



YEAR 9, 2023-2024 Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

Women's Suffrage World War One



Curriculum Intent	<p>Pupils will be taught, following National Curriculum guidelines, the following this term:</p> <p><u>Did the Suffragettes help or hinder the fight for women's suffrage? B. How have historians revised the story of the women's suffrage?</u></p> <p>In this topic students will consider women in the early 20th century and the fight for the vote. They will encounter the traditional story first, with a focus on the work of WSPU and NUWSS. They will then consider how historians have revised this story by looking at the working-class movement and the unclear distinction between Suffragette and Suffragist.</p> <p><u>Was the assassination really the cause of WWI?</u></p> <p>Students will be asked to consider the complex reasons for the outbreak of WWI in 1914. They will consider the 'MAIN' causes and how some causes were short-term or long-term, and how they were linked.</p>
Skills/National Curriculum Links	
Spiritual, moral, social, and cultural development	<p>Pupils will develop an understanding of how women have been perceived in history as well as the importance of the British value of democracy. They will be encouraged to think about the power of the government and human rights when covering topics such as the hunger strikes and force feeding. Pupils will understand the importance of public protest.</p> <p>During the WW1 unit pupils will gain a wider world perspective and understand Britain's place in the world.</p>
Numeracy	<p>Chronological order of key events.</p> <p>Facts and figures surrounding WW1.</p>
Literacy	<p>Vocabulary Tier 2: suffrage, suffragette, suffragist, vote, democracy, protest, hunger strike, Cat and Mouse Act, alliance, artillery, Empire, colonies, nationalism, imperialism.</p> <p>Vocabulary Tier 3: Cause, consequence, interpretation, primary source, secondary source.</p> <p>Reading: Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p>Writing: Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources.</p> <p>Oracy: Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
Becoming future ready	<p>Careers/Employability: A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, Political analyst, Heritage manager, Business consultant, Historian or a career in law.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p>By product: Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>These link to PLC statements that pupils have in their books.</p> <p><u>Women's Suffrage</u> <u>Substantive knowledge:</u></p>

Learning Outcomes (Powerful Knowledge)

Students should learn the following:

Mini enquiry 1:

At the beginning of the 20th century, women faced significant gender inequalities. They were primarily expected to fulfil domestic roles as wives and mothers, with limited access to education, employment opportunities, and political rights. Women were often confined to the private sphere and had few legal rights.

Introduction to Suffragettes and Suffragists and What Interpretations There Are: The suffrage movement was divided into two main groups: suffragettes and suffragists. Suffragettes, led by organisations like the Women's Social and Political Union (WSPU), adopted more militant tactics to secure women's right to vote. Suffragists, such as the National Union of Women's Suffrage Societies (NUWSS), pursued a more peaceful and legalistic approach. Interpretations of the suffrage movement vary, with some viewing suffragettes as courageous activists and others criticising their radical methods.

Suffragettes' Actions - Hunger Strikes and Cat and Mouse Act: Suffragettes employed various forms of protest to draw attention to their cause. Hunger strikes were a common tactic used by suffragettes during their imprisonment. In response, the government implemented the Cat and Mouse Act, which allowed hunger-striking suffragettes to be temporarily released until they regained their strength, only to be re-arrested later.

Emily Davison: Emily Davison, a suffragette, is well-known for her activism and ultimate sacrifice. In 1913, she famously stepped in front of King George V's horse during the Epsom Derby, resulting in her tragic death. Davison's actions have been interpreted as a dramatic statement and a symbol of the suffragette movement's dedication.

Interpretations of the Suffragette Movement: Some view suffragettes as pioneering activists who fought tirelessly for women's rights and forced the issue of suffrage into the public consciousness. Others criticise their militant tactics as disruptive and damaging to the cause. It is important for students to analyse different perspectives and evaluate the suffragette movement within its historical context.

