



HALF TERM 2A	Lesson 1	Lesson 2	Lesson 3
NOV-DEC			
TOPIC (S) What was life like in the age of Dickens? Section 2- The emergence of Working Class Politics	Title: <i>What happened at Peterloo?</i>	Title: <i>What did the Chartists want?</i>	Title: <i>Why were working class men given the vote?</i>
Knowledge & Skills development	Continuity and Change <i>The main aim is for students to understand how the rights of working people (men in particular) increased during this time period</i>		Causes and Consequences <i>Students should be able to explain, with specific examples, why the 1867 and 1884 Reform Acts were passed. .</i>
Assessment / Feedback Opportunities	Formative Assessment <i>Range of self and peer assessment (see full scheme)</i>		
Cultural Capital	The importance of the north west region in the emergence in working class politics		
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> The impact of widening enfranchisement on social policies with links to modern social policy The importance of political representation 		
Reading opportunities	<ul style="list-style-type: none"> Department reading materials (Differentiated) Source-based activities 		
Key Vocabulary	Franchise Reform Representation Suffrage		
Digital Literacy	Homework on Sharepoint		
Careers	Explicit reference to careers that were created by the changes that occurred in this period of time		

HALF TERM 2A	Lesson 1	Lesson 2	Lesson 3	Lesson 4		Lesson 5
Jan-Feb						
TOPIC (S)	How was Britain changing before the First World War?					
Does World War One deserve its terrible reputation?	Title:	Title:	Title:	Title:	Assessment Lesson	Title:
	Who were the Suffragists and the Suffragettes?	Why did the Liberals pass a series of social reforms between 1906 and 1912?	Why did Britain go to war in 1914	What was it like to fight on the western front?		
Knowledge & Skills development	Continuity and Change		Causes and Consequences		Source Interpretation	
	Students should be able to explain what changes were beginning to occur in the early 20 th century in Britain and why some people resisted the changes.		Students should be able to explain, with specific examples, why the Liberal reforms (Childrens’ Act, Old Age Pensions Act, National Insurance Act) were passed.		Students should be able to interpret a range of political cartoons from the early 20 th century.	
Assessment / Feedback Opportunities	Formative Assessment Range of self and peer assessment (see full scheme)			Summative Assessment Source assessment on interpretations of the Western Front		
Cultural Capital	<ul style="list-style-type: none">• Exploration of feminism, why women were denied the vote and why (see Unit 2b) women eventually were granted the vote.• Analysis of Liberal reforms and their relevance today including the reasons that we have Free School Meals today• Exploration of how we treat the retired and elderly and why the Old Age Pensions Act established the right to a retirement enjoyed today.					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none">• The role of the Welfare State and how society protects communities• The impact of enfranchisement and democracy on social reform.					
Reading opportunities	<ul style="list-style-type: none">• Textbook- ‘Technology, War and Identities’• Department reading materials• Source-based activities•					
Key Vocabulary	Force feeding Franchise Liberal Militant Pensions Political Prisoner Suffrage					
	Alliances Ally Assassination Conscription Duckboards Nationalism No Man’s Land Trenches Western Front					
Digital Literacy	Homework on Sharepoint					
Careers	<ul style="list-style-type: none">• Recognition of how career opportunities for women have changed dramatically in the last 100 years• Brief exploration of how the welfare state provide employment opportunity for many people• Opportunity to discuss career planning and planning for a retirement (when teaching about the Old Age Pensions Act)					

