

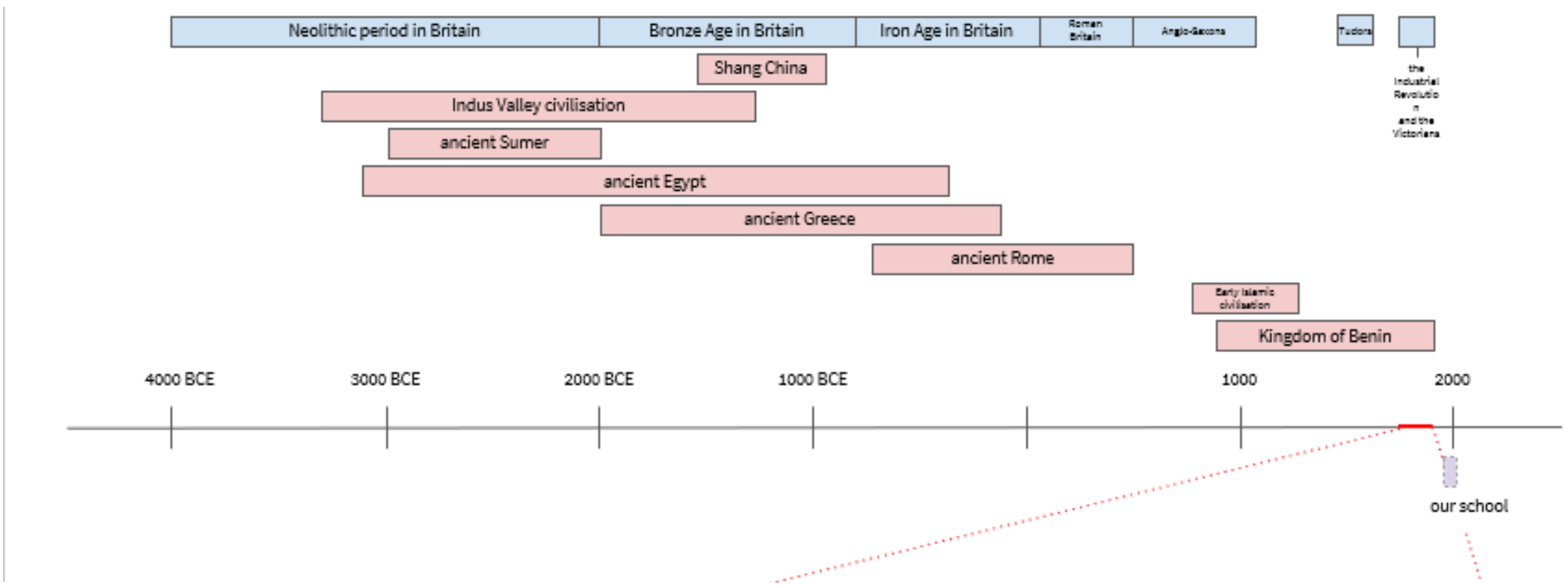
Year 6 – Votes for women

Enquiry question: How did the work of the people campaigning for suffrage change the voting system in the UK?

