

Advent 1
History Yr6: Suffragettes



Scripture Link:

'Beloved, do not believe every spirit, but test the spirits to see whether they are from God, for many false prophets have gone out into the world.' 1 John 4:1

National Curriculum Objective

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Timeline

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	<p>I will know who the suffragettes were.</p> <p>I will know where to place the suffragette movement on a time line.</p>	<p>I will know who formed the Women's Social and Political Union and why.</p>	<p>I will know what the Women's Social and Political Union (WSPU) did.</p>
Recall and Retrieval	<p>Mary Seacole was a British Jamaican nurse who travelled to England to help nurse the soldiers who were injured in the Crimean War.</p> <p>she was told she wasn't needed and this was most likely due to the colour of her skin.</p> <p>Emily Davidson was a born in Victorian London to a Wealthy family at a time when people were not treated fairly and did not have the same rights as men.</p> <p>she joined a group that organizes protests in favor of votes for women.</p>	<p>the suffragette movement began at the beginning of the 1900's</p> <p>the suffragettes were part of the 'Votes for Women' Campaign and members of the Women's Social and Political Union (WSPU).</p> <p>they fought long and hard for the right for women to vote in the UK.</p> <p>they took on militant tactics which shocked society.</p> <p>many of the women were from middle-class, respectable and well-connected families.</p> <p>even though their behaviour was considered scandalous by many, there was a lot of support for the cause with over 300,00 activists</p>	<p>Emmeline Pankhurst and her daughters founded the WSPU as they had become disappointed by the lack of progress by the National Union of Women's Suffrage Societies (NUWSS).</p> <p>the WSPU took a more direct and confrontational approach, which we refer to as militancy.</p> <p>the Prime Minister, Herbert Asquith, had promised he would given women the rights to vote but then didn't as he feared that the women would vote against his party. He broke his promise.</p>
Sequence of substantive knowledge throughout the lesson	<p>By the end of the lesson, children will know-</p> <p>The suffragette movement began at the beginning of the 1900's (at the start of the 20th Century)</p>	<p>By the end of the lesson, children will know-</p> <p>Emmeline Pankhurst and her daughters founded the WSPU as they had become disappointed by the lack of progress by the National Union of Women's Suffrage Societies (NUWSS).</p>	<p>By the end of the lesson, children will know-</p> <p>Their aim was to gain equal voting rights for women.</p>

	<p>The suffragettes were part of the 'Votes for Women' Campaign and members of the Women's Social and Political Union (WSPU).</p> <p>They fought long and hard for the right for women to vote in the UK. They used art, debate, propaganda, and attack on property including window smashing and arson to fight for female suffrage.</p> <p>They took on militant tactics which shocked society.</p> <p>Many of the women were from middle-class, respectable and well-connected families.</p> <p>Even though their behaviour was considered scandalous by many, there was a lot of support for the cause with over 300,00 activists (largest demonstration in London in British history)</p> <p>Suffrage means the right to vote in parliamentary and general elections.</p> <p>In the early 20th century women didn't have the same rights as men - they couldn't vote in elections and the vast majority could only get jobs as house servants.</p> <p>Nowadays in the UK, women have the same rights as men, but that wasn't always the case.</p> <p>As part of their protests they let off bombs, smashed shop windows and set fire to buildings - which meant they weren't popular with everyone.</p> <p>There are still some places in the world where women do not have the same rights as men.</p>	<p>Emmeline Pankhurst was born in Manchester. Her family were very wealthy and her parents were both politically active.</p> <p>As she grew older, Emmeline noticed that women were treated differently to men and became motivated to help change that.</p> <p>The suffragists wanted to act within the law and follow the route of political persuasion to win support for their cause. It was felt that any actions that broke the law would allow their opponents to portray them as irresponsible and provide further excuses to deny women the vote.</p> <p>The suffragists were led by Millicent Fawcett, head of the NUWSS. Its aim was to win women's suffrage through considered debate and campaigning, such as petitions and non-violent marches.</p> <p>The WSPU took a more direct and confrontational approach, which we refer to as militancy.</p> <p>These campaigners were labelled 'suffragettes' by the press. It was meant as an insult but the name stuck and was used by the members of the WSPU themselves.</p> <p>The Prime Minister, Herbert Asquith, had promised he would give women the rights to vote but then didn't as he feared that the women would vote against his party. He broke his promise.</p> <p>Black Friday In the 1908 election campaign, Herbert Henry Asquith of the Liberal Party promised to include women's rights in a new law he intended to pass if elected Prime Minister. The suffragettes supported his campaign as a result and he won the election. However, during his time as Prime Minister from 1908 to 1916, he went back on his promise and refused to reform voting law.</p>	<p>Emmeline gave speeches encouraging women to take action in order to achieve this goal.</p> <p>They were known as a 'radical party' because they took direct action using extreme methods to make sure that their message was heard.</p> <p>Members were known to smash windows, damage public property and even start fires.</p> <p>This got many women in trouble with the police and some even sentenced to time in prison, where they were treated very badly.</p> <p>When the stories of bad treatment reached the newspapers, it actually helped to increase support for the suffragette movement.</p>
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Key Skills/disciplinary knowledge			
Key Vocabulary	Suffragette movement, Votes for Women, Campaign, WSPU, militant tactics, well-connected, scandalous, cause, debate, propaganda, suffrage.	Emmeline Pankhurst, founder, NUWSS, treated differently, change, political persuasion, act within the law, suffragist, suffragette, confrontational, Herbert Asquith, Black Friday.	Equal rights, 'radical party', direct action, public property, imprisonment.
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>	<p>Who were the suffragettes? - BBC Newsround</p> <p>The Suffragette Movement - BBC Bitesize</p> <p>Who was the suffragette Emmeline Pankhurst? - BBC Bitesize</p>	Bing Videos – stories from parliament part 1 (first section)	
Scaffolding			
Challenge			

