

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Questions for this lesson	Red Zone
L1 To recap our learning so far on Power and the People	Power, Protest, Reform	AQA GCSE: Power	America Civil Rights	• I can recall key knowledge about power. • I can describe how power has been used and challenged over time. • I can apply my knowledge to answer questions accurately.	Teacher's choice	Task: To complete the recap table on Power.
L2 To understand who the Tolpuddle Martyrs were and why they were significant	Oath, Transportation, Trade Unionism	AQA GCSE: Power	TOV	• 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?
L3 To understand the causes, events and consequences of the Match Girls' and Dock Workers' strikes	Industrial Action, Casual Labour, Collective Action	AQA GCSE: Power	Factors – Communication	• 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 action. Which factors link to this story?

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L4 To understand the different tactics of the groups campaigning for women's suffrage	Suffragists, Suffragettes, Militancy	AQA GCSE: Power	Factors – Individuals	• 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?
L5 To explain the impact the First World War had on the suffrage movement	War Work, Representation, Franchise	AQA GCSE: Power	Chartism Source	• 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?	Which was more important in helping women get the vote: Actions of the Suffragettes or WW1? Which factors link to this story?
L6 To analyse why the General Strike of 1926 happened and assess its impact on the	General Strike, TUC, Trade Union	AQA GCSE: Power	Economic factors	• I can describe the key reasons why workers called the General Strike. • I can explain at least two problems the strike caused for the government.	Which factor best explains why the General Strike happened in 1926?	How useful is Source A to a historian studying the strength of the TUC during the General Strike of 1926?

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government and workers				I can identify and explain the main tactics used by striking workers and trade unions.		
L7 To analyse why the Miners' Strike of 1984 happened and assess its impact on the government and workers	Miners, Thatcher, Scargill	AQA GCSE: Power	Religious factors	- I can understand the causes, events and consequences of the Miners' Strike of 1984. - I can understand the role of Thatcher and Scargill in the Miners' Strike of 1984. - I can compare the Miners' Strike to other events of the 20th century.	Which factor best explains why the Miners' Strike happened in 1984?	"Trade unions were not very significant." Argue both for and against this statement.
L8 To understand the development of multi-racial society since the Second World War	Immigration, Enoch Powell, Brixton Riots	AQA GCSE: Power	Big three	- I can understand the causes, events and consequences of migration to Britain. - I can understand the role of the government in handling tension caused by migration. - I can understand the findings of the Scarman Report.	Which factor best explains why racial tensions developed in post-war Britain?	"The Brixton Riots tell us that the main problem facing black people in Britain was racism in the police." To what extent do you agree?
L9 To review previous learning from the Power module – medieval	Magna Carta, Peasants' Revolt, Feudalism	AQA GCSE: Power	League of Nations 1920s	- I can recall key events from the medieval period. - I can explain how people challenged authority in medieval Britain. - I can identify factors that contributed to changes in power.	Which factor was most important in challenges to power during the medieval period?	Explain which factor was most important in challenges to power during the medieval period.

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L10 To review previous learning from the Power module – early modern	Reformation, Parliament, Civil War	AQA GCSE: Power	League of Nations 1930s	• I can recall key events from the early modern period • I can explain how people challenged authority during the early modern period. • I can identify factors that contributed to changes in power.	Which factor was most important in challenges to power during the early modern period?	Exam Paper
L11 To review previous learning from the Power module – 19th century	Reform, Chartism, Trade Unionism	AQA GCSE: Power	Manchuria	• I can recall key events from the 19th century. • I can explain how people challenged authority during the 19th century. • I can identify factors that contributed to changes in power.	Which factor was most important in changing the rights of people during the 19th century?	Explain which factor was most important in changing the rights of people during the 19th century.
L12 To review previous learning from the Power module – 20th century	Suffrage, Trade Unions, Protest	AQA GCSE: Power	Abyssinia	• I can recall key events from the 20th century. • I can explain how people challenged authority during the 20th century. • I can compare 20th-century challenges with earlier challenges to power.	Which factor was most important in changing the rights and power of people during the 20th century?	Explain which factor was most important in changing the rights and power of people during the 20th century.
L13 To understand how to categorise	Factors, Individuals, Government	AQA GCSE: Power	Dollfuss	• I can identify the different factors that have influenced changes in power.	Which factor appears to have been most significant across	Which factor has been most important in the development of the rights and power of the British people?

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Power stories into factors				- I can categorise examples from the Power module into different factors. - I can explain links between factors across different periods.	the Power and the People course?	
L14 To plan and attempt a 16-mark question from Power	Factor, Judgement, Evidence	AQA GCSE: Power	Appeasement	- I can identify the focus of a 16-mark question. - I can select relevant examples from across the Power module. - I can organise my evidence and reach a supported judgement.	Which evidence would be most effective in answering this 16-mark question?	Has the role of the individual been the main factor in the development of Parliament? Explain your answer with reference to the role of the individual and other factors. Use a range of examples from across your study of Power and the People: c1170 to the present day.
L15 To analyse sources for Power and answer exam questions	Content, Provenance, Context	AQA GCSE: Power	Blame for WW2	- I can identify relevant information from a source. - I can analyse the content and provenance of a source. - I can use contextual knowledge to evaluate its utility.	Which element is missing from this source evaluation: content, provenance or contextual knowledge?	How useful is Source A to a historian studying a Power and the People topic?