

Year 9 – Term 2

In this term, students will develop their knowledge of the events of the First World War, examining different representations of the past and comparing these to the knowledge that they gained in Term1. Students will begin to explore the female suffrage movement – looking at how women’s role in the war helped to encourage the government to extend the franchise, as well as the debate between peaceful and violent protest as a vehicle for change.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary</u> – <u>Daily Retrieval/T</u> <u>each for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>KG/s Justify the use of comedy as an interpretation</u></p> <p>Lesson 1</p>	<p>This lesson demonstrates that different interpretations come from different purposes, and explores ideas of accuracy – testing student knowledge retention.</p> <p>Feeds on from ‘Trench Conditions’.</p> <p>Feeds on from ‘Causes of WW1’.</p> <p>Feeds on from ‘WW1 Centenary’ commemoration lessons.</p> <p>Feeds forward to GCSE ‘WW1’ unit and the situation in Europe before the war, and ‘Germany’ Unit ‘Creation’ section.</p> <p>Feeds forward to – GCSE ‘Medicine’ unit and the impact of War as a factor.</p> <p>Feeds forward to ‘Ending the War and ‘Treaty of Versailles’.</p>	<p>Irony</p> <p>Satire</p> <p>Comedic licence</p> <p>Representation</p> <p>Accuracy</p>	<p>How fair a representation is Black Adder?</p> <p>ISMS – identify what they show and what questions they are left with.</p> <p>Create an analysis table– whilst watching episode note points of accuracy, and points added for comedic effect.</p> <p>NEEDS EPISODE 6 ‘GOODBYEE’ from Series 4 ‘Black Adder Goes Fourth’.</p> <p>Discussion: How accurate over all the representation was? The reasons for making the comedy and the impact this would have had.</p>	<p>Literacy HW – representation</p> <p>Give 1 week</p>
<p><u>KG/s Evaluate the fairness of the Versailles Treaty</u></p> <p>Lesson 2</p>	<p>This is the first of two lessons exploring the peace treaty that ended WW1, and stood to be one of the main causes of WW2</p> <p>Feeds on from ‘Turning Points in History’ and significance in Term 1 Lesson 11 - benefits of war.</p>	<p>Peace</p> <p>Treaty</p> <p>Armistice</p> <p>Cease fire</p> <p>Negotiations</p> <p>Diktat</p>	<p>How did Europe change 1914-1919?</p> <p>There were 440 points to the treaty of Versailles.</p> <p>Pupils get into groups of 3 and take a character card (Lloyd George, Wilson and Clemenceu) – discuss some of the key terms and how each would react/argue in character.</p>	<p>Create your own cartoon to show reactions to the treaty of Versailles</p> <p>Add a source analysis paragraph</p>

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<p>Literacy hw due</p>	<p>Feeds on from 'WW1 Centenary' commemoration lessons. Feed forward – GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section. Feeds forward to the 'Rise of Hitler' - Term 3. Feeds forward to next lesson – 'Justify the study of WW1'.</p>		<p>Students could write a diary entry for each country and how they feel about the results of the treaty – compare their reactions to the others in their groups. Students could break into three groups and debate each term of the treaty. Extension -Cartoon Discuss - How much choice did Germany have when it came to accepting the peace treaty? What would Germany hate most about the treaty? Pupils discuss how fair they think the treat was.</p>	<p>to explain the meaning of your motifs Give 2 weeks</p>
<p><u>KG/s Justify the significance of WW1 as a topic of study</u> Lesson 3</p>	<p>This looks at bringing all aspects together and showing the significance of the war and the importance of remembrance both for WW1 and other major conflicts Feeds on from 'Turning Points in History' and significance in Term 1 - Lesson 11 'Benefits of War', and Term 2 Lesson 2. Feeds on from 'WW1 Centenary' commemoration lessons. Feeds forward to GCSE 'WW1' unit and the situation in Europe before the war, and 'Germany' Unit 'Creation' section. Feeds forward to the 'Rise of Hitler' - Term 3. Feeds forward to next lesson – 'Justify the Study of WW1'.</p>	<p>Significance Impact Casualties Devastation Remarkable Remembered Resonant Revealing</p>	<p>Starter images (answers) . Claude Choules- last living British soldier from WWI (aged 110 march 2011). Czechoslovakia- new country that developed out of WWI. War memorial- lists of dead. Jelly babies- known as peace babies, invented in 1918 by bassets to celebrate the end of the war. Card sort activity to decide importance of different remembrance activities. Plenary – Prove me wrong - WWI wasn't significant – argue against the statement MARKED WORK</p>	
<p><u>KG/s Identify key aspects of the Separate lives of Women in 1900</u></p>	<p>The course now moves to focus on the Inter-war period, and the events at home, most notably the campaigns for equality and the suffrage, as well as the relative prosperity leading to economic depression and WW2. This lesson focuses on the position of women in the early 20th century.</p>	<p>Separate Spheres Patriarchy Suffrage Legally enshrined sexism</p>	<p>ISM source – a woman's brain source annotate and discuss the message and how it would have been viewed then and now. Brainstorm ideas for the separate spheres. Harry Enfield clip – women know your limits – https://www.youtube.com/watch?v=LS37SNYjg8w</p>	

