



Subject: HISTORY	Year Group: 9	Unit: Why was the Edwardian Era such a transformative time for Britain?
Unit objectives: Students will gain a knowledge and understanding of the changes, transformations and evolution of the period 1901 - 1914.		

Context for study: A period of great social change, this was a transformative time for the country, both from a political and social perspective. Edwardian England arguably led to the revolution of voting rights for women and men. This concept of change is followed on from the Year 8 and Year 9 Industrial Revolution. The concept of rights is previously seen in the Year 8 study of the Magna Carta. We will be looking at the influence of key figures in the women's suffrage movement and their impact on the expansion of the franchise, as well as how social reforms laid the foundations for future changes. The experience of women will be related to the GCSE program of study with the impact of Nazi Germany on the lives of women. When learning about different historical interpretations of the Suffragettes, students will be building on their knowledge and understanding of historical interpretations, their uses and reasons why they developed. (This History skill features in each year of KS3 in preparation for KS4 AQA 8145 BA and KS5 OCR H505 Y113 + Y306 interpretation assessment objectives.) We will see the development of social and political history between the end of the Industrial Revolution and the eve of the Great War.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- Know that King **Edward V** was the son of Queen Victoria, and why the **Edwardian era** is named after him
- Know the differences between technological developments in medicine when comparing the **Industrial Revolution** and the **Edwardian era**.
- Know the impact of **antiseptics, antibiotics, Joseph Bazalgette, Edward Jenner and factory reform** on transforming the lives of ordinary people.
- Know the different **social, political and legal** position women had to men and the **inequality**.
- Know the difference between **working, middle and upper class**.
- Know the key arguments both in favour of and against women receiving the vote.
- Know the different types of propaganda used to argue for and against votes for women.
- Know the meaning of **suffrage and franchise**.
- Know that both **suffrage** groups **Suffragettes (WSPU)** and **Suffragists (NUWSS)** had different leaders, aims and methods of campaigning.
- Know the role of **Emmeline Pankhurst and Millicent Fawcett**.
- Know that the use of **violence** escalated and be able to link that to **government** action.
- Know the importance of the **Cat and Mouse Act**, why it was introduced and how it was used.
- Know that women were **force fed**.
- Know the different arguments for and against **force feeding**.
- Know that there are sources from the time that provide recollections of women's experiences.
- Know and be able to explain the different interpretations of **Emily Davison's** actions at the 1913 Derby.
- Know what the word **martyr** means and how to apply it.
- Know what the philosophy **Deeds Not Words** means.
- Know how the **Great War** changed attitudes to women, know the contribution women made to the war effort, for example working in **munitions** factories
- Know that with the passing of The Representation of the People's Act that some women and most men now had the vote. Women over 30 who were homeowners.
- Know the process of **PACC** a source. **Provenance, Audience, Content, and Context**.
- Know that all sources of evidence have a use and are useful to a historian for explaining how people thought at the time.

Tier 2- equality, class system, prejudice, upper class, middle class, working class, mass produced, assembly line, poverty, protest

Tier3- suffragette, suffragist, legislation, munitions factory, liberal government, social reformers, NUWSS, WSPU.

The Warriner School Subject Curriculum Map

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Inaccurate prior knowledge of attitudes to women and rights held, how to distinguish between suffragettes and suffragists.</p> <p>Vocabulary to describe different methods of campaigning and the two different political unions.</p> <p>Regular formative assessment through low-stakes questioning, inclusive sharing of responses.</p> <p>Do not rush through a lesson or move on to the next lesson if knowledge is not secure. <i>Plenaries and starters to assess learning, and need to remain / revisit lesson</i></p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary</p> <p>Match the definition, frequent key word recall to gauge and secure knowledge</p> <p>Sentence starters for correct PEEL paragraphing/ modelling WAGOLL. Focus on answering questions in full sentences.</p> <p>Analysis of WAGOLL through colour coding to identify and discussion of the skills required to write a good quality response</p> <p>PACC for source analysis- Provenance, Audience, Content, Context.</p> <p>Use of historical articles to stretch and challenge students. Teachers reading aloud text, focus on details of text as well as uses for purpose of the study.</p> <p>Regular knowledge and metacognitive checks through students reading out responses.</p> <p>Expanded success criteria used to support written responses.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>No formal assessment on this unit.</p> <p>Focus on source material- The usefulness of sources and the ability to explain the differing propaganda and reports of female suffrage.</p> <p>An informed written response on Emily Davison</p> <p>Students will demonstrate knowledge, analysis and understanding of the origins of different sources from the past.</p>	