribute ideas. Exit question linking back to books at the beginning. (10 mins)</li> </ol>
Plenary	Write to a Year 2 pupil and tell them why it's so important to learn about women's history. Teacher can write key vocabulary from the lesson plan on the board to aid their writing.
Extended learning	Ask your friends or family what their views are on women's history. What did they learn whilst growing up? What do they think needs to happen for women's history not to be forgotten?

Lesson Plan 2	
Teaching Objectives	We are learning to design a book cover and be inspired by the great women of literature.
Key Vocabulary: literature; women; history; poetry; prose; plays; discuss; debate.	
<p><b>Resources:</b> Provide a variety of different books to represent women in history (from the local library or school library) to cover the following genres: myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>iPads/Laptops, A3 piece of paper and colouring pencils (glue sticks &amp; crafty materials optional), mini whiteboards and pens, post-it notes and stickers. Class camera.</p> <p>Printing required: x15 analysis tables from slide 7</p>	
Activity	<p>1. Recall last lesson and introduce how today we'll be looking at great women in literature. Discuss the meaning of literature. Check students' knowledge of poetry, prose and plays. (5 mins)</p> <p>2. Go round the carousel of books laid out and note down onto print out: font size, colour and genre it falls in. Students can draw any pictures. See slide 7 for ready to go print out. Depending on students' ability, write down the key genre onto scrap paper and place next to the book if they need extra support. (10 mins)</p> <p>3a. Students to create their own book cover onto A3 using the knowledge from the carousel activity to help them design it. Show students on the board all the women of literature from the Pageant on Paper and they have to pick one from slide 10 and create a book cover for her. Students to have access to iPads/laptops, A3 piece of paper, pencils, paper, glue sticks, crafty materials. If no laptop's researched links have been provided at the bottom of slide 10 and the teacher can write this onto the whiteboard or print out key pages to help students. (25mins)</p> <p>3b. Students to discuss their book covers and participate in discussions about why their book cover best represents that great woman of literature. (5 minutes)</p> <p>4. Teacher to read out great women in literature history descriptions from the Pageant on Paper and students have to guess the name. Answers for each provided for teachers in the notes section below each slide. (3- 5 mins)</p> <p>5. Plenary and ask pupils to contribute ideas. (5 mins)</p>
Plenary	If you could design a library for keeping 'women in the history books' what would this look like? How would you organise how it is laid out to make it inviting? Students can either write this as an exit ticket onto a post-it note or whiteboards for quick feedback.

Extended learning	Go to your local library/school library or find books which may be at home and your challenge is to find a book about women in history. Ask them to make a note of titles they found and how easy it was for them to find it.
Pageant on Paper Curriculum link up (teacher can choose to focus on other women if they wish)	<p><b>Reading comprehension – reading a wide range:</b> Jane Austen; Margaret Atwood; Charlotte Bronte; Juliana of Norwich; Mary Shelley; JK Rowling.</p> <p><b>Reading comprehension – poetry by heart:</b> Vittoria Colonna; Aphra Behn; Audrey Lorde; Sylvia Plath; Maya Angelou; Ada Lovelace.</p> <p><b>Reading comprehension – different types of writing e.g., writing diaries:</b> Chimamanda Ngozi Adichie; Anne Frank.</p> <p><b>Participating in discussions and distinguishing between statements of fact and opinion:</b> Oprah Winfrey; Diane Abbott; Rosa Parks; Shirin Ebadi; Baroness Brenda Hale; Zohra Drif Bitat.</p>

### Lesson 3

#### Teaching Objectives

We are learning to draw observations and conclusions by carrying out experiments which relate to science discoveries made by the great women of science and mathematics.

**Key Vocabulary:** science; maths; discovery; observation; conclusion; chemical change; physical change; biology; chemistry; physics; coding; astronomy; fossils; ice cream; blood pressure; gravity; bicarbonate soda and scientist.

#### Resources:

Table print out for pupils to write down observations (slide 5 and 6)

Mini white boards and pens

Post-it notes & class camera.