National Curriculum Objectives	Core Knowledge & Key Questions	Local links	
<ul style="list-style-type: none"> To take part in a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. British history: Significant events - focussed study of the Women's Suffrage Movement. 	<p>Who was entitled to vote after the Great Reform Act?</p> <ul style="list-style-type: none"> To be able to use their understanding of the changes of the industrial revolution to pose questions about the groups of people who were allowed to vote after 1832. To be able to have a chronological understanding of the period of time we are exploring. <p>How were women treated differently to their male counterparts at the end of the 19th century?</p> <ul style="list-style-type: none"> To be able to use historical sources, paintings and stories to help them to understand the contrasts between the treatment of males and females in society at the end of the 19th century. To be able to pose questions about the decisions made in the past. <p>How long were people battling for the right to vote?</p> <ul style="list-style-type: none"> To be able to plot key dates and events on a timeline. To be able to explore the key events of the suffrage movement and discuss their parts in the movement as a whole. <p>Why did people think that women should not be entitled to vote?</p> <ul style="list-style-type: none"> To use historical sources to explore the opinions of people in the past around the topic of women's suffrage. <p>Who were the instrumental characters involved in the fight for women's suffrage?</p> <ul style="list-style-type: none"> To learn about the actions and effects of the work of Millicent Fawcett and her role within the NUWSS and the fight for women's suffrage. To learn about the actions and effects of the work of Emmeline Pankhurst and her role within the NUWSS, as founder of the WSPU and the fight for women's suffrage. To learn about other key figures from within the movement, including people such as Princess Sophia Duleep Singh in order to highlight the cultural diversity within the movement. <p>How did the tactics of the main groups of campaigners differ?</p> <ul style="list-style-type: none"> To be able to explore the different actions and tactics that the suffragists used to gain attention to the cause and discuss their success. To be able to explore the different actions and tactics that the suffragettes used to gain attention to the cause and discuss their success. To be able to discuss the similarities and differences between the tactics used by each of the organisations and come to a reasoned conclusion about which group they agree with. <p>What was the government's reaction to the actions of the NUWSS and the WSPU?</p> <ul style="list-style-type: none"> To learn about the reactions of the government and people in power. To explore significant events such as the 'Black Friday' marches, the hunger strikes and the need for the 'Cat and Mouse Act' and the treatment of many of the women involved in the movement. To be able to ask questions about the decisions and opinions of the past. <p>How and when did women achieve the right to vote?</p> <ul style="list-style-type: none"> To understand about how women's contributions in the World War contributed towards them gaining the right to vote. To learn about how women achieved the right to vote in two stages. To be able to use the information gathered, historical sources, paintings, propaganda posters and stories to aid in drawing conclusions about the significance of the campaigners in the achievement of the vote. 	<p>Well-known members of the Godalming and District Suffrage Society Nary Watts – (co-creator of the Watts gallery in Compton) Anges Dixon – NUWSS Gertrude Jekyll – NUWSS</p>	
		Key Figures	Linked Texts
<p>Prior Learning</p> <ul style="list-style-type: none"> Children's learning about the industrial revolution and the social reformation that followed should help them to understand the social and political standpoint at the time. Children's learning about the Great Reform Act in their Y5 topic 'The Industrial Revolution' will support their understanding of the voting systems in the UK prior to women's suffrage. 		Millicent Fawcett Emmeline Pankhurst Emily Wilding Davidson Princess Sophia Duleep Singh	<i>Girls for the vote – Linda Newberry</i> <i>Suffragette – Bearlie Doherty</i> <i>The Royal Rebel -</i>
		<p>Future Learning</p> <ul style="list-style-type: none"> Yr 6: Humanities and PHSE - more in-depth understanding of values such as democracy, impact of status, class etc on power, themes of human rights, freedoms etc. 	

Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity
Why did women start campaigning for the vote in the late 1830s?		Why did the rules implemented during the industrial revolution negatively affect females?	What issues arose with the changes that were implemented during the industrial revolution?	Which significant people influenced the campaigners and were instrumental to the fight for women's suffrage? Why were the events that happened during the fight for women's suffrage so significant to our way of life today?	How did the work of the people campaigning for suffrage change the voting system in the UK?