Mini Enquiry 2:

The traditional story of the UK women's suffrage movement typically focuses on the suffragette campaign led by middle-class women like Emmeline Pankhurst and the Women's Social and Political Union (WSPU). Students should understand that this version highlights the suffragettes' militant tactics, such as protests, hunger strikes, and acts of civil disobedience, to draw attention to their cause. It emphasises key events like the 1913 Epsom Derby incident and the suffragettes' involvement in World War I.

Revised Story - Focusing on Working-Class Women - Historians have revised the traditional narrative to include the significant contributions and struggles of working-class women within the suffrage movement. Students should learn about organisations like the Women's Social and Political Union (WSPU), which had working-class branches, and the Women's Freedom League (WFL), which included women from diverse socio-economic backgrounds. The revised story highlights the challenges faced by working-class suffragettes, such as economic inequality, the intersectionality of their experiences, and their efforts to balance activism with employment and family responsibilities.

Historians have also revised the story by exploring the experiences of women who did not neatly fit into the suffragette/suffragist distinction. Students should learn about women who took alternative paths to activism, such as nonviolent suffragists who focused on constitutional methods or women who engaged in more radical or unconventional approaches. For example, Selina Cooper who worked with local socialist movements.

Disciplinary knowledge:

Students should learn how to identify different perspectives and sources that contribute to historical interpretations. They should start to be able to explain the role of primary and secondary sources in constructing interpretations. They will consider how historical context has influenced interpretations and the idea of 'revisionist' history through the lens of feminist history.

WWI

Substantive knowledge:

Students should know

Assassination of Archduke Franz Ferdinand: The assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, on June 28, 1914, in Sarajevo, Bosnia, served as a trigger for the outbreak of World War I. The assassination was carried out by a Serbian nationalist named Gavrilo Princip, who belonged to a group called the Black Hand. Students will be asked to problematise using this as the sole cause of the outbreak of war and encouraged to see the 'underlying' tensions.

Background to Europe and the Features of the Main Powers:

Prior to World War I, Europe was characterized by a complex web of alliances, rivalries, and tensions. In Austria-Hungary, a multi-ethnic empire, nationalism played a significant role in the lead-up to World War I. The empire consisted of various ethnic groups, each with its own national aspirations. The empire's policy of maintaining control over these diverse groups created tensions and conflicts. Nationalist movements emerged among ethnic groups, such as the Serbs, who sought independence or unification with other

	<p>territories. The assassination of Archduke Franz Ferdinand by a Serbian nationalist intensified these nationalist sentiments and triggered a series of events that eventually led to war. The Triple Alliance and Triple Entente developed in the years before the outbreak of WWI which led to an escalation of tensions.</p> <p>Prior to World War I, European nations engaged in an arms race, striving to have the most powerful military forces, particularly Britain and Germany that engaged in a naval arms race. Countries invested heavily in expanding their armies, navies, and weapons technology. This militaristic mindset created a climate of tension and suspicion among nations. The arms race heightened the potential for conflict, as nations felt the need to protect their interests and maintain a balance of power.</p> <p>Imperialism - Focusing on Scramble for Africa: Imperialism, the domination and control of weaker nations by stronger ones, was a significant factor leading to World War I. The Scramble for Africa, which took place during the late 19th and early 20th centuries, intensified the competition among European powers for colonies and resources in Africa. Major European powers, including Britain, France, Germany, Belgium, and Italy, sought to expand their empires, leading to conflicts over territorial claims and trade routes.</p> <p><u>Disciplinary knowledge</u></p> <p>Students should understand that it is too simplistic to say that the assassination was the main cause of WWI. They should consider how this was simply the 'spark' or 'trigger' that lit off the 'underlying' tensions. They will use the analogy of Alphonse the Camel to help them to explain short-term and long-term causes and consider how they link together.</p>
<p>Current learning to be developed in the future within:</p>	<p>Pupils will develop important substantive concepts such as democracy, nationalism, alliances. Their understand of interpretations will be developed further into KS4 (Elizabeth and Germany topics) and KS5 (Paper 1). Causation will also be an important concept developed in KS4 and KS5.</p>
<p>Assessment</p>	<p>See feedback policy</p>
<p>Impact</p>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>