**HS Evidence 1: small sequence from a scheme of learning**

**GCSE thematic course – Power to the People**

**Lesson 21 – Why had women in Britain NOT achieved the vote by 1914?**

*Crucial understanding to build thematic knowledge across the SoL here is the idea of campaigning changing so much but still not achieving the breakthrough aimed for. This links nicely back to the section on abolition of slavery in Lesson 14.*

* Summarise prep in words and phrases to a heading.
* Start with the story of Hannah Mitchell – what strikes you? – briefly discuss the nuance
* Why did campaigners focus on the vote? Evidence it made a difference? (Revise: 1867 and New Model Unions)
* KQ for today: Why had women in Britain NOT achieved the vote by 1914?
* What needed to happen for women to get the vote – brainstorm – change in the law by govt proposing Bill and MPs/Lords supporting it to centre – around outside draw out: campaigns by women (and men), parliamentary time, party advantage (explain), other countries, shift in attitudes, govt not giving into force, (link to the ‘we don’t have revolution’ and ‘we are fair and just’ – ref myth since 1832).
* Use the ‘women’s suffrage ingredients’ images around the room for students to collect detail onto the notes sheet about the ingredients of the women’s suffrage debate up until 1914. Discuss and compare to our list of things that need to happen. Looks good? Much positive! But draw out govts can ignore campaigns and not been seen to give into violence (modern resonances to draw out).
* The 4 key blocks to reform in 1914– go through on PPT and they do a short note – link to our what needs to happen (the 4 blocks somehow need to disappear)

Prep: read through the women timeline and in the margin note the category of progress for women that is being made e.g. workplace, votes etc. Update PPT page on OneNote of current position for women today.

Resources: sets of Hannah Mitchell, ingredients PPT images, sets of notes sheet, PPT blocks in 1914, sets of women reform timeline

**Lesson 22 – Why did some women get the vote in 1918?**

*Crucial is to challenge over-simplification that ‘women got the vote due to help in WW1’. Demand complex oral reasoning to build understanding. Keep referring back to the 4 blocks to progress.’*

* Recap prep and go through and highlight the most important ones should know from the timeline. How does reading the other events help to build sense of the period?
* Recap: what was going well for women suffrage campaigners in 1914 – not going well!
* Brainstorm – what needed to change in 1914 for (some) women to get the vote?
* Give and go through women suffrage timeline and flag up most important parts, segment into violent and less so, leadership, etc.
* Then read the ‘why did some women get the vote in 1918’ and draw links on the diagram. Go back to the checklist of what needed to happen – we are there!
* Thematic topic A3 sheet and concepts to complete.
* Watch this interpretation – what do you think of it? - <https://www.youtube.com/watch?v=ZNeg2cfUHRw> – how would you construct an argument with evidence to persuade the presenter he was wrong (search is: Votes for Women - Timelines.tv History of Britain B16)
* Use the shorter clip on OneNote In contrast - ‘What do you think of this interpretation?’
* Take Qs

Prep: Watch the longer film and think the thinks – see OneNote.

Resources: sets of suffrage timeline, sets of handout why vote in 1918, OneNote links