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Lesson 4	<p>Feeds on from the lives of women in the past – such as Tudors and Victorians in yr8, As well as ‘HERstory’ homework research tasks. Feeds on from Lesson 1 Term 1 overview of 1900s.</p> <p>Feeds forward to GCSE ‘WW1’ unit and the situation in Europe before the war, and ‘Germany’ Unit ‘Control’ section.</p> <p>Feeds forward to next lessons – suffragette/suffragists as well as the Anti-suffrage movement.</p>	Institutional sexism	<p>watch and ask is it okay to make comedy about the situation.</p> <p>Quiz – just for fun – which law was law.</p> <p>Discussion: Queen Victoria’s anti-suffragist view – and the irony of that.</p> <p>If you were a woman at the time – what would YOU do to try to change the situation? Why?</p> <p>Extension – write up the answer to the cartoon source – using knowledge to support your answer.</p>	
<p>KG/s <u>Summarise the arguments for Female suffrage</u></p> <p>Lesson 5</p> <p>TofV cartoon hw due</p>	<p>Here arguments for universal suffrage are identified and discussed, examining an overview of both violent and non-violent protest</p> <p>Feeds on from the lives of women in the past – such as Tudors and Victorians in yr8, as well as ‘HERstory’ homework research tasks. Feeds on from Lesson 1 Term 1 - Overview of 1900s.</p> <p>Feeds on from Lesson 4 – Britain in 1900.</p> <p>Feeds forward to – GCSE ‘WW1’ unit and the situation in Europe before the war, and ‘Germany’ Unit ‘Control’ section.</p> <p>Feeds forward to next lessons – suffragette/suffragists as well as the Anti-suffrage movement.</p>	Suffragist Suffrage Franchise Voting	<p>Define ‘suffragist’ –explicit literacy link – <i>ist</i> as a suffix (can give other ist words as examples)</p> <p>Why is voting important? – explicit link to British Values</p> <p>Pupils identify for <u>and</u> against women’s suffrage arguments – LAB</p> <p>OR Use the sources at the end of the PPT and pupils get reasons from sources - Analyse sources – what is the message – place around the room for students to discover the answers themselves.</p> <p>Arguments against must be covered as well.</p> <p>EXT Create own suffrage postcard – developing arguments for the vote.</p>	<p>HERSTORY</p> <p>Research the life and work of a famous suffragette/ Suffragist</p> <p>i.e. Emeline/ Sylvia / Christabel Pankhurst/ Emily Davison, Annie Kelly /Millicent Fawcett etc</p> <p>Give 2 weeks</p>
<p>KG/s <u>Analyse the Suffragist methods</u></p> <p>Lesson 6</p>	<p>Through the examination of the suffragist, non-violent protests, students will engage with contemporary sources as well as the arguments for and against violence in protest – these can be linked to current affairs and climate protests that are</p>	Suffragists methods Peaceful Campaigns Persuasion	<p>Exploration of ‘methods’ that can be used to – make a list on the board – consider generally the pros and cons of each one – you can link to things that people might want changed now – Brexit result, and modern day methods – e-petitions</p> <p>Work through sources to identify key features</p>	

