

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
To understand the context of the 19 th Century and arguments for reform	Franchise, Reform, Representation, Industrialisation	GCSE Power – 19 th Century	Power – Pilgrimage of Grace	<ul style="list-style-type: none"> • I can describe what the franchise meant in the 19th century. • I can explain the key arguments made for reforming voting rights. • I can evaluate why pressure for reform grew during this period. 	Which of the following best explains why reform was needed in the 19th century?	Explain the arguments for reforming the franchise Which factors link to this story?
To understand the cause, events and consequences of the Peterloo Massacre	Peterloo, Protest, Reform, Representation	GCSE Power – 19 th Century	America – Women 1920s and 1960s	<ul style="list-style-type: none"> • I can describe the causes and events of the Peterloo Massacre. • I can explain how people protested for reform in 1819. • I can assess the impact of the massacre on the campaign for political change. 	Which of the following best explains why the Peterloo Massacre occurred?	How useful is source A to a historian studying the voting system in the early 1800's Which factors link to this story?
To explain what the 1832 Great Reform Act was and why it was significant	Reform Act, Rotten Boroughs, Representation	GCSE Power – 19 th Century	Conflict – Gap in the bridge source	<ul style="list-style-type: none"> • I can describe the main features of the 1832 Great Reform Act. • I can explain why the Reform Act was passed. 	Which of the following best explains why the 1832 Great Reform Act was significant?	How useful is Source A to an historian studying the causes of the reform movement before 1832. Explain your answer using the source and

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	ation, Suffrage			<ul style="list-style-type: none"> I can assess how significant the Reform Act was for democracy in Britain. 		your own contextual knowledge. Which factors link to this story?
To explain the rise of Chartism	Chartism, People's Charter, Petition, Reform	GCSE Power – 19 th Century	Power – English Civil War	<ul style="list-style-type: none"> I can describe the key aims of the Chartist movement. I can explain why Chartism developed in the 1830s and 1840s. I can assess how far Chartism can be seen as a continuation of earlier popular protests. 	Which of the following best explains why Chartism emerged after 1832?	Compare the Peasant's Revolt to the campaign for the People's Charter. In what ways are they similar? Which factors link to this story?
To understand other laws which led to political reform in the 19 th Century	Reform Acts, Secret Ballot, Suffrage, Representation	GCSE Power – 19 th Century	Power – Simon de Montfort	<ul style="list-style-type: none"> I can identify key reform acts passed after 1832. I can explain how these reforms changed voting and representation. I can assess the overall impact of 19th-century reforms on democracy in Britain. 	Which of the following best describes the long-term impact of 19th-century political reforms?	Explain the Significance of further reform in improving the rights of British people. (8 marks). Which factors link to this story?

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To understand who the Anti-Slavery society were and what their impact was	Abolitionism, Boycott, Emancipation	GCSE Power – 19 th Century	America – Red Scare	<ul style="list-style-type: none"> I can identify who the Anti-Slavery Society were and what they wanted to achieve. I can explain at least three tactics used by abolitionists to end slavery. I can evaluate which factor was most important in achieving abolition, using evidence. 	Which factor was most important in the success of abolition in Britain?	Explain the success of abolition by mentioning at least three different tactics. Evaluate the main cause of abolition. Which factors link to this story?
To understand who the Anti-Corn Law league were and what their impact was	Protectionism, Free Trade, Corn Laws	GCSE Power – 19 th Century	TOV source	<ul style="list-style-type: none"> I can identify who the Anti-Corn Law League were and what they wanted to achieve. I can explain how the League campaigned against the Corn Laws, using specific examples. I can evaluate how far the Anti-Corn Law League was responsible for the repeal of the Corn Laws. 	Which statement best explains the impact of the Anti-Corn Law League on the repeal of the Corn Laws?	“The League had little impact on repealing the corn laws” – To what extent do you agree? Which factors link to this story?