Experient carousel (all 6 experiments to be laid out before the carousel activity):

- Experiment 1: Cornflower, water, mixing bowl, dinosaur toys or fossil skeletons and container.  
Mix 10 tablespoons of cornflower & water together into a paste and add toys. Ensure time is allowed for the mixture to dry (on testing this it takes roughly 2-3 days, so keep it near a warm heat source/sunny dry area). Provide plastic tools (non-sharp to keep it safe) plus a little paintbrush for students to dig the surface and brush away dust. **Add a sticky label area: 'Dorothea Bate'**
- Experiment 2: Old food container, flour to fill the bottom, cocoa and pebbles or marbles of varying sizes and big tray to put everything inside. Fill the container with flour about 2-3cm deep. Then, sprinkle some cocoa on the surface. The cocoa is just there to help the crater stand out, so any dark powder will do. Students to drop pebbles from different heights and understand how that changes the crater shape. Good links to gravity. **Add a sticky label to area: 'Valentina Tereshkova'.**
- Experiment 3: 1 chocolate mars bar, 1 large bag of ice, milk, 1 small sealable plastic bag, 1 large sealable plastic bag, one tea towel and one big tray to put everything inside. Pour cup of milk into sealable bag and add crushed up mars bar. Half fill a bigger sealable bag with ice. Put the milk bag into the bigger ice bag and keep this milk bag rolling over the ice bag. Pop a towel around the whole experiment to keep little hands warm. Could also provide gloves to protect hands. After 5 mins or so it should be consistency of ice cream (mars bar ice cream).  
**Add a sticky label to area: 'Helen Sharman'.**
- Experiment 4: Only a stopwatch is needed. Student to measure their heart rate for one minute whilst standing. Then whilst doing star jumps for one minute. Note down the differences. Keep slide 7 up for students to refer to.  
**Add a sticky label to area: 'Florence Nightingale'.**

- Experiment 5: Bicarbonate of soda teaspoon, big bottle of fizzy coke, tray and teaspoon. Each group to add one teaspoon of bicarbonate to the coke. Could have 6-7 little cups of coke pre poured inside the tray to keep it clean. **Add a sticky label to area: 'Marie Curie'.**
- Experiment 6: Paper, pencil and mirror. Teacher to write some messages backwards onto paper and students need to work out what it says by using the mirror. Backwards message could say 'Ada Lovelace – queen of tech' **Add a sticky label to area: 'Ada Lovelace'.**

Activity	<ol style="list-style-type: none"> <li>Recall last lesson and explain that we will be learning about the great women of science and maths. (5 mins)</li> <li>Carousel activity. Divide students up into groups of four and get them to complete a table which can be found on slide 4. Key thing to emphasise to students is that they need to work as a team to observe all the different experiments and be ready to discuss their findings with the rest of the class once the carousel activity is completed by each group. Teacher to allow time for students to get into groups and collect an observation table for each team (35mins).</li> <li>Once carousel activity is finished students will sit back down in their groups and one person from each team will talk about their findings. Teacher can collate different ideas on the whiteboard and again emphasise how each team is like a group of scientists working together just like in the real world.) Also discuss - what is an observation? how does that differ to experiment? why do we need to carry out experiments? why is it important to have women in science? (5-7mins)</li> <li>Teacher to read out great women in science descriptions from the Pageant on Paper and students guess the name. Can also test students on how they think the experiment links to the female scientist.(3- 5 mins).</li> <li>Plenary. (5 mins)</li> </ol>
Plenary	<p>Which female scientist inspired you the most and why?</p> <p>Write answers onto a post-it notes to exit the lesson.</p>
Extended learning	<p>Why is it important to have an equal number of men and women in science? If you oversaw leading the campaign of getting more women into science, what would you do and who would you speak to?</p> <p>These questions could be on the board for those who finish quickly.</p>
Pageant on Paper Curriculum link up	<p>Humayra Abedin; Uta Frith; Florence Nightingale; Dr Elsie Inglis, Marie Curie</p> <p><b>Animals including humans</b></p> <p>Dorothea Bate</p> <p><b>Evolution and Inheritance</b></p> <p>Valentina Tereshkova</p>

