



Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School
History

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Pendle Class Autumn 2 Year B	N.C. LINKS: Pupils should be taught about: An aspect or a theme in British history that extends pupils' chronological knowledge beyond 1066.			
Etymology - "female supporter of the cause of women's voting rights," "esp. one of a violent or 'militant' type" [OED], 1906, from suffrage , with French fem. ending -ette , but not in the sense in which it was in vogue at the time.	Vocabulary:			
 Suffragette The Battle for Equality By David Roberts	Subject Specific	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Key Concept: CIVILIZATION <u>Women get the Vote</u> Key Question: Why is it important that women got to vote?	Constance Lytton Jane Wharton Emmeline Pankhurst	BCE, Before Common Era, CE Common Era, BC Before Christ, AD Anno Domini, describe events,	Summarise events, describe, period, compare. Contrast, change, significant	Artefact, understand, present, past, argument, debate, reasoned point,
Unit Overview:				

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<p>To know about the Suffragette movement and the key events and people who enabled women in Great Britain to be able to vote.</p>	<p>Emily Wilding Davison Herbert Asquith Millicent Fawcett Suffragette Suffragists Democracy Vote protest</p>	<p>dates,century, decade, timeline, chronology. Chronological order, long ago, millennium</p>	<p>events, consequences</p>	<p>evidence, different experiences, primary sources, secondary sources, points of view</p>
<p>Chronological Context:</p> <p>1866 - The first mass petition calling for votes for women.</p> <p>1912 - The Suffragettes began to use militant tactics.</p> <p>1914 - Militant tactics stopped due to the First World War, however during the war women begin to take on a wider range of roles in society, convincing many people that they deserved greater equality and suffrage.</p> <p>1918 - The government created a law enabling women over 30 to vote, this dropped to 21 in 1928, and 18 in 1969.</p> <p>1919 - Nancy Astor became the first woman to take a seat in the House of Commons.</p> <p>1928 - Women gain the vote on equal terms as men.</p>				

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<p>1979 - The UK got its first female Prime Minister.</p>				
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Know who the suffragettes were and what their cause was. • Know sequence key events in a time period. Understand the impact of the suffragette movement. • Understand the life, work and impact of Emmeline Pankhurst. • Understand the life, work and impact of Millicent Fawcett. • Understand the life, work and impact of Emily Davison. 	<p>Building on Prior learning from KS1:</p> <ul style="list-style-type: none"> • Understand what a significant person in history is. • Sequence events that happened during Florence Nightingale's life. • Explain the impact Florence Nightingale had on the nursing world. • Understand why Florence Nightingale is significant. • Make links to Florence's work that is still present in the NHS today. • Understand where Florence Nightingale fits into the chronology of history. 			
<p>Key Skills (Disciplinary)</p> <p>Chronology</p> <ul style="list-style-type: none"> • Use dates and appropriate historical terms to sequence events and periods of time. • Identify where people, places and periods of time fit into a chronological framework. • Describe links and contrasts within and across different periods of time including short-term and long-term time scales. • Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. <p>Events, People and Changes</p> <ul style="list-style-type: none"> • Describe key aspects of a non-European society such as the early Islamic civilisation. <p>Interpretation, Enquiry and Using Sources</p> <ul style="list-style-type: none"> • Use a wider range of sources as a basis for research to answer questions and to test hypotheses. 				

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- Recognise how our knowledge of the past is constructed from a range of sources.
- Evaluate sources and make simple inferences.
- Choose relevant sources of evidence to support particular lines of enquiry.
- Regularly address and sometimes devise historically valid questions and hypotheses.
- Give some reasons for contrasting arguments and interpretations of the past.
- Describe the impact of historical events and changes.

Communication

- Use appropriate vocabulary when discussing and describing historical events.
- Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Choose relevant ways to communicate historical findings.
- Acknowledge contrasting evidence and opinions when discussing and debating historical issues.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Choose the most appropriate way of communicating different historical findings.
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Sequence of Lessons:

- 1. To explore who the suffragettes were.**
- 2. To understand the difference between suffragettes and suffragists.**
- 3. To sequence key events in a time period.**
- 4. To describe the impact of the suffragette movement.**
- 5. To explore the life and work of Emmeline Pankhurst.**
- 6. To explore the life and work of Millicent Fawcett.**
- 7. To explore the life and work of Emily Davison.**

Enhancements:

Suffragettes workshop.

End of Unit Outcome:

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Write a letter from an imprisoned suffragette explaining why they are willing to go to prison for their cause.

Oral Assessments:

Why is it important that women got to vote?

Who were the suffragettes?

What is the difference between suffragettes and suffragists?

What was the impact of the suffragette movement?

Why was the life and work of Emmeline Pankhurst important?

Why was the life and work of Millicent Fawcett important?

Why was the life and work of Emily Davison important?