

## Implementation: Scheme of Learning

Subject: History

Year: 9

Unit Title: **Deeds Not Words**

**Summary of unit: Challenges for Britain, Europe & the Wider World (1901 – Present): *The fight for women’s suffrage***

This unit provides a chronological understanding of the fight for women’s suffrage. It also provides the context for women’s social and political position in the early 20<sup>th</sup> Century and explores how this movement shaped and changed over time. Pupils are encouraged to evaluate and interpret the movement’s impact and significance. This unit encourages historical enquiry and provides students with a good understanding of how to access, interpret and use primary sources. This will enable pupils to present and develop an historical account using the skills developed throughout this unit.

**Key Concepts: change and continuity; significance; chronological understanding; interpretations of history**

**Key Processes: historical enquiry; using evidence; communicating about the past.**

**Mid Unit assessment: Source assessment with mini essay (end of unit prep and development)**

**End of Unit assessment: Women won the right to vote because of their participation in and efforts with Words War 1. How far do you agree? (16 marks)**

**Links to future learning/key stage 4:**

**Role of women in the Great War (Yr 9)**

**Propaganda (WW1 & KS4)**

**Status and position of women in the 19<sup>th</sup> and 20<sup>th</sup> Centuries**

**Restrictions placed on people (Elizabethan England, America & Crime & Punishment - KS4)**

**Civil rights**

**Effectiveness of violent protest (America - KS4)**

**2011 protests in Egypt (Conflict in the Middle East)**

**Links to prior learning:**

**Status and position of women in the 19<sup>th</sup> and 20<sup>th</sup> Centuries**

**Civil rights**

**Use of propaganda (Yr 8 – Civil War)**

**PEEL technique (Yr 7 onwards)**

**Source utility**

**Key concepts**

**RWCM: Reading: activities focused on key words and subject terminology e.g. find the definition of civil rights and Pictionary; fill in the blanks; whole class reading; varied primary sources e.g. leaflets and songs; reading non-fiction**  
**Writing: discussion and modelling of writing strategies for significance and evaluation; self and peer-assessment to reflect on writing; provision of writing frames;**  
**Communication: communicating historical knowledge in essay writing (P.E.E.L paragraphs), drama sketches e.g. arrest of Mary Richardson and Emily Davison during Derby races, creating a protest song and writing a speech to counter argue women suffrage; SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks; **Mathematics: identification of primary and secondary data; data handling: concept of bias; arguments and reasoning based on****

Edexcel GCSE 16 mark questions (to what extent do you agree...)

Source utility and reliability

Key concepts

historical evidence; establish chronological order of events using photographs;

**Cross Curricular Links:** (see RWCM & Prior/Future Learning Links) Further: **Citizenship** e.g. why did some men and women have to struggle for the vote? Parallels with current protests; **English** e.g. non-fiction reading and writing (writing to argue); **Drama** e.g. re-enactment of Emily Davison's death and live news reporting; **Art** e.g. recreating photographs.

**Curriculum Opportunities:** explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.

**Strategies to Support & Stretch:** word bank; sentence starters; exemplar answers; teacher modelling class work; scaffolded questioning in class discussions and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; group work e.g. primary source task in L1 (4Ws); varied sources for study e.g. comedy sketches, song, short quotes and leaflets; Pupils as teachers; designated speaker e.g. in Pictionary; group tasks set according to ability with different activities for each group e.g. Lesson 2 – create a protest song/write a counter speech/drama re-enactment; pictures as prompts e.g. identifying famous female figures; teacher support; key questions and learning objectives for lessons displayed on board to provide a learning frame for pupils; active learning opportunities suitable for audio-visual learners too such as strongest link game and Jeremy Kyle show.

**SMSC & British Values**

**Social:** Pupils are expected to work together cooperatively to complete tasks and problem solve – every lesson will be group based with each group being given a different variety of sources and then a relevant task such as creating a protest song inspired by the Suffragette songs or re-enacting the arrest of Mary Richardson or preparing an argumentative speech.

**Cultural Capital**

**Voting today**

**Ideals of campaigning and protest - student protests at university fees**

**Moral:** Pupils consider the moral issues embedded within restrictions placed on minorities and women throughout time. They will also discuss and learn in detail the impact and morality of violent protest vs constitutional campaigns. Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability e.g. pupils will look at a number of sources to decide whether Emily Davison's death was deliberate or an accident

**Spiritual:** Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically. Lessons are interactive so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

**Cultural:** Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will be presented with and also be asked to communicate their opinions and knowledge in varied ways including artistic forms e.g. drama sketches, comedy show, older and current newspaper articles, songs etc.

**Developing skills of democratic participation**

**Use of propaganda today**

**Journalistic opportunities**

**Audio visual and active learning tasks e.g. Lesson 1: dividing class into two with first half being given an envelope with sweets and the second half, an empty envelope. Second half to write lines whilst first half dictate these proceedings and decide if they will share their sweets. Aim is to draw parallels with restrictions placed on women in C19 and C20.**

**Equal opportunities for women C21**

**Pupils teaching by carrying out research and independent learning and then describing and/or presenting findings**

**Variety of sources e.g. Suffragette song and comedy sketches**