	<p><b>Forces &amp; Earth and Space</b></p> <p>Williamina Fleming; Caroline Herschel; Hypatia; Maria Mitchell; Helen Sharman</p> <p><b>Earth and Space</b></p> <p>Marie Curie, Rosalind Franklin</p> <p><b>Properties and changes in materials</b></p> <p>Rosalind Franklin</p> <p><b>Evolution and inheritance, Animals including humans</b></p> <p>Beth Chatto</p> <p><b>Plant science</b></p> <p>Jill Boughton, Wangari Maathai</p> <p><b>Climate change science awareness</b></p> <p>Ada Lovelace</p> <p><b>Year 6 – algebra &amp; statistics</b></p> <p>* Algebra is used in computer programming to develop algorithms and software for working with math function.</p>
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Lesson Plan 4	
Teaching Objectives	We are learning about the great artistic women and designers in history and discuss our interpretation of its meaning.
Key Vocabulary: artist; history; paint; create; craft; musician; dancer or performer.	
Resources: <ul style="list-style-type: none"> <li>• Print out slide 9 and 10 - if no access to internet/iPads.</li> <li>• A3 paper</li> <li>• Crafty materials and old magazines</li> <li>• Glue sticks/PVA and safe scissors (ensure enough left and right-handed options)</li> <li>• Pencils</li> <li>• Colouring pencils</li> <li>• Sharpeners and rubbers</li> <li>• Class camera to take photographic evidence.</li> <li>• Post-it notes</li> </ul> *For optional after or before lesson activity- bring in a piece of art from home for show and tell*	
Activity	<ol style="list-style-type: none"> <li>1. Introduce how we are going to be learning about the women artists in history and go through what an artist is. Also, discuss why it is important to have women artists and acknowledge them in the history books (5mins)</li> <li>2. Main activity is for pupils to design a museum which houses all of the artists listed from the Pageant on Paper. To provide students with all of the above resources at this point plus print out slide 9 and 10 for each table if no access the internet/iPads. Things that students need to think about are: <ol style="list-style-type: none"> <li>a) What route do you want your visitors to take around the museum?</li> <li>b) How will you represent each of the artists in your museum? e.g., if they are a fashion designer then you could have a bodice with a dress on top.</li> <li>c) What will be your showstopper piece of work for the museum? i.e., the piece of work that you can use in marketing to sell your exhibition.</li> <li>d) Aesthetic qualities or what it will look like. Where will your museum be built? What will the size be? How much will it cost to enter your museum.</li> </ol> Think about how you will decorate it – you can use crafty materials to help bring it to life. (30-35mins)</li> <li>3. Let's discuss your museum plans and talk about what you are most proud about. Explain to students that they will be swapping their museum plan with a partner and writing a review about their work. Good idea to make sure students know what the word 'review' means. Give each student a post-it notes and get them to swap with partner (5 mins)</li> <li>4. Students to write their ideas next to the emojis: heart emoji (i.e., what they love), pencil emoji (i.e., what they learnt) and star emoji (i.e., what they could improve for next time). Show this on the board and guide students if unsure. (5-7mins)</li> </ol>

