

TOPIC DESCRIPTION

The women's suffrage movement was a political and militant campaign to earn women the right to vote in political elections. Throughout the 19th and early 20th century the issue was debated, campaigned and fought for in countries all over the world - none more so than in Great Britain and Ireland. From the mid 19th century, the 'suffragists' campaigned constitutionally and within the law for women's suffrage. At the turn of the century, a new generation of women adopted a more militant policy of campaigning for suffrage. The 'suffragettes' and the 'suffragists' campaigned for women's suffrage up until the outbreak of the First World War, at which point both movements supported the war effort. It was this help and support which eventually led to women's suffrage being granted, beginning with the Representation of the People Act 1918.

INTENTIONS

1. Describe how the campaign for women's suffrage evolved throughout the late 19th and early 20th century.
2. Explain how campaigning plus the outbreak of the First World War contributed to women winning the right to vote on an equal status to men.

OUTCOMES

- Identify key personalities and groups from the suffrage movement.
- Describe the tactics used by suffragettes during their campaign for suffrage.
- Explain how and why female suffrage came about at the end of the First World War.
- Employ ICT skills to express an understanding of the topic.

AREAS OF LEARNING

ENVIRONMENT AND SOCIETY : HISTORY

(Objective 1) Developing pupils as Individuals

Explore how history has affected their personal identity, culture and lifestyle.

(Personal Understanding)

Investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy.

(Moral Character)

(Objective 2) Developing pupils as Contributors to Society

Investigate the impact of significant events/ideas of the 20th century on the world.

(Cultural Understanding)

Critically investigate and evaluate the power of the media in their representation of a significant historical event or individual.

(Media Awareness)

Investigate critical issues in history or historical figures who have behaved ethically or unethically.

(Ethical Awareness)

LANGUAGE AND LITERACY : ENGLISH WITH MEDIA EDUCATION

(Objective 1) Developing pupils as Individuals

Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential.

(Personal Understanding)

Explore and respond to others' emotions as encountered in literature, the media, moving image and peer discussion.

Develop the ability to use language (including body language) effectively in communicating with and relating to others.

(Mutual Understanding)

Explore the use of language and imagery in conveying and evoking a variety of powerful feelings.

(Spiritual Awareness)

(Objective 2) Developing pupils as Contributors to Society

Use literature, drama, poetry or the moving image to explore others' needs and rights.

(Citizenship)

LEARNING FOR LIFE AND WORK : LOCAL AND GLOBAL CITIZENSHIP

Diversity and Inclusion

Investigate factors that influence individual and group identity.

Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.

Human Rights and Social Responsibility

Investigate local and global scenarios where human rights have been seriously infringed.

Equality and Social Justice

Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity.

THE ARTS : ART AND DESIGN

(Objective 1) Developing pupils as Individuals

Express themselves through Art and Design.

(Personal Understanding)

Work with other pupils to produce a creative response to group expressions of identity.

(Mutual Understanding)

CROSS CURRICULAR SKILLS

COMMUNICATION

Talking and Listening

Pupils should be enabled to:

listen to and take part in discussions, explanations, role plays and presentations;
contribute comments, ask questions and respond to others' points of view;
communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
structure their talk and speak clearly so that ideas can be understood by others;
adapt ways of speaking to audience and situation;
and use non-verbal methods to express ideas and engage with the listener.

Reading

Pupils should be enabled to:

read a range of texts for information, ideas and enjoyment;
use a range of strategies to read with increasing independence;
find, select and use information from a range of sources;
understand and explore ideas, events and features in texts;
and use evidence from texts to explain opinions.

Writing

Pupils should be enabled to:

talk about, plan and edit work;
communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
and write with increasing accuracy and proficiency.

USING ICT

The ICT task allows pupils to develop their knowledge, understanding and experience of the topic through the desirable features of:

>> Research

>>> Desktop Publishing

THINKING SKILLS AND PERSONAL CAPABILITIES

Managing Information

Pupils have the opportunity to:

*use their own and others' ideas to locate sources of information;
and communicate with a sense of audience and purpose.*

Thinking, Problem-Solving and Decision-Making

Pupils have the opportunity to:

*make links between cause and effect;
and justify methods, opinions and conclusions.*

Being Creative

Pupils have the opportunity to:

*make new connections between ideas/information;
and take risks for learning.*

Working with Others

Pupils have the opportunity to:

*listen actively and share opinions;
develop routines of turn-taking, sharing and cooperating;
understand how actions and words affect others;
adapt their behaviour and language to suit different people and situations;
and suggest ways of improving their approach to working collaboratively.*

Self-Management

Pupils have the opportunity to:

*organise and plan how to go about a task;
focus, sustain attention and persist with tasks;
review learning and some aspect that might be improved;
and compare their own approach with others' and in different contexts.*