Year 9
Subject: History
Topic/Unit: What made protests successful in the twentieth century?
When: Autumn Term 1

Huntington School
Learn and succeed

Overview: This Year 9 unit investigates **power and protest** in the **20th Century World (1900–2020)**. Students will explore how various groups challenged authority to demand social, political, and environmental change.
Why this? Why now?
In their lifetimes, students may feel the need to protest something in the world; this unit looks at the past to see what makes an effective protest. It helps students understand how power works in the modern United Kingdom while preparing them for the rigours of GCSE-level historical thinking.

Building on: The unit picks up threads from Year 8, including political revolutions (Haiti, America, France), the Industrial Revolution, and early democratic movements like the Chartists and Suffragettes.
Building to: It prepares students for GCSE themes, specifically **"People's Health"** (change over time) and **"Nazi Germany"** (resistance and protest).

Sequence Summary:

1. **Overview (1900–2020):** A chronological "rollercoaster" overview of the 20th century to identify causes for protest.
2. **Poverty and the Working Class:** Comparing the Jarrow Crusade, the Grunwick "Strikers in Saris," and the 1984 Miners' Strike.
3. **War and Conflict:** Examining **Conscientious Objectors** in WW1, the **CND** movement/Greenham Common, and the **Iraq War** protests.
4. **Black British Civil Rights:** Tracking progress through the **Notting Hill Carnival**, the **Bristol Bus Boycott**, the **Mangrove Nine**, and the **Brixton Riots**.
5. **Gay Rights:** Analysing the fight for equality from decriminalisation in 1967 to **Pride**, the battle against **Section 28**, and marriage equality.
6. **Climate:** Comparing the methods and successes of groups like **Greenpeace**, **Surfers Against Sewage**, and modern movements like **Just Stop Oil**.
7. **Synthesis and Assessment:** Reviewing the "ingredients" of successful protest and applying them to a formal evaluation.

Key Vocabulary:

- **Trade Union, strike, conscription, performance protest, activist**

Assessments:

- Regular "Understanding Checks" via mini-whiteboards, ranking protests by success, and categorising protests based on "ingredients" like leadership and participation. Students must write a "perfect paragraph" that makes a point, provides factual detail, and explains how that evidence proves their point.
- Students will sit an assessment covering this knowledge. This will include multiple choice questions and a longer written response question.

Able and Interested:

- Evaluating the **effectiveness of modern radical tactics** (e.g., Extinction Rebellion or Just Stop Oil) compared to historical successes.

Inclusion, Personal Development and Wider Skills:

- The curriculum intentionally covers diverse stories. Students are taught expectations of **respect, honesty, and kindness** for people of the past and for each other while discussing challenging stories. Frequent **whiteboard checks** and partner discussions ensure all students can participate and develop their communication skills.

Homework and Independent Learning:

- Creating **revision mind maps** using class notes and provided revision sheets.