

High Tunstall College of Science Curriculum Intent

Subject: History Year: 8 Half term: 2

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| **Jack the Ripper and Political Unrest** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| I can describe the conditions in Whitechapel. |  |  |  |
| I can explain the significance of protest. |  |  |  |
| I can explain how the Jack the Ripper murders lead increased social tensions.  I can explain how the protest movement both remained constant but equally changed. |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| **1** | Whitechapel: What was it like to live in Whitechapel? | Formative questioning, summative assessment, live marking, green pen. | Whitechapel, Jack the Ripper, Whitechapel, prostitutes, poverty, overcrowding. |
| **2** | Whitechapel: Who were the victims of Jack the Ripper? | Formative questioning, summative assessment, live marking, green pen, extended writing | Victims, Whitechapel, Jack the Ripper, Whitechapel, prostitutes, poverty, overcrowding. |
| **3** | How did the police fail in the case of Jack the Ripper? | Formative questioning, summative assessment, regular recall | Police force, resentment, hostility, technology, letters. |
| **4** | Who were the suspects in the case of Jack the Ripper? | Formative questioning, summative assessment, regular recall | Poor, overcrowding, rural, urban, suspects, Jack the Ripper. |
| **5** | “The conditions in the East End led to people who were desperate for change” How far do you agree? | Formative questioning, summative assessment, regular recall. ILO: Completion of learning focus. | Poor, overcrowding, rural, urban, suspects, Jack the Ripper. |
| **6** | What were the problems with voting in the Industrial period? | Formative questioning, summative assessment, regular recall. | Voting, bribery, lying, cheating, distrust, parties, MP, locale. |
| **7** | The Luddites and the Chartists: Why were workers protesting in the 19th century? | ILO: Describe the protests of the Luddites or the Chartists? | Luddites, Chartists, weaver, machinery, breaking, violent, protest, charter, franchise. |
| **8** | Suffragettes vs the Suffragists: Which had more impact and why? | Formative questioning, live marking, green pen | Victorian women, suffragist, suffragette, protest, violent, criminal, terrorist, rights, equality. |
| **9** | Emily Davison: Was she the most impactful protestor of the 19th and 20th century? How far do you agree? | Formative questioning, summative assessment, live marking, green pen | Victorian women, suffragist, suffragette, protest, violent, criminal, terrorist, rights, equality, Epsom Derby. |