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To understand who the Factory reformers were and what their impact was	Factory Acts, Child Labour, Regulation	GCSE Power – 19 th Century	TOV	<ul style="list-style-type: none"> I can identify who the factory reformers were and what they wanted to change. I can explain how Factory Acts improved working conditions, especially for children. I can explain why factory reforms were significant in the development of people's rights in Britain. 	Which statement best explains why Factory Reforms were significant in developing the rights of the British people?	Explain the significance of the Factory Reforms in developing the rights of the British People Which factors link to this story?
To understand who the Social reformers were and what their impact was	Poverty, Philanthropy, Reform	GCSE Power – 19 th Century	Factors – Religion	<ul style="list-style-type: none"> I can identify who social reformers were and what problems they tried to address. I can explain how religion and philanthropy influenced attitudes towards poverty in the 1800s. I can make supported inferences from sources about the lives of the poor, using both content and provenance. 	Which approach best shows a strong explanation of what a source tells us about the lives of the poor in the 1800s?	Look at sources A and B. Explain what each is telling us about the lives of the poor in the 1800's by making inferences supported by knowledge based on the source content AND the provenance. Which factors link to this story?

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To understand the creation and growth of Trade Unionism in the 19 th century	Collective Bargaining , Strike, Union	GCSE Power – 19 th Century	Simon de Montfort	<ul style="list-style-type: none"> • I can identify how and why trade unions developed in the 19th century. • I can explain how methods such as collective bargaining and strikes helped workers gain rights. • I can explain why the growth of trade unionism was significant in improving the rights of British people. 	Which statement best explains why the growth of trade unionism was significant in improving the rights of British people?	Explain the Significance of further reform in improving the rights of British people. Which factors link to this story?
To understand who the Tolpuddle Martyrs were and why they were significant	Oath, Transportation, Trade Unionism	GCSE Power – 19 th Century	TOV	<ul style="list-style-type: none"> • I can identify who the Tolpuddle Martyrs were and what they did. • I can explain why the Tolpuddle Martyrs were punished by the government. • I can explain why the Tolpuddle Martyrs were significant in the development of the rights of British people. 	Which statement best explains why the Tolpuddle Martyrs were significant for the development of rights in Britain?	Explain the significance of the Tolpuddle Martyrs for the development of the rights of British People Which factors link to this story?

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To understand the cause, event and consequences of the Match Girls and Dock workers strikes	Industrial Action, Casual Labour, Collective Action	GCSE Power – 19 th Century	Factors – Communication	<ul style="list-style-type: none"> I can describe the causes, events, and consequences of the Match Girls' Strike and the Dock Workers' Strike. I can explain how communication and collective action helped workers succeed. I can judge which strike was the most successful, using evidence to support my answer. 	Which factor best explains why the Match Girls' Strike and the Dock Workers' Strike were successful?	Explain which case study you think was the most successful trade union. Which factors link to this story?
To understand the two different tactics of the groups campaigning for women's suffrage	Suffragists , Suffragettes, Militancy	GCSE Power – 20 th Century	Factors - Individuals	<ul style="list-style-type: none"> I can identify the different tactics used by the suffragists and suffragettes. I can explain at least three reasons why people opposed the suffragettes. I can evaluate how far the suffragettes helped the cause of women's rights, using evidence. 	Which statement best explains why some people opposed the suffragettes?	Explain the different reasons that people opposed the suffragettes. Have at least three reasons. To what extent do you think the Suffragettes helped the cause of women's rights? Which factors link to this story?

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To explain the impact the War had on the suffrage movement	War Work, Representation, Franchise	GCSE Power – 20 th Century	Chartism Source	<ul style="list-style-type: none"> • I can describe how the First World War changed women's roles in society. • I can explain how war work helped strengthen the case for women's suffrage. • I can evaluate whether the actions of the suffragettes or the impact of the First World War was more important in winning the vote for women. 	Which statement best explains why the First World War was important in helping women gain the vote?	<p>Which was more important in helping women get the vote:</p> <ul style="list-style-type: none"> • Actions of suffragettes • WW1 <p>Which factors link to this story?</p>