


Year Group	6	Area of Study	Campaigner for Change!: Suffragettes (Short Study) Emmeline Pankhurst
Key NC Reference and Objectives	<p><b>To address and sometimes devise historically valid questions</b>  <b>To construct informed responses by selecting and organising relevant historical information</b>  <b>To understand that different versions of the past may exist, giving some reasons for this</b>  <b>To recognise that there can be more than one cause for events.</b></p> <p>6.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>6.3ii To know that people are seen as significant because what they did in their lives resulted in change over time and had consequences for many people at and over time.</p> <p>6.3iii To be able to explain how the story of Emmeline Pankhurst teaches us about attitudes towards women's rights at the time.</p> <p>6.3iv To recognise why people did things (know what life was like for women at the time), why events happened and what happened as a result; giving more than one reason for the events. (See Progression Document)</p>		
Possible Enquiry Questions	<ul style="list-style-type: none"> <li>Who were the Suffragettes and what did they achieve at the time and for the future?</li> <li>Emmeline Pankhurst: a saviour of women's rights or a trouble maker? Hero or criminal?</li> <li>Why is the life of Emmeline Pankhurst and her achievements important, even today?</li> <li>The Suffragette Movement was a revolution</li> <li>What is the legacy of Emmeline Pankhurst?</li> </ul>		
Key Concepts	<b>Substantive</b> Democracy Oppression Suffrage Diversity Remembrance (Int Women's Day) Revolution Equality	<b>2<sup>nd</sup> Order</b> Significance Interpretation of the past Cause and consequences Change and continuity	
Key Vocabulary	 <p><b>Suffrage:</b> The right to vote in an election  <b>Suffragette:</b> A woman who fought to get equal voting rights for women.  <b>Suffragists</b> – men and women who supported women's right to vote.  <b>Controversial:</b> Something that people disagree on or might argue about  <b>Revolution:</b> a successful attempt by a large group of people to change the political system of their country by force.  <b>Activist:</b> a person who works to bring about political or social changes by <u>campaigning</u> in public or <u>working</u> for an organization.  <b>Equality:</b> people having the same rights and chances/opportunities as others  <b>Inequality:</b> when people do not have the same rights as others.  <b>Lobbying</b> – the act of trying to persuade government officials.  <b>Vote:</b> A choice made by someone in an election</p>		<p><b>Remembrance:</b> The act of remembering and showing respect for someone who has died or a past event.  <b>Legacy:</b> something which is a <u>direct</u> result of an event or action and which continues for a long time afterwards.  <b>Imprisoned:</b> Put into prison  <b>Protest:</b> showing publicly that they disagree with something  <b>Deeds:</b> actions  <b>Act</b> – a law passed by parliament.  <b>Election</b> – when people vote for a person to represent them  <b>Campaign:</b> a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change  <b>Campaigner:</b> a person who campaigns for social or political change</p>
Core Substantive Knowledge	<p><b>Who were the suffragettes?</b></p> <ul style="list-style-type: none"> <li>The word '<b>suffrage</b>' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right.</li> <li><b>1881</b> The Isle of Man gives women the vote.</li> <li><b>1893: New Zealand</b> granted women the vote.</li> <li><b>1897:</b> The National Union of Women's Suffrage, known as the <b>Suffragist Movement</b>, was founded by <b>Millicent Fawcett</b>. It used only peaceful means of protest, such as meetings, petitions and leafleting but despite attracting many supporters her campaign achieved little.</li> <li>After peaceful methods of campaigning had failed to bring about any result, the movement became more violent.</li> <li><b>1903:</b> The <b>Women's Social and Political Union or Suffragette Movement</b> was founded by <b>Emmeline Pankhurst</b>. Its tactics were more violent and were viewed by many as unfeminine. It was led by <b>Emmeline Pankhurst</b> and her daughters Christabel and Sylvia. The WSPU movement adopted the colours <b>purple, white and green</b> for use in their campaign.</li> <li>Women deliberately broke the law to gain publicity. They disrupted meetings, chained themselves to the railings of Buckingham Palace, smashed windows and set post boxes alight.</li> <li>The motto of the Suffragettes was '<b>Deeds not words</b>'.</li> <li>Emmeline and her daughters <b>Christabel</b> and <b>Sylvia</b> were from a wealthy family but women from middle-class and working-class backgrounds were also involved in the fight for the vote.</li> </ul>		