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	<p>happening around the UK pushing for social change at the moment.</p> <p>Feeds on from the lives of women in the past – such as Tudors and Victorians in yr8, as well as ‘HERstory’ homework research tasks.</p> <p>Feeds on from Lesson 1 Term 1 - Overview of 1900.</p> <p>Feeds on from ‘Women’s role in the War – Term 1 Lesson 8.</p> <p>Feeds forward to comparison with the suffragettes - Lesson 7</p> <p>Feeds forward to GCSE ‘Germany’ Unit ‘Control’ section.</p> <p>Feeds forward to next lessons – suffragette/suffragists as well as the Anti-suffrage movement.</p> <p>Feeds forward to comparing democracies of England with Germany in GCSE ‘Germany’ (‘chaos’ section) and end of GCSE ‘WW1’.</p>		<p>– focus on Law Abiding and what that says about the suffragists.</p> <p>Key Person – Millicent Fawcett.</p> <p>Key Organisation – NUWSS (National Union of Women Suffrage Societies, set up 1897).</p>	
<p><u>KG/s Judge a historical source, justifying opinions</u></p> <p>Lesson 7</p>	<p>Through the examination of the suffragette, violent protests, students will engage with contemporary sources as well as the arguments for and against violence in protest – these can be linked to current affairs and climate protests that are happening around the UK pushing for social change at the moment.</p> <p>Feeds on from the lives of women in the past – such as Tudors and Victorians in yr8, as well as ‘HERstory’ homework research tasks.</p> <p>Feeds on from Lesson 1 Term 1 - Overview of 1900.</p>	<p>Suffragette Violence Extremism Disney Interpretation Dramatization</p>	<p>Sister suffragette film clip (Mary Poppins) looking at the lyrics https://www.youtube.com/watch?v=Ds8cKgPdE6M</p> <p>Sources activity – examine the methods used by suffragettes.</p> <p>Discuss the usefulness of the song – useful as it gives us attitudes and actions of the suffragettes – give examples.</p> <p>Limited as does not give the whole story (give 1 example of an omission from knowledge)</p> <p>Create Suffrage campaigns – drama.</p> <p>Key People – Emmeline and Cristobel Pankhurst</p>	

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	<p>Feeds on from 'Women's role in the War' – Term 1 Lesson 8</p> <p>Feeds on from comparison with the suffragists - Lesson 6.</p> <p>Feeds forward to GCSE Germany Unit Control section</p> <p>Feed forward to next lessons – suffragette/suffragists as well as the Anti-suffrage movement.</p> <p>Feed forward to comparing democracies of England with Germany in GCSE Germany (chaos section) and end of GCSE WW1.</p>		<p>Key Organisation – WSPU (Women's Social and Political Union, est 1903 as a breakaway group from the NUWSS).</p> <p>Judgment – how useful is the Disney song?</p> <p>MARKED WORK</p>	
<p><u>KG/s Compare the methods of different suffrage campaigns</u></p> <p>Lesson 8 and 9</p> <p>HERSTORY hw due</p>	<p>Through the comparison of the suffragette and suffragist protests, students will debate the arguments for and against violence in protest – these can be linked to current affairs and climate protests that are happening around the UK pushing for social change at the moment.</p> <p>Feeds on from the lives of women in the past – such as Tudors and Victorians in yr8, as well as 'HERstory' homework research tasks.</p> <p>Feeds on from Lesson 1 Term 1 - Overview of 1900.</p> <p>Feeds on from 'Women's Role in the War – Term 1 Lesson 8.</p> <p>Feeds on from the Suffragists Lesson 6 and Suffragettes Lesson 7.</p> <p>Feeds forward to – GCSE 'Germany' Unit 'Control' section.</p> <p>Feeds forward to next lessons – Emily Davison at the Derby, the Anti-suffrage</p>		<p>SUFFRAGE METHODS DRAMA</p> <p>This could be assessed – good for HAB/ well behaved groups! Teacher can level using the criteria shared with students – a good consolidation lesson.</p>	

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	<p>movement and an assessed piece about why women got the vote.</p> <p>Feeds forward to comparing democracies of England with Germany in GCSE 'Germany' (chaos section) and end of GCSE 'WW1'.</p>			
<p><u>Feeds Forward to DAVISON AT THE DERBY NEXT UNIT</u></p>				

Christmas in the Trenches lesson

<p><u>KG: Analyse what Christmas was like during WW1</u></p>	<p>This allows focus at the end of the Christmas term and links to students' wider knowledge of the events – showing that even with enemies we can often find common ground and the futility of war that one day they are attacking, then next socialising and then return to guns the next day!</p> <p>Feeds on from prior learning – 'Christmas in the Medieval Period' in Year 7 and 'Christmas Under Cromwell', in Year 8.</p> <p>Feeds back to prior learning – year 9 Trenches unit terms 1 and 2.</p> <p>Feeds forward to GCSE 'WW1' unit – 'Events and Conditions During the War'.</p>	<p>Public Opinion Truces Remedies Frostbite White feather patriotism</p>	<p>Brainstorm knowledge of WW1 Christmases.</p> <p>Pick out ONE card at a time, and find the answer to that question. Students do not need to answer the questions in the right order.</p> <p>ALL members of the group must write an answer to the question. Include the q number AND write in full sentences so that you can clearly tell what the q was asking.</p> <p>Books must be left at your table.</p> <p>Describe/Explain - What were Christmases like during WW1? PEE task</p>	
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