Diversity Links			
Catholic Social Teaching Principles		<p>Subsidiarity: Equality, my rights v your rights. All for one and one for all: Universal Rights</p> <p>Participation: Recognising the problems of our world and seeking solutions</p> <p>Solidarity: What happens to you, happens to me. We are voices for the voiceless.</p> <p>Common Good: We are called to work for the good of each and of all.</p> <p>Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>	<p>Subsidiarity: Equality, my rights v your rights. All for one and one for all: Universal Rights</p> <p>Participation: Recognising the problems of our world and seeking solutions</p> <p>Solidarity: What happens to you, happens to me. We are voices for the voiceless.</p> <p>Common Good: We are called to work for the good of each and of all.</p> <p>Promoting Peace: We can be God’s instruments of peace through seeking justice.</p>
British Values			
Wider links	Museum of London, London, United Kingdom – Google Arts & Culture		

Advent 1
History Yr6: Suffragettes

Timeline

	Lesson 4/5	Lesson 6	Enrichment Trip
Learning intention for each lesson	I will know about the consequences of the direct action taken by the suffragettes and how this was perceived	I will know how the suffragettes changed women's lives.	I will understand how difficult it is to change and implement new laws in society.
Recall and Retrieval	<p>their aim was to gain equal voting rights for women.</p> <p>Emmeline gave speeches encouraging women to take action in order to achieve this goal.</p> <p>they were known as a 'radical party' because they took direct action using extreme methods to make sure that their message was heard.</p> <p>this got many women in trouble with the police and some even sentenced to time in prison, where they were treated very badly.</p> <p>when the stories of bad treatment reached the newspapers, it actually helped to increase support for the suffragette movement.</p>	<p>"Deeds not words" was the WSPU's slogan and the momentum of the movement made the participants feel that they were finally getting the government's attention, as they were now the focus of the political world.</p> <p>it appealed to younger women as it seemed more dynamic than the steady approach of the suffragists.</p> <p>for some in the women's movement, direct action was seen as the only alternative to bring about change.</p> <p>the government respond with the use of physical force and put women in prison, where they were treated cruelly.</p> <p>the women went on hunger strikes to continue their campaign but the prison officers responded by violently restraining them and force-feeding which was describe as 'brutal', 'inhumane', 'invasive' and 'barbaric'.</p> <p>to highlight the cruel treatment, the WSPU often posed in prison uniforms to raise awareness and funds for the campaign.</p>	
	By the end of the lesson, children will know-	By the end of the lesson, children will know-	By the end of the lesson, children will know-

Sequence of substantive knowledge throughout the lesson

Those who have adopted direct action tactics, such as the WSPU, did so because decades of petitions and appeals to authority had achieved very little progress.

