

The Suffragettes

Year 6

Key end points of the 'The Suffragettes' unit are:

- During the 19th and early 20th century, only wealthy men could vote
- The National Union for Women's Suffrage Societies was led by Millicent Fawcett
- Fawcett wanted women to have the same voting rights as men
- The NUWSS members (suffragists) campaigned peacefully
- The Women's Social and Political Union was led by Emmeline Pankhurst
- Pankhurst fought for suffrage for all women
- The WSPU members (suffragettes) were sometimes violent and broke the law
- There was also an 'anti-suffrage' movement at the time
- In 1918, some women were given the vote
- In 1928, all women were given the same voting rights as men

This unit builds on from the World War I unit studied in Autumn A. Although chronologically the Suffragette movement began before World War I, we recommend that World War I should be taught first so that children have the background knowledge regarding the role that women played in the war as well as the Representation of the Peoples Act that followed. The children have looked at the role of women across the curriculum, including how women were denied the right to vote in Athens, as they were not classed as citizens, and the role of women in Ancient Egypt.

This unit begins by looking at democracy in Britain up until the 19th century. The children have previously learned about British democracy, including the role of Parliament and prime ministers. Across the curriculum, they have learned about the changing power of the British monarchy and the rise of Parliament. However, in this unit the children are taught about the realities of democracy in Britain at this time, which they can compare with their knowledge of democracy today. Although Britain no longer had an absolute monarch, Parliament did not reflect the views of all people, or even a large majority of the population, as only the wealthy could vote. The children will learn about how and why the vote was extended to include more men, and how there were some people who believed that some women should also have the right to vote on the same terms as men.

The children will learn about and compare the campaigns of the National Union of Women's Suffrage Societies-led by Millicent Fawcett-and the Women's Social and Political Union lead by Emmeline Pankhurst. The children have previously looked at political campaigns regarding the abolition of slavery. The children will also focus on at the anti-suffrage movement-and the reasons why people were opposed to allowing women to vote, including Queen Victoria. During this unit, children will be encouraged to use a range of primary sources to learn more about the thoughts, beliefs and experiences of people at the time. Thought this unit, children should be encouraged to analyse the similarities and differences between different perspectives at the time. Teachers should include local history here where appropriate.

Teachers may wish to conclude by looking at feminism in the 21st century. Later in the year, the children will be given the opportunity to revisit their knowledge on the Suffragettes when they look at the History of Human Rights and Equality in the Summer Term.

Lesson sequence:

The unit begins by looking at democracy in the 19th century and provides an introduction of important legislation that opened the vote to more of the British public by the 1860s. Lesson 2 focuses on the first women's significant suffrage society- the National Union of Women's Suffrage Societies, led by Millicent Fawcett. The children then compare this with the Women's Social and Political Union, led by Emmeline Pankhurst, in lesson 3. In lesson 4 the children learn about the Anti-Suffragist campaign and in lesson 5 the children retrieve prior learning on World War I and the Representation of the People Act.

Key substantive concepts focused on in this unit are **feminism, suffrage, equality** and **democracy**.

Key disciplinary concepts focused on are **sources and evidence** and **similarities & differences**.