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • August 1832 Mary Smith, from Yorkshire, petitions that she and 'other spinsters should have a voice' in the local election. • 7th June 1866 The first suffrage petition presented to the House of Commons. It contained over 1500 signatures. • January 1867 Manchester National Society for Women's Suffrage is formed (and many others around the country) • 1897 The National Union of Women's Suffrage Society (NUWSS) is formed, soon to be led by Millicent Fawcett. They organised hundreds of peaceful campaigns (petitions and letters) • 1902 Female textile workers from Northern England present a petition to parliament (with more than 37000 signatures) demanding the vote for women. • 1903 Women's Social and Political Union (WSPU) is formed at the home of Emmeline Pankhurst. • 1905 WSPU adopts the motto 'Deeds Not Words', resulting in the start of militant action by Suffragettes. • March 1907 75 Suffragettes were arrested for attempting to storm the Houses of Parliament. • 1907 The largest procession of Suffrage supporters yet was held. More than 40 different Suffrage societies and more than 3000 women marched through the muddy streets of London at the 'Mud March'. • 1908 'Women's Sunday' demonstrated (arranged by the WSPU) was attended by 25000 people. They were responsible for smashing windows, including the PM's and chaining themselves to railings. • 1909 No vote, no tax! Women's Tax Resistance League is formed. • 1909 Suffragettes who were incarcerated began hunger strikes. • 1913 Emily Wilding Davidson was killed by the King's horses while attempting to hang a Suffragette flag to his cart. • July 1914 WW1 brings suspension of women's battle for the vote so that they can focus on the war effort. • 1918 Representation of the People bill was passed. This meant that women over the age of 30 could vote as long as they were married to a registered male. Men over the age of 21 were also granted the vote. • 1928 Representation of the People bill updated. It allowed all women over the age of 21 to vote • 1929 Women, 21 and over, vote in their first general election. 	<ul style="list-style-type: none"> • suffrage • vote • election • parliament • equality • suffragist • suffragette • National Union of Women's Suffrage Societies (NUWSS) • Women's Social and Political Union (WSPU) • government • campaign • protest • petition • acts • rights • beliefs 	<ul style="list-style-type: none"> • I can use a timeline to place different events, time periods, political and cultural movements from the past, explaining these in relation to each other. • I can use a timeline to demonstrate changes and development in culture, technology, religion and other aspects of society throughout history. • I can ask a variety of historical questions and understand that there is likely to be more than one answer to these. • I can recognise primary and secondary sources of evidence. • I can confidently use a variety of sources to collect evidence about the past, including a library of documents and archived printed materials, the internet, paintings/art, photographs, artefacts, music, historic buildings, visits to museums and historical sites. • I can find out about beliefs, behaviour and characteristics of people in the periods of history I am studying, recognising that not everyone shares the same views and feelings (e.g. those around the suffrage, or the industrialisation of Britain) • I can write an explanation of a past event in terms of cause and effect, using evidence gathered to support and illustrate my explanation. • I can describe the main changes in a period in history using words such as social, religious, political, technological and cultural, noticing connections and trends over time (e.g. social and technological changes in the Victorian era and the Industrial Revolution) • I can evaluate evidence and be aware that different evidence will lead to different conclusions. • I can explain that people, including myself, have their own point of view and that this can affect interpretation of the past. • I can consider ways of checking the accuracy of interpretations, both fact, fiction and opinion (e.g. propaganda used during WW2, first-hand accounts or newspaper reports at the time of the suffrage) • I can recall, select and organise information to produce a structured piece of work, including specific historical detail and making appropriate use of dates and key historical terms/vocabulary to show my knowledge and understanding of time period or event. • I can choose the most appropriate ways to organise and present my findings about the past (including using a combination of speaking, writing, drama, ICT, maths, drawings, timelines, diagrams and maps) realising that this is for an audience.



1832 - Women had their right to vote taken away from them when the Great Reform Act came into place.

1830

1867 – The NUWSS starts campaigning for the right for women’s suffrage, joining together groups from around the country.

1903 – Emmeline Pankhurst formed the WSPU after continually being let down and frustrated by the lack of change seen by the movement. Begins a more militant approach.

1910 – The Black Friday marches take place.

1914 – The outbreak of WW1 pauses campaigning

1928 – Women over the age of 21 are given the right to vote in elections.

1935