	<p>5. Teacher to read out great women in art descriptions from the Pageant on Paper and students have to guess the name. Answers for each provided for teachers in the notes section below each slide (3- 5 mins)</p> <p>6. Plenary. (2-5mins)</p>
Plenary	Which female artist inspired you the most and why? Feedback for this can be done verbally, on whiteboard or post – it notes.
Extended learning	<p>How can we make our museum layout better for people with disabilities? Remember disabilities are not just what we can see (e.g., those in wheelchairs) some disabilities are invisible (e.g., dyslexia). Think to yourself how you will make it accessible to all.</p> <p>Students could bring in a piece of art from home and explain how it made them feel.</p>
Pageant on Paper Curriculum link up (teacher can choose to focus on other women if they wish)	<p>Margaret Harris, Gillian Lynn, Bunny Christie, <b>Edith Craig</b> (theatre designer)</p> <p>Jenny Beavan, Elizabeth Montgomery Wilmot (costume designer)</p> <p>Mary Quant (fashion designer)</p> <p>Rosa Bonheur, Adrian Piper and Annette Messenger (art)</p> <p>Jo Brand (comedy)</p> <p>Christina Broom (photographer)</p> <p>Celin Dion (singer)</p> <p>Audrey Ardington (actor)</p> <p>Margot Fonteyn (dancer)</p> <p>Cathie Pilkington (sculptures)</p> <p><b>Art KS2 curriculum: Learn about great artists, architects and designers in history</b></p> <p><b>*The Pageant on Paper was inspired by Edith Craig*</b></p>



Lesson Plan 5	
Teaching Objectives	We are learning to compete against each other to produce a new drawing which may be submitted to the gallery page of the Pageant on Paper website.
Key Vocabulary: pageant on paper; website; scientist; mathematician; artist; literature; competition; drawing.	
Resources: <ul style="list-style-type: none"> <li>• A3 'what I know before' work from <b>Lesson 1</b> to be used for this lesson</li> <li>• iPads/laptops</li> <li>• Templates</li> <li>• Silhouettes</li> <li>• Sharp pencils, rubbers, chalks, A3 black sugar paper, white paper/card</li> <li>• Class camera to take photographic evidence</li> <li>• Mini whiteboards and dry wipe pens</li> </ul>	
Activity	<ol style="list-style-type: none"> <li>1. Introduce how today's lesson aims to bring together all of our learning on this topic (like making a dough analogy). Students to write down anything new they have learnt onto the A3 paper from Lesson 1. TA can go round taking photos. (5 mins)</li> <li>2. Introduce the main activity – today you will choose any of the women from the Pageant on Paper and you will draw them. (2 mins)</li> <li>3. Students to watch Eleanor's video on 'how to draw' which will give them some tips on how to do this. We will be making a display from this, and the best ones will be included on the Pageant on Paper website (10 mins)</li> <li>4. Students to have access to the Pageant on Paper website via iPads or laptops. Templates and Silhouettes at the front if they need it (this is provided by Pageant on Paper). If students finish early, they can take part in a writing exercise writing their answers to the following: <ul style="list-style-type: none"> <li>➔ Why is it important to learn about history?</li> <li>➔ What have you enjoyed when learning about the great women of history?</li> <li>➔ What would you say to someone if they believed that you shouldn't learn about women in history?</li> <li>➔ What would you change if you could deliver these lessons? (35-40mins)</li> </ul> </li> <li>5. Plenary – can use whiteboards for quick feedback. (5mins)</li> </ol>
Plenary	Which great woman of history inspired you the most and why? Can you think of a way for future generations to never forget these women of history? What would you say to a Year 2 student about what you have learnt over the past few weeks?
Extended learning	To look at the site and to keep this tab in their favourites at home and when they are researching anything to do with women in history. The challenge is to find out about new women which they may not have heard about before and to listen to the audio recordings, read the description and go on to do their own research in the library/internet.

	Separate challenge or follow up is to try and go to a library and find some books on women that inspired them and read it. Good idea for a summer reading challenge.
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### **Ways to consolidate and extend beyond the 5 lessons**

An assembly for Women of History could be organised around the dates suggested in the lesson overview and curriculum link document.

Get the students into groups and ask them to talk about one woman from that lesson. Present who they are, what inspired that woman of history to get into her field and one thing that inspired each of the pupils in that group about that woman.

If this assembly is done across the UK, video snippets of this could be shared to get the message out there to more people. Always ensure parental permission is granted before recording and uploading to social media.

\*Naturally 5 lessons plans are provided but if one lesson needs to be extended or shortened this can be adapted according to suit the students' needs and abilities. \*