

## YEAR 8 SUMMER TERM 2; TITANIC & THE SUFFRAGETTES; HISTORY DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• Builds on understanding of the Industrial revolution and discrimination throughout society</li> <li>• Change and continuity – social hierarchy and the class system, social history – links to life in industrial Britain</li> <li>• Engaging event in world history; links to industrialisation – engineering</li> <li>• Similarities and differences between members of society</li> <li>• Suffragettes – 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</li> <li>• Links to gender inequality of the 21<sup>st</sup> century – lack of equal pay etc.</li> <li>• Significance of using the democratic vote and the injustice of not using it</li> <li>• NC ref: 4</li> </ul>	<ul style="list-style-type: none"> <li>• Titanic – evidence of the social structure of society, then and now? How representative the Titanic was of life in Britain regarding the class divide; investigation into who was ultimately to blame – hypothesise</li> <li>• Suffragettes; who were they and why they were necessary following on from the Suffragists – the militant movement and the government’s reaction to it.</li> <li>• Case study: Emily Davison; women and WWI; women gain suffrage</li> <li>• Reaching judgements about who was to blame for the disaster</li> <li>• Source analysis/interpretations of the Suffragette movement</li> </ul>	<ul style="list-style-type: none"> <li>• Class divide; upper, middle and lower class; social structure; starboard; hull; shipwreck; <b>emancipation</b> <b>Latin emancipates -free from a father</b>; franchise; <b>suffrage</b>; Suffragists; Suffragettes; force-feeding; internment</li> </ul>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>• Reach and Justify opinions on who was to blame</li> <li>• Use ‘new’ vocabulary both verbally and in written form in the correct historical context</li> <li>• Source analysis and utility of sources</li> <li>• VIP strategy for disadvantaged students</li> <li>• Writing frames, sentence stems; Success criteria and mark schemes</li> <li>• Use the SEND passports to ensure the correct strategies are used to support students who have SEN</li> <li>• Recommended reading: <b>‘Things a Bright Girl can</b></li> </ul>	<ul style="list-style-type: none"> <li>• Migration of people trying to build a better life links to Syria etc.</li> <li>• 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</li> <li>• Political prisoners – internment</li> </ul>	<ul style="list-style-type: none"> <li>• Greater understanding of how society works in all aspects including the areas of employment and the class structure</li> <li>• Importance of standing up for what you believe in and the power of popular protest and of ‘speaking’ out against discrimination of all kinds</li> <li>• Justification and supporting arguments – life skill</li> <li>• Is it still a ‘man’s world’ highlight the importance of this generation making the change</li> </ul>

<i>do' by Sally Nichols, 'Make More Noise!: New Stories in Honour of the 100th Anniversary of Women's Suffrage' by Emma Carroll and Kiran Hargrave</i>		
<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>
<ul style="list-style-type: none"> <li><i>Social – class divisions and social hierarchy, expectations; treatment of women in society as 'second class' citizens</i></li> <li><i>Moral – moral issues surrounding those that have money and those that don't and how society perceives and treats them accordingly</i></li> <li><i>Spiritual – the power of belief, either in oneself or in organisations – standing up for one's convictions</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Cross curricular with the Geography Department regarding icebergs – size etc.</i></li> <li><i>Opportunities to develop numeracy – statistics regarding activities of the Suffragettes; percentages of different classes aboard the Titanic</i></li> <li><i>Opportunities to promote reading aloud throughout unit and opportunities for extended writing – narrative account re the Titanic and analytical essay on Suffragettes</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Titanic sank in minutes; lack of realisation that most damage was done beneath sea level</i></li> <li><i>Underestimate the role of the Suffragists</i></li> <li><i>Lack of comprehension regarding the hardship many Suffragettes had to endure</i></li> <li><i>Men did support suffrage for women</i></li> </ul>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li><i>Cumulative quizzes</i></li> <li><i>Narrative account of the events of the Titanic; Explain who was responsible</i></li> <li><i>Suffragettes - Source analysis which includes a utility question</i></li> </ul>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li><i>Story, Source, Scholarship – Titanic – beginning of SOL</i></li> <li><i>Suffragettes research task – middle of SOL</i></li> <li><i>Create a revision resource to prepare for assessment on the Women's Suffrage Movement – end of SOL</i></li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li><i>All assessments will be feedback 4 and self-assessed</i></li> <li><i>'Live' feedback using the iscan</i></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

