

Subject	History	Year Group	8	Sequence No.	5	Topic	Suffragettes
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Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>What expectations was there of women in society in the 1800s?</p> <p>What is the difference between a suffragist and suffragette?</p> <p>Who were the leaders of the suffragists and suffragettes?</p> <p>How is Queen Victoria feel about women's campaign to vote?</p> <p>From your knowledge of WW1 what was expected of men?</p> <p>How did WW1 help women's right to vote?</p> <p>When did women gain suffrage?</p> <p>What are the reasons for and against the right for women to vote?</p>	<p><u>Women before WW1</u></p> <ul style="list-style-type: none"> At the start of the 1800s, women in Britain didn't have the right to vote. They also had very little legal protection and few rights to education or work. By the end of the 1800s there was growing support for the campaign for women's right to vote. Women in society Were paid less than men Had fewer legal rights Lost those rights when they married Had jobs with the longest hours and lowest pay Domestic services tended to be done by women <p><u>Suffragettes and Suffragists</u></p> <p>Suffragists- Leader Dame Millicent Garrett Fawcett,</p> <p>The name given to women using peaceful protest to try and win the right to vote.</p> <p>The suffragettes used a range of tactics to raise awareness for their campaign, such as:</p> <ol style="list-style-type: none"> Petitions Writing letters to politicians 	<p>Through the knowledge learnt in this topic students will learn about the way that power has been distributed in the past as well as how people used their voice to make changes in society. They will link the present day to the past and make links to current day issues. They will do this through the following activities:</p> <ul style="list-style-type: none"> Is it right that women got paid less than men? Does this still happen today? What are the laws on equality today? How to people protest today? Is this still similar? What do people protest at today? Should people be allowed to protest? Should violent protest be allowed? Is there equality today in the 21st century? Yes/No why? Are there still issues with women and careers? Are women expected to do certain roles still today? Do women in the world receive an equal education to me? (Afghanistan)

<p>What violent tactics can you remember that the suffragettes used?</p> <p>How did the government try to deal with women who went on hunger strike?</p>	<p>III. Speeches IV. Posters</p> <ul style="list-style-type: none"> • Suffragettes- led by Emmeline Pankhurst. • The suffragettes wanted to use direct action as they believed the peaceful methods of the suffragists were ineffective. Suffragettes used tactics such as: • Chaining themselves to the railings of Buckingham Palace. • Burning down the homes of MPs who opposed women’s suffrage. • Burning down churches. The suffragettes felt the Church of England was opposed to women’s suffrage. • Breaking shop windows on Oxford Street, the main shopping street in London. • Queen Victoria was against the women’s campaign to vote. <p><u>Impact of WW1</u></p> <ul style="list-style-type: none"> • As The First World War began women put on hold their protesting to vote. • The involvement of women in the war effort did much to change perceptions of the role of women in British society. During the war years women undertook jobs normally carried out by men and proved they could do the work just as well. Between 1914 and 1918, an estimated two million women replaced men in employment It had been proved that women were capable of jobs beyond those in traditionally 'female' roles, such as domestic service. This strengthened their argument for the right to vote. Women found that, although many new doors were open to them in professional workplaces, the returning soldiers meant they mostly lost their jobs immediately. 1918 provided the right to vote for women 	<ul style="list-style-type: none"> • What issues of terrorism have we seen in our world? Are they similar/different to this topic? • Do hunger strikes still happen today? • Nazanin Zaghari-Ratcliffe and her husband can mention. • Are people still willing to give their life up for something they believe in? Does this still happen in the world?
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over 30.1928 provided the right to vote for women over the age of 21 and this was equal to men.

Arguments for and against the vote

The reasons for the opposition to the vote.

- Different responsibilities of men and women
- Middle Class women mainly campaigning will have no interest in laws to help ordinary working people
- Women are not rational
- Women are pure and should be protected from the 'grubby world' of politics
- Women do not fight wars, so they shouldn't have a say when the country goes to war
- Giving respectable women the vote will encourage them to develop careers, neglecting family duties – only the 'undesirable' classes will have children
- Will have to give the vote to all men
- There other, more important concerns

Arguments for the vote

- Women have increasing opportunities in education and work – the vote should come next
- Women pay taxes just like men
- Many uneducated working men can vote while well educated, 'respectable' women can't
- Women can already vote in local elections. They serve on local government bodies such as education committees and Poor Law boards. They have shown that they are able to and can be trusted with a vote
- Parliaments Decisions affect both men and women. So women should be able to vote for the MPs who pass those laws

- There are many single women and widows who bear the same responsibilities as men

Suffragettes and violence

Definition of terrorism-

Violence and threats to intimidate, especially for political purposes

Usually willing to hurt or kill for their cause!

Definition of freedom fighter

A person who is part of an organized group fighting against a cruel and unfair government or system

Arguments for and against the debate on terrorism

Emily Davison protested at the Derby by throwing herself in front of a horse. This was a very extreme and quite violent attack.

Many suffragette's protested by throwing bricks through the windows of politicians.

Emeline Pankhurst set fire to Lloyd-Georges' house – fortunately nobody was in at the time.

Arguments against the idea that suffragettes were terrorists

The suffragists had been protesting peacefully for years and had not achieved the right to vote – many suffragette's felt that they needed to be violent in order to get men to listen to them.

Some people argue that because the women were so desperate for the vote that they had to use desperate tactics to get people to listen.

The suffragette's stopped campaigning during WW1, which shows that they were willing to help the country in its time of need.

Cat and mouse act

Some women campaigned for the right to vote through hunger strikes.

The policy of force feeding suffragettes who were on Hunger Strike had the effect of generating sympathy for the Suffragettes and was politically backfiring for the government. Force feeding was a cruel method and permanently damaged some women.

The government sought to deal with the problem of hunger striking suffragettes with the 1913 Prisoners (Temporary Discharge for Ill-Health) Act, commonly known as the Cat and Mouse Act.

This Act allowed for the early release of prisoners who were so weakened by hunger striking that they were at risk of death. They were to be recalled to prison once their health was recovered, where the process would begin again.

Emily Davison

1913, Emily decided to protest at the Epsom Derby (horse racing). Many were in attendance, including the King and Queen.

King George V had a horse in the race, which Emily targeted. Emily headed out onto the track and reached up for horses reins. She died in hospital four days later. Many think her death was intentional, but others say she was just trying to disrupt the race to make a statement. Whatever her motivation, this was a key moment in the suffragette movement.

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