“Deeds not words” was the WSPU’s slogan and the momentum of the movement made the participants feel that they were finally getting the government’s attention, as they were now the focus of the political world.

As Emmeline Pankhurst suggested at one of her trials, “We are here, not because we are law-breakers; we are here in our efforts to become law-makers.”

It appealed to younger women as it seemed more dynamic than the steady approach of the suffragists.

The government may have listened and acknowledged the suffragists’ petitions, but it had not made changes to their legal position in society.

For some in the women’s movement, direct action was seen as the only alternative to bring about change.

The government respond with the use of physical force and put women in prison, where they were treated cruelly.

The women went on hunger strikes to continue their campaign but the prison officers responded by violently restraining them and force-feeding which was describe as ‘brutal’, ‘inhumane’, ‘invasive’ and ‘barbaric’.

To highlight the cruel treatment, the WSPU often posed in prison uniforms to raise awareness and funds for the campaign.

The WSPU created medals, banner and certificates which they handed out to those who were arrested.



In 1914 the First World War began. Emmeline Pankhurst encouraged WSPU members to put their **demonstrations on hold**, in order to focus on the war effort.

Emmeline asked women to take up roles in factories in support of the men fighting. In response, the government released all WSPU prisoners.

When the war ended in 1918, the **Representation of the People Act** was introduced, giving women over the age of 30 who owned property, the right to vote.

In 1928, women were finally granted the vote on equal terms to men.

Women realised that they had a valuable part to play in society too.

Raised an awareness of the roles that women could have in society.

More women understood that they could make a difference and bring about change. Women were empowered.

In 1918 the Representation of the People Act extended the vote to all men over 21, and to some groups of women over 30. However, this was not simply a reward for the vast sacrifice that women had made for the war effort. Some historians have suggested the government intended these women to be a 'moderating' influence on radical younger male voters. It had the added advantage of taking the heat out of the female suffrage movement. Yet

Visit to the houses of parliament?

Halloway Prison?

London Museum

	Emily Dawson ran out onto the race course at the Epsom derby and was trampled by the horse. She died 4 days later. It was thought that she was attempting to tie the suffragette colours to the Kings horse.	more than half of women still did not have a say in electing their government. Although Emmeline lived to see some women gain the right to vote, she died on 14 June 1928, just a few weeks before a law was passed giving all women over 21 years of age the right to vote.	
Key Skills/disciplinary knowledge			
Key Vocabulary	Direct action, decades, petitions, appeals, 'Deeds not words', momentum, physical force, hunger strikes, force-feeding, restraining, cruel treatment.	Demonstrations on hold, response, Representation of the People Act, equal terms.	
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>	Bing Videos – stories from parliament part 1 Bing Videos – stories from parliament part 2 History KS2: The Suffragettes - BBC Teach Museum of London: Votes for women Historical Exhibition – lots of good info and an11/12 minute video which is very clear. Emily Davison and the 1913 Epsom Derby - The National Archives blog	Museum of London: Votes for women Historical Exhibition – lots of good info and an11/12 minute video which is very clear.	
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Subsidiarity: Equality, my rights v your rights. All for one and one for all: Universal Rights Participation: Recognising the problems of our world and seeking solutions Solidarity: What happens to you, happens to me. We are voices for the voiceless. Common Good: We are called to work for the good of each and of all. Promoting Peace: We can be God's instruments of peace through seeking justice.	Subsidiarity: Equality, my rights v your rights. All for one and one for all: Universal Rights Participation: Recognising the problems of our world and seeking solutions Solidarity: What happens to you, happens to me. We are voices for the voiceless. Common Good: We are called to work for the good of each and of all.	Subsidiarity: Equality, my rights v your rights. All for one and one for all: Universal Rights Participation: Recognising the problems of our world and seeking solutions Solidarity: What happens to you, happens to me. We are voices for the voiceless.

		Promoting Peace: We can be God's instruments of peace through seeking justice.	Common Good: We are called to work for the good of each and of all. Promoting Peace: We can be God's instruments of peace through seeking justice.
British Values			
Wider curriculum links	English – Debate		