



Year 8 History: Summer Term

Big Question: How was people power achieved?

Ad Astra

How does this unit link to prior learning?

Year 7

Medieval and Tudor class divisions in society – feudal system, idea of Gentry, Citizens, Labourers

Year 8

Industrial Revolution – differences between the urban and rural sectors through time

What will you be learning about?

During this topic we will be examining how voting rights changed in the 19th and early 20th century. Our initial focus will be on the problems that existed in the voting system. We will then turn to look at why these problems were finally rebelled against, how this happened and what impact the fights for fair suffrage had on Britain's voting system – chiefly focussing on the fight for women's enfranchisement.

Key Focus

The key skill focus for this unit will be **judgment**. You will be asked to make a judgment based on a statement about the actions and work of women, in relation to them gaining the right to vote. You will present an argument that considers why someone may both agree and disagree with the provided statement, and you will use own knowledge of the topic to support your point of view.

We will develop our learning by studying the following each week:

Lesson 1 - EQ: How divided was society in the 18th century?

Lesson 2 – EQ: What was voting like before the 19th century?

Lesson 3 – EQ: Was the Great Reform Act really that great?

Lesson 4 – EQ: Who were the Chartists

Lesson 5 – EQ: What was the difference between Suffragists and Suffragettes?

Skills assessment

RAG

Lesson 6 – EQ: Did Suffragette violence help or hinder the cause? Awe and wonder

Lesson 7 – EQ: Did Emily Davison mean to kill herself?

Lesson 8 – EQ: How did the government respond to Suffragette actions?

Lesson 9- EQ: What was the impact of WW1 on women's voting rights?

Lesson 10 – EQ: How did women get the vote?

RAG

Key Vocabulary

Pocket borough

Rotten borough

Suffragette

Suffragist

Chartist

Suffrage

Enfranchisement

militancy

government

Secret ballot

How will this unit help you in the future?

Year 9

Your **knowledge** from yr8 will help you better understand the impact of war, and also help compare the role of women elsewhere

GCSE

During GCSE history, the **skill** of judgement is seen in 16mark exam questions in all three papers.

<p>EQ: How divided was society in the 18th century? Suburbs: An area on the edge of a large town or city where the wealthy people lived. Upper Classes: Group of wealthy individuals who occupy the highest level of society e.g., landowners, bankers Middle Classes: Group of well-educated people who occupy the middle level of society e.g., doctors, lawyers, businessowners Working Class: Group of less wealthy individuals who occupy the lowest level of society e.g., teachers. These usually come under three groups: skilled, semiskilled and unskilled.</p>	<p>EQ: Did Suffragette violence help or hinder the cause? Hinder –To slow down or stop progress Deeds not words – the belief you are more likely to make changes with action rather than protests.</p>
<p>EQ: What was voting like before the 19th century? Pocket borough - a borough in which the election of political representatives was controlled by one person or family Rotten borough - a borough that was able to elect an MP despite having very few (if any) voters. Secret ballot - a ballot in which votes are cast in secret Suffrage - the right to vote in political elections</p>	<p>EQ: Did Emily Davison mean to kill herself? Martyr – a person who dies due to their beliefs 'Derby' - type of horse race</p>
<p>EQ: Was the Great Reform Act really that great? Great Reform Act – law passed in 1832 aimed at making major changes to the electoral system</p>	<p>EQ: How did the government respond to Suffragette actions? Cat and Mouse Act – introduced by Liberal government to tackle the issue of hunger striking Suffragettes Hunger Strike- refusing food or water to make a point Force feeding – method used to make people. Usually forceful and painful at this time</p>
<p>EQ: Were the Chartists a success story? Chartism - a reform movement the principles of which were set out in a manifesto called The People's Charter – a document which called for universal suffrage for men, voting by secret ballot, abolition of property qualifications for MPs etc Constituencies – voting districts</p>	<p>EQ: What impact did WW1 have on the suffrage movement? Munitions – military weapons, ammunition, equipment and stores WAAC - Women's Army Auxiliary Corps</p>
<p>EQ: What was the difference between Suffragists and Suffragettes? Suffragette – a woman seeking the right to vote through organised, often militant, protest Suffragist - a person advocating that the right to vote be extended to more people, especially to women. Militancy - the use of confrontational or violent methods in support of a political or social cause:</p>	<p>EQ: How did women get the vote? Representation of the People Act - gave all men over the age of 21 and some women the vote</p>