

### **Curriculum Connections:**

*Amazing Women of the Middle East* by Wafa' Tarnowska fits into all classrooms seeking to diversify their book collections and represent as many students, from many different walks of life. While the book would be appropriate in KS1 and KS2 I will be suggesting concrete curriculum connections for LKS2 (Year 3, Year 4) and USK2 (Year 5, Year 6) as I believe there are more writing opportunities.

### **Key Stage 1 Connections:**

Use *Amazing Women of the Middle East* to stimulate conversation in circle time about powerful women, inventors who are women, people coming from different places and having different stories, and developing a sense of identity.

Use as a teaching resource to source diverse representations of women in English, Literature, Maths, Science, Design & Technology or as athletes.

### **Key Stage 2 Connections:**

Use *Amazing Women of the Middle East* as a classroom resource for children to engage with. It can stimulate conversations about powerful women, inventors who are women, people coming from different places and having different stories, and developing a sense of identity.

Use as a teaching resource to source diverse representations of women in English, Literature, Maths, Science, Design & Technology or as athletes.

For Year 3-6, students may write a biography of themselves and add an accompanying image in the style of *Amazing Women of the Middle East*, create a fact file about one of the women in this book or deliver a speech in character of one of the women from the book. Furthermore, the book provides opportunities for teachers to make connections to the Art and Design & Technology outcomes for KS2.

### **Curriculum Links - English**

	Spoken Language	Reading: Comprehension	Writing: Comprehension	Writing: Vocab, grammar and punctuation
Year 3/ 4	<p>- listen and respond appropriately to adults and their peers</p> <p>-articulate and justify answers, arguments and opinions</p>	<p>-develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> </ul> <p>-retrieve and record information from non-fiction</p>	<p>-plan their writing by:</p> <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>● discussing and recording ideas</li> </ul> <p>-draft and write by:</p> <ul style="list-style-type: none"> <li>● in non-narrative material, using simple organisational devices [for</li> </ul>	<p>-develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>● using conjunctions, adverbs and prepositions to express time and cause</li> </ul>

	<p>-give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>-participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>example, headings and subheadings]</p> <p>-evaluate and edit by:</p> <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>-proofread for spelling and punctuation errors</p> <p>-read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<ul style="list-style-type: none"> <li>● using fronted adverbials</li> </ul>
<p>Year 5/6</p>		<p>-maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>● continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> <li>● increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>● identifying and discussing themes and conventions in and across a wide range of writing</li> <li>● making comparisons within and across books</li> </ul> <p>-retrieve, record and present information from non-fiction</p> <p>-participate in discussions about books that are</p>	<p>-plan their writing by:</p> <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>● noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>-draft and write by:</p> <ul style="list-style-type: none"> <li>● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>-evaluate and edit by:</p> <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p>-indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>● using commas to clarify meaning or avoid ambiguity in writing</li> <li>● using hyphens to avoid ambiguity</li> <li>● using brackets, dashes or commas to indicate parenthesis</li> <li>● using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>● using a colon to introduce a list</li> <li>● punctuating bullet points consistently</li> </ul>

		read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously -provide reasoned justifications for their views		
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### ***Curriculum Links - Art and Design***

Key Stage 2:

- Pupils should be taught:
  - About great artists, architects and designers in history
    - Saloua Raouda Choucair (pg. 62-65)
    - Azza Fahmy (pg. 70-73)
    - Dame Zaha Hadid (pg. 74-77)

### ***Curriculum Links - Design and Technology***

Key Stage 2:

- Evaluate:
  - Investigate and analyse a range of existing projects
  - Understand how key events and individuals in design and technology have helped shape the world
    - Dame Zaha Hadid (pg. 74-77)
    - Anousheh Ansari (pg. 78-81)
    - Manahel Thabet (pg. 94-97)

### **Lesson Sequence & Resources - English**

**LO:** To compose a *speech* or *fact file* about a famous women from the Middle East.

<b><u>Lesson Ideas &amp; Sequence</u></b>	<b><u>Resources to Support</u></b>
Pupils to explore the books and the key women they will be studying	Matching cards of the women, their main accomplishment, their locations, alternatively a tops trump style card for each of the women in the book?
Looking at non-fiction features	Non-fiction scavenger hunt for pupils to find the features and have a go at writing their own - could be a template fill in card for pupils to record relevant information
Gathering data and research	Research sheet template for pupils to fill in - like a mock fact file template where they can record all of their research that they may want to use to create their fact file or speech

Drafting their piece of writing ( speech / fact file)	Drafting sheet (name, age, place of birth, major accomplishments, paragraph 1-4, interesting facts, impact on world)
Editing their piece of writing	
Publishing their piece of writing / performing their piece of writing	Digital template for a fact file if pupils chose to fill in a digital one (could use artist style similar to book etc.)

**Additional Resources**

- Word cards of terms from glossary
- Word cards of women's names
- Word cards of locations women are from