

**Scheme of Work: History**

**Key Stage 3**

**Year 9: Unit 1 Period Study Understanding the Modern World, 1900 to present Power and People**

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| **About the unit:**  In their first enquiry of Year 9 students continue their study of Britain’s journey toward democracy through an investigation into the campaign for women’s suffrage and the changing role and status of women in the 20th and 21st Centuries. Most students will be aware of the ‘suffragettes’ in the form of the Women’s Social and Political Union but this investigation will look at the ‘bigger picture’ of women’s suffrage in terms of the different organisations, the locations, the tactics and the class of those involved. Students will complete their investigation by assessing the accuracy of the BBC account of the journey towards women’s suffrage and a reflection on how far women have come in the movement toward equality in the 20th and 21st Centuries. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding of key moments, events and people. * Their understanding of the road to democracy. * An awareness of the bigger picture relating to women’s suffrage and the movement toward equality.   At the end students will know about:   * The suffragist and suffragette movements. * The changing nature and tactics of the women’s campaign for female suffrage. * The complex nature of the women’s suffrage movement in terms of class, tactics, organisation and location. * The factors that have helped and hindered women’s progress toward equality in the 20th and 21st Centuries.   Students will be able to:   * Explain that the campaign for women’s suffrage goes beyond the story of the militant suffragettes. * Explain the journey towards the Representation of the People Acts, 1918 and 1928. * Explain how the journey towards female equality has not been straightforward. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:  **Key terms:** Democracy, vote, franchise, polling station, occupation, campaign, suffragette, suffragist, elections, dignity, hope, purity, centenary, Representation of the People Act, militancy, militants, intolerable, lunatics, mocked, new generation, second wave feminists, childcare, contraception, abortion.    **Assessment Opportunities**  Students will complete an assessment covering their understanding of the campaign for women’s suffrage:   * Students recall of knowledge. * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of the campaign for suffrage and equality. * Reveal their understanding of change over time. * Reveal their understanding of causation, change and continuity. * Empathy.   Every lesson offers oppprtunity for formative assessment, for example, spelling checks, quick quizzes, source analysis. |
| **Links to 2014 National Curriculum**  Content knowledge:   * The campaign for women’s suffrage and the journey toward democracy.   Disciplinary knowledge:   * Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. * Pursue historically valid enquiries. * Combine overview and depth studies to help understand both the long arc of development and the complexity of specific aspects of the content.   **Links to future learning at KS3:**   * Building a picture of the key features of the industrial and modern period. * Broaden students’ understanding of the journey toward democracy, linking back to their studies in Years 7 and 8. * Builds on the exploration of political and social aspects of early periodstudies and provides background for later studies in Year 9. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Power and the People, c1170 to the present day. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Empathy, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT:** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  Identify attitudes to women in the 19th Century.  Describe why women wanted the vote.  Predict which group would have had most success.  **Key Terms:**  Democracy, vote, franchise, polling station, occupation, campaign, suffragette, suffragist, elections, dignity, hope, purity. | Students are introduced to a road map of the period they will be studying in Year 9. Questions encourage enquiry and discussion. | Students are encouraged to think back to their studies at the end of Year 8. They should consider who had the vote and how far democracy had been achieved.  Students analyse a source by attempting to answer a series of questions-slide 4. This will set the tone for a class discussion- slides 5 and 6.  Students analyse two further sources via class discussion. There are teacher notes attached to each slide with useful prompts.  Students annotate an image of women in the 19th Century.  Students complete a brief investigation into the NUWSS and the WSPU- they should attempt to identify similarities and differences. | Students are introduced to the WSPU rosette and the meaning behind the choice of colours is explained. | Power-point print out of sources and questions-slide 4, possible print outs of other sources for annotation, images of 19th Century women for annotation, information slide on NUWSS and WSPU. | Teacher questioning, class discussion, completed source analysis, annotated images, analysis of differences between NUWSS and WSPU. | Analysis and interpretation; change and continuity; empathy.  Government and Politics.  A Level Challenge & Transformation. | Road to democracy. Protest. Government and Politics. |
| **Lesson 2 WALT:**  Be able to explain the story of the women’s suffrage campaign.  **Key Terms:**  Centenary; Representation of the People Act. | Students are shown a copy of the coin minted to recognise the centenary of women gaining the vote. They should consider why this was the case. Teacher explains that the centenary was marked by various events- clearly the Representation of the People Act is regarded as significant. | Students are asked to analyse a timeline of the women’s suffrage campaign. Instructions on slide 5.  Using their completed timeline students should complete the story outline using the guidance on the worksheet. | Students think of 3 quiz questions based on today’s learning and challenge their neighbour to answer. | Power-point, timeline, story outline guidance, highlighters/ colours. | Teacher questioning/ class discussion. Completed timeline and story outline. Quiz questions and answers. | Analysis and interpretation; change and continuity; empathy.  Government and Politics.  A Level Challenge & Transformation. | Road to democracy. Protest. Government and Politics. |