	<ul style="list-style-type: none"> <li>Many people, including many women, did not believe it was right for women to have the vote. They campaigned against the extension of suffrage.</li> <li><b>1908:</b> Emmeline Pankhurst arrested two times for protesting outside parliament</li> <li>Some Suffragettes <b>handcuffed themselves to railings</b> and broke shop windows in order to get the police to arrest them.</li> <li><b>1909:</b> Suffragettes went on a hunger strike. When imprisoned women went on <b>hunger strike</b> the police attempted to force feed them. This led to allegations of police brutality and created sympathy for the Suffragettes. The first woman to go on <b>hunger strike</b> was Marjorie Wallis Davis. She fasted for almost four days in protest at being treated like a criminal rather than as a political prisoner.</li> <li><b>1910:</b> Committee to discuss female suffrage formed by sympathetic male Members of Parliament; their failure to make progress leads to violent protest</li> <li><b>1912:</b> Suffragettes attack private property</li> <li><b>1913:</b> The so-called <b>Cat and Mouse Act of 1913</b> enabled the police to release women from prison when they became ill and then to re-arrest them when they had recovered their strength.</li> <li><b>June 1913:</b> The first person to die within the protests was <b>Emily Wilding-Davison</b> who threw herself under the King's horse during the 1913 Derby. Emily is remembered as another well known suffragette. She became a 'martyr' for the suffragettes. It has been suggested that <b>Emily Wilding-Davison's death</b> was an accident and that she had only intended to grab hold of the King's horse.</li> <li><b>1914:</b> World War One – many women enter the labour force</li> <li>The crucial role played by women during the <b>First World War</b> persuaded the Prime Minister David Lloyd George to grant female householders over thirty the vote in 1918- so <b>Suffrage was granted.</b></li> <li><b>1919:</b> Nancy Astor becomes first female Member of Parliament</li> <li><b>1928:</b> It was not until <b>1928</b> that women gained the vote on the same terms as men.</li> <li><b>1930:</b> Statue of Emmeline Pankhurst unveiled in Victoria Tower Gardens in London.</li> <li><b>1979:</b> Margaret Thatcher becomes first female Prime Minister</li> <li><b>2017:</b> A statue of Millicent Fawcett is commissioned to be unveiled in Parliament Square in 2018.</li> <li><b>2018:</b> Voice and Vote project to celebrate 100 years of votes for women with exhibitions and gatherings.</li> </ul> <p><b><u>Who was Emmeline Pankhurst?:</u></b></p> <ul style="list-style-type: none"> <li>Emmeline Goulden was born on 14 July 1858 in Manchester into a family with a tradition of 'radical politics'.</li> <li>At the young age of 14, she was introduced to the women's suffrage movement which supported the right of women to vote.</li> <li>In 1879, she married Richard Pankhurst, a lawyer and supporter of the women's suffrage movement. His death in 1898 was a great shock to Emmeline.</li> <li>In 1889, Emmeline founded the Women's Franchise League, which fought to allow married women to vote in local elections</li> <li>Emmeline died on 14 June 1928, shortly after women were granted equal voting rights with men (at 21) <i>'I would rather be a rebel than a slave.'</i> <i>Emmeline Pankhurst</i></li> <li>Many women like Emmeline Pankhurst felt that women were not treated as equal in 1900 and this contributed to the Suffragette movement. Many women wanted equality.</li> <li>The Suffragettes were remembered at the 100 year anniversary of achieving the vote and through International Women's Day which takes place on March 8<sup>th</sup> each year.</li> </ul>
<b>Core Knowledge: 2<sup>nd</sup> Order Knowledge</b>	<p><b>Knowledge of Enquiry and communication processes:</b></p> <ol style="list-style-type: none"> <li>Identifies and uses different sources of information and artefacts.</li> <li>Evaluates the usefulness and accurateness of different sources of evidence.</li> <li>Selects the most appropriate source of evidence for particular tasks.</li> <li>Forms own opinions about historical events from a range of evidence</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ol> <p><b>For Chronology see progression</b></p>
<b>Possible Activities to consider</b>	<ul style="list-style-type: none"> <li>Consider the causes of the Suffragette Movement, exploring what life was like for women at the time.</li> <li>Find out about the Suffragette movement in Sheffield</li> <li>Comparison between Emmeline Pankhurst and Millicent Fawcett</li> <li>Write questions for interviewing Emmeline Pankhurst and hot seat in small groups.</li> <li>Design an award and a speech for a 'lifetime achievement award' for Emmeline.</li> <li>Use different accounts of incidents at the time and compare the interpretations.</li> </ul>

	<ul style="list-style-type: none"> <li>Structured research linked to the main Suffragettes- children select the most useful sites and evidence</li> <li>Create detailed timeline, selecting the key events- see progression</li> <li>History Mystery: using historical sources from the time aim to build a picture of Emmeline Pankhurst. Evaluate which sources were the most useful</li> <li>Drama and freeze frame</li> <li>Design a campaign or protest: create campaign materials and write a script for speaker etc</li> <li>Suffragette songs (Mary Poppins)</li> <li>Write profiles of key people from the movement: who they are, actions and key qualities and characteristics.</li> <li>Write news reports or factfiles</li> <li>Portrait of Emmeline Pankhurst showing her achievements.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Written pieces in response to enquiry question linked to significance and cause and consequence and legacy</li> <li>Low Stakes testing/quizzing and retrieval opportunities</li> <li>Formative assessment against objectives taught</li> </ul>
<b>Links</b>	<a href="https://www.youtube.com/watch?time_continue=3&amp;v=Pup3v3qdrPA&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=3&amp;v=Pup3v3qdrPA&amp;feature=emb_logo</a> <a href="https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs">https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/the-suffragettes/zfrc8xs">https://www.bbc.co.uk/teach/class-clips-video/the-suffragettes/zfrc8xs</a> <a href="https://www.twinkl.co.uk/resources/ks2-history-of-britain/ks2-history-british-history-beyond-1066-20th-century/history-suffragettes">https://www.twinkl.co.uk/resources/ks2-history-of-britain/ks2-history-british-history-beyond-1066-20th-century/history-suffragettes</a> <a href="https://www.bbc.co.uk/newsround/22766676">https://www.bbc.co.uk/newsround/22766676</a> <a href="https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/">https://www.natgeokids.com/uk/discover/history/general-history/suffragettes-facts/</a> <a href="https://www.bbc.co.uk/cbbc/watch/horrible-histories-suffragettes">https://www.bbc.co.uk/cbbc/watch/horrible-histories-suffragettes</a> <a href="https://www.museumoflondon.org.uk/discover/suffragettes">https://www.museumoflondon.org.uk/discover/suffragettes</a> <a href="https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst">https://learnenglishkids.britishcouncil.org/short-stories/emmeline-pankhurst</a>

