

## HISTORY AUTUMN 1 - YEAR 9: 1) WOMEN'S SUFFRAGE

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• <i>Women's Suffrage – fight for equality and emancipation – perception and treatment of women in the 19<sup>th</sup> and 20<sup>th</sup> centuries – change and continuity</i></li> <li>• <i>Links to gender inequality of the 21<sup>st</sup> century – lack of equal pay etc.</i></li> <li>• <i>Significance of using the democratic vote and the injustice of not using it</i></li> <li>• <i>Links to the Y8 SOL focused on other protest movements during the Industrial period, e.g. Chartists- allows for comparisons and connections between the oppression and mistreatment of different social groups</i></li> <li>• <i>NC ref: 4</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>'Separate Spheres' – the role and social expectations of women in at the turn of the C20</i></li> <li>• <i>Suffragettes; who were they and why they were necessarily following on from the work of the Suffragists – the militant movement and the government's reaction to it.</i></li> <li>• <i>Case study: Emily Davison; women and WWI; women gain suffrage</i></li> <li>• <i>Source analysis/interpretations of the Suffragette movement</i></li> </ul>	<p><b><i>Emancipation Latin emancipates -free from a father'</i></b>; franchise; <b><i>suffrage</i></b>; Suffragists; Suffragettes; force-feeding; internment; militant; 'direct action'; 'separate spheres'; equality; equity; subservient; 'Angel in the House'; civil rights; opposition; martyr (revisiting, e.g., Becket, Thomas More); Women's Land Army; 'munitionettes'; Women's Auxiliary Army Corps; Voluntary Aid Detachment</p>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>• <i>Reach and justify judgements on which group had the biggest impact on the campaign for women's suffrage and why – Suffragists vs Suffragettes</i></li> <li>• <i>Use 'new' vocabulary both verbally and in written form in the correct historical context</i></li> <li>• <i>Source analysis and utility of sources</i></li> <li>• <i>VIP strategy for disadvantaged students</i></li> <li>• <i>Writing frames, sentence stems; Success criteria and mark schemes</i></li> <li>• <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEN</i></li> <li>• <i>Recommended reading: <b>Things a Bright Girl can do</b> by Sally Nichols, <b>Make More Noise!: New Stories in Honour of the 100th Anniversary of Women's Suffrage</b> by Emma Carroll and Kiran Hargrave</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Equality and emancipation – still being fought for around the world including in Britain – women still not equal in all aspects of life – consider if they ever will be, #metoo</i></li> <li>• <i>Political prisoners – internment</i></li> <li>• <i>Rising misogyny and feelings of disenfranchisement among certain groups; what lessons can we learn from past protest movements?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Greater understanding of how society works in all aspects including the areas of employment and the class structure</i></li> <li>• <i>Importance of standing up for what you believe in and the power of popular protest and of 'speaking' out against discrimination of all kinds</i></li> <li>• <i>Justification and supporting arguments – life skill</i></li> <li>• <i>Is it still a 'man's world' highlight the importance of this generation making the change</i></li> </ul>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>Social – class divisions and social hierarchy, expectations; treatment of women in society as ‘second class’ citizens</li> <li>Moral – moral issues surrounding those that have money and those that don’t and how society perceives and treats them accordingly – different experiences of women and when they got the vote</li> <li>Spiritual – the power of belief, either in oneself or in organisations – standing up for one’s convictions</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to develop numeracy – statistics regarding activities of the Suffragettes and the government action toward them</li> <li>Opportunities to promote reading aloud throughout unit and opportunities for extended writing – evaluative argument comparing the contributions of the Suffragists and Suffragettes</li> </ul>	<ul style="list-style-type: none"> <li>Underestimate the role of the Suffragists</li> <li>Lack of comprehension regarding the hardship many Suffragettes had to endure</li> <li>Men did support suffrage for women- allyship</li> </ul>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>Knowledge quizzes- starters</li> <li>Knowledge retrieval</li> <li>Extended writing – did Suffragettes or Suffragists do more to further the campaign for women’s suffrage?</li> </ul>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li>Research task – key figures of the Women’s Suffrage movement - beginning of SOL</li> <li>Create a revision resource using the knowledge organiser to prepare for the assessment on the Women’s Suffrage Movement – end of SOL</li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>Feedback 4 used for all formal assessment – all students will complete green pen improvement tasks as part of the assessment feedback process</li> <li>‘Live’ feedback using the iscan</li> </ul>		

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: 1																													