| **Lesson 3 WALT:**  be able to explain how far the ‘suffragettes’ made themselves the centre of the story in the campaign for women’s suffrage.  **Key Terms:**  Suffragette, suffragist, campaign, Representation of the People Act, unveiling. | Students are shown a series of answers- they must think of the question. | Students watch the BBC clip detailing the events surrounding the Representation of the People Act. Is there anything in the story that surprises students given their knowledge so far?  Given students’ knowledge why might it be surprising to see Stanley Baldwin (PM) unveiling a statue of Emmeline Pankhurst in 1930?  Students are shown a quote by Emmeline Pankhurst- teacher should use the questions in the slide to help them analyse this.  Students are reminded of the meaning behind the suffragette colours. They are also made aware that the suffragettes also produced a range of other memorabilia for sale.  Students complete a card sort to help explain how the suffragettes made themselves the centre of the story. They should write up their explanation. Students may then complete an extension task drawing links between the cards. | Class discussion of findings. | Power-point, card sort. | Teacher questioning/ class discussion. Completed card sort and written paragraphs. | Analysis and interpretation of historical evidence. Analysis and linking of factors. Understanding of significance.  Literacy- extended writing.  Government and Politics.  A Level Challenge & Transformation. | Road to democracy. Protest. Government and Politics. |
| **Lesson 4 WALT:**  Be able to explain why George Dangerfield gave his interpretation of the suffragettes.  **Key Terms:**  Militancy, militants, intolerable, lunatics, mocked. | Students watch the trailer for the film, ‘Suffragette’. Students complete a sentence about how women won the vote. They then consider why they think the story of women’s franchise was dominated by the suffragettes. | Students are introduced to George Dangerfield’s account of the suffragette movement. They analyse their own copy of an extract from Dangerfield’s book. Students draw conclusions about Dangerfield’s opinion of the suffragettes.  Students begin to investigate the reasons why Dangerfield offered such a negative interpretation. They analyse accounts given by Sylvia Pankhurst- students colour code extracts to find evidence of Dangerfield’s conclusions. | Class discussion. | Power-point, copies of extracts from Dangerfield, Sylvia Pankhurst’s accounts, highlighters/ colours. | Teacher questioning/ class discussion. Completed extract analysis. | Metacognition- deeper thinking based on earlier learning. Analysis and interpretation of historical evidence. Understanding significance.  Government and Politics.  A Level Challenge & Transformation. | Understanding of differing interpretations. Questioning and understanding differing accounts. |
| **Lesson 5 WALT:**  Be able to explain how the story of the movement for women’s suffrage was revised.  **Key Terms:**  New generation, second wave feminists, childcare, contraception, abortion. | Students are introduced to a series of statements. Students should consider each statement and decide whether Dangerfield and the suffragettes would agree or disagree. | Teacher introduces students to ‘second wave feminism’ in the 1960s and 1970s and their cause. Students are asked to consider why this movement might lead to a renewed interest in the story of the women’s suffrage movement.  Teacher introduces the work of Jill Liddington and Jill Norris- ‘One Hand Tied Behind Us’.  Students read an extract from the book and identify where three claims made by the historians come from.  Students start to research the background to Liddington and Norris’ work.  Students read the story of Selina Cooper and try to identify where Liddington and Norris drew their conclusions. | Using Slide 7 teacher promotes a discussion about how far the traditional story of the suffrage movement is in sync with the revisionist history. Does the revisionist history show that the story is more complex? | Power-point, Selina Cooper story, highlighters/ colours. | Teacher questioning/ class discussion. Assessment of Selina Cooper story. | Metacognition- deeper thinking based on earlier learning. Analysis and interpretation of historical evidence. Understanding significance.  Government and Politics.  A Level Challenge & Transformation. | Understanding of differing interpretations. Questioning and understanding differing accounts. |
| **Lesson 6 WALT:**  Complete an enquiry into the women’s suffrage movement.  **Key Terms:**  Suffragists, suffragettes, evidence, campaigning, peaceful, violent, procession, pilgrimage. | Students are encouraged to recap their understanding of the movement for women’s suffrage. | Teacher explains that the story of the women’s suffrage movement is still undergoing revision as new evidence appears. Much of the research being completed today centres around the work of the historians Sarah Richardson and Tara Morton at the University of Warwick.  Students will complete their own investigation by analysing a series of sources. They will complete a table where they will find evidence to support and or challenge a number of claims. | Students are reminded of the BBC clip they watched in Lesson 3 of this unit. Students are also given a copy of the script of the clip. Based on their deeper knowledge of the movement, students should annotate the script with knowledge to support and challenge the BBC’s interpretation. | Power-point, sources, script from BBC clip. | Teacher questioning/ class discussion. Completed tables. Annotated BBC script.  **BIG WRITE** | Metacognition- deeper thinking based on earlier learning. Analysis and interpretation of historical evidence. Understanding significance.  Government and Politics.  A Level Challenge & Transformation. | Historian- challenging interpretations based on research. |
| **Lesson 7 WALT:** | Lucy Worsley Suffragettes. Students will require question sheet. An excellent documentary on the changing tactics of the suffragette movement, the reasons for this and the impact. | | | | | | |
| **Lesson 8 WALT:**  Gain an overview of the changing role and status of women since 1900.  **Key Terms:**  Separate spheres, contraceptives, conveniences, reproductive, hysterical, lobbying, elections, suffragettes, suffragists, parliamentary, conciliation, munitions, engineering, discrimination, liberated, empowered, | As a class, students read the notes on the changing role and status of women since 1900. Reading could be wound around the classroom as students read a sentence each. They should underline any words where they are unsure of their meaning and should identify areas where women made progress and areas where this might not have been the case. Students use dictionaries to find definitions for any words they do not understand. | Students create their own road map for display- this may be an IT lesson or in class on A3 sheets. In their illustrations they should try to give a sense of the challenges women have faced and the fact that the road to equality has not always been straightforward. The best may be used for display. | Class discussion- students share their opinions. Do women have equality today? | Power-point, Notes-changing role and status of women since 1900. Dictionaries, A3 sheets/ IT, images for illustrations, colours etc. | Completed definitions, completed timelines. | Art/ IT. Metacognition- deeper thinking based on earlier learning. Analysis and interpretation of historical evidence. Understanding significance.  Government and Politics.  A Level Challenge & Transformation. | Historian- change and continuity. Government and Politics. Citizenship- women and equality. |