

## Year 9 History Department Curriculum 2023 – 2024

<b>Half Term 1 Scheme of Learning</b> <b>Focus: Democracy in Britain in the 19<sup>th</sup> and early 20<sup>th</sup> centuries</b>	<b>Enquiry Question</b> <b>How democratic was Britain?</b>
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<b>Intent of this scheme of learning</b>	<b>Prior learning and links to future learning</b>
<p>The intent of this scheme of learning is for students to understand how the current system of democracy was different in the 19<sup>th</sup> century and the volume of change that has been achieved. Students will compare democracy since pre 1832 to the modern day and judge the decisions made and actions taken. The unit aims to provide a sense of purpose for students in their duty as citizens to continue to challenge governments and utilise their democratic rights.</p>	<p>Students have learnt about the challenges of governments and monarchy with the people in the American and French revolutions. Students will continue to review the rights of people in Britain and limitations of the law in HT6 with the post 1945 topic.</p>

<b>Disciplinary Knowledge</b>	<b>Substantive Knowledge</b>
<p>Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of change and continuity across the timescale.</p> <p>Interpreting the past          Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of: Diane Atkinson – Rise Up Women!: The Remarkable Lives of the Suffragettes</p>	<p>British Knowledge:</p> <ul style="list-style-type: none"> <li>• The electoral system before 1832</li> <li>• How democracy moved towards change</li> <li>• Democracy after 1932</li> <li>• Attitudes towards women in Victorian Britain</li> <li>• The Suffragettes and votes for women</li> </ul> <p>Meanwhile elsewhere in Europe and/or the Wider World:</p> <ul style="list-style-type: none"> <li>• Women’s suffrage in the Unites States</li> </ul>

<b>Assessment and Feedback</b>	<b>CEIAG links</b>	<b>Academy core values – Respect, Ambition, Resilience and Compassion</b>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 1 – How were early voting and working rights achieved?</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will discuss and debate the actions of individuals and clearly communicate their views based on evidence. Students will communicate through their written work too. Links to roles with local government, trade unions, campaigning.</p>	<p>Students will identify the resilience and ambition of individuals, women in particular, to campaign for change. Students will draw compassions to the resilience of modern-day campaigners and recognise their ambition in achieving their aims.</p>

<b>Tier 2 vocab</b>	Democracy	Reform	Act	Features	Achievement	Daring	Militant	Evidence	Equality	Society
<b>Tier 3 vocab</b>	Electoral	Franchise	Parliament	Chartist	Chartism	Revolution	Suffragette	Suffragist	Conservatism	Liberalism

<b>Lesson Sequencing</b>			
	<b>Learning Intention: TBAT</b>	<b>Knowledge</b>	<b>Skills</b>
<b>1</b>	Explain the electoral system before 1832	<ul style="list-style-type: none"> <li>• Constituencies and the franchise</li> <li>• Historian Sir Lewis Namier</li> <li>• Changing ideas about democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the organisation of politics before 1832.</li> <li>• Compare pre 1832 to the modern day</li> </ul>
<b>2</b>	Explain how there was a move towards democracy by 1832	<ul style="list-style-type: none"> <li>• 1832 Reform Act</li> <li>• Boroughs, constituencies and MPs</li> <li>• Limitations of the Reform Act</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the changing ideas</li> <li>• Explain how democratic Britain was after 1832.</li> <li>• Compare pre and post 1832 and reach a judgement on the level of change.</li> </ul>
<b>3</b>	Assess democracy after 1832 and the Chartists	<ul style="list-style-type: none"> <li>• Features of Chartism</li> <li>• The People's Charter</li> <li>• Were the Chartists doomed to fail?</li> <li>• Achievements of the Chartists</li> <li>• Parliament: making Britain more democratic</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the features of the People's Charter.</li> <li>• Explain the actions and reactions to the Chartists.</li> <li>• Assess the achievements of Chartism.</li> </ul>
<b>4</b>	Explain how daring Victorian women were	<ul style="list-style-type: none"> <li>• Key individuals – Elizabeth Garrett Anderson, Gertrude Bell</li> <li>• Working women</li> <li>• Having fun – cycling, mountaineering</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the roles of individuals</li> <li>• Explain how Victorian women challenged society.</li> <li>• Assess how changes in society and advances in technology affected women.</li> </ul>
<b>5</b>	Explain how women gained the right to vote	<ul style="list-style-type: none"> <li>• Suffragists: using the legal means to get the vote</li> <li>• Suffragettes: adding militancy to the campaign</li> <li>• From militancy to violence</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the campaign for women in trying to gain the right to vote.</li> <li>• Explain the reactions of the public and parliament</li> <li>• Assess the impact of the campaign for women.</li> </ul>
<b>6</b>	Compare the British suffrage movement to the American	<ul style="list-style-type: none"> <li>• Women's rights in America pre 1900</li> <li>• Work of the NAWSA/NWP</li> <li>• Carrie Catt and individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the campaign for women in trying to gain the right to vote.</li> <li>• Compare the British and America methods and support.</li> <li>• Judge the impact of the campaign</li> </ul>
<b>7</b>	Assess the significance of the Emily Davison incident in gaining rights for women	<ul style="list-style-type: none"> <li>• Profile of Emily Davison and her background/views</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the role of Emily Davison in the suffragette movement.</li> </ul>

		<ul style="list-style-type: none"> <li>• The Epsom Derby</li> <li>• Evidence to support and reject that the incident was an accident</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why there is a debate around the incident.</li> <li>• Reach a judgement on the incident using evidence and interpretations.</li> </ul>
8	Analyse sources on the success of the early voting and the suffragette movement	<ul style="list-style-type: none"> <li>• The anti-suffrage societies</li> <li>• Conservatism versus liberalism</li> <li>• The Representation of the People Act</li> <li>• The 'flapper' vote</li> <li>• The Equal Franchise Act</li> </ul>	<ul style="list-style-type: none"> <li>• Source analysis on differing success and limitations.</li> <li>• Explain the role of the suffragettes in bringing about change.</li> <li>• Assess the success and limitations of the women's movement.</li> </ul>