Year: 8	Subject: History	Unit title: Female Suffrage	Term: Summer

Knowledge (Learn that):

- Scholars know that the campaign for female suffrage was already well established before Emmeline Pankhurst founded the WSPU, with Suffragists using peaceful methods to build support.
- Scholars know that Emmeline Pankhurst believed direct action was necessary because peaceful campaigning had failed to force politicians to address women's demand for the vote.
- Scholars know that Suffragette militancy helped make female suffrage a national issue that politicians, newspapers and the public could not ignore.
- Scholars know that Suffragette militancy may also have hindered the cause by alienating potential supporters and giving opponents grounds to portray women campaigners as irresponsible or disorderly.
- Scholars know that imprisonment, hunger strikes and force-feeding led some people to view Suffragettes as brave martyrs, while others continued to regard them as lawbreakers.
- Scholars know that Emmeline Pankhurst's leadership mattered, but focusing only on her can conceal the contribution of Suffragists, working women and other campaigners within a diverse movement.
- Scholars know that the Suffragettes helped publicise female suffrage, but the achievement of voting rights also depended on Suffragist campaigning, women's wartime contribution and wider political reform.
- Scholars understand that the Suffragettes were significant because they generated publicity, sustained pressure and demonstrated commitment, but their militancy produced both helpful and harmful consequences and female suffrage resulted from a wider movement and changing political circumstances rather than the Suffragettes acting alone.

Core Vocabulary:

Female suffrage, Suffragist, Suffragette, NUWSS, WSPU, Constitutional campaigning, Militancy, Direct action, Publicity, Civil disobedience, Hunger strike, Force-feeding, Political prisoner, Cat and Mouse Act, Representation of the People Act, Equal Franchise Act, Historical significance

Vocabulary to Encounter:

Millicent Fawcett, Emmeline Pankhurst, Christabel Pankhurst, Sylvia Pankhurst, Emily Davison, Epsom Derby, Property damage, Lobbying, Martyr, Authoritarian leadership, First World War

Vocabulary to Retrieve:

Parliament, Representation, Franchise, Petition, Protest, Rights, Chartism, People's Charter, Political reform, Public opinion, Legislation, Significance

Teaching Sequence:

Lesson 1: Why Women Wanted the Vote
Lesson 2: Emmeline Pankhurst and "Deeds, Not Words"
Lesson 3: Militancy and Publicity
Lesson 4: Did Militancy Harm the Cause?
Lesson 5: Prison, Hunger Strikes and Force-Feeding
Lesson 6: Did Pankhurst Represent All Women?
Lesson 7: War, Votes and the 1918 Act
Lesson 8: Planning Lesson
Lesson 9: Essay Writing Lesson
(There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **historical significance.**
Scholars will be encouraged to:

- Distinguish historical significance from fame, visibility, memorability or sole causation.
- Establish criteria for judging whether the Suffragettes helped the wider cause of female suffrage.
- Assess the Suffragettes' significance through publicity, political pressure, support, contribution to reform, representativeness and legacy.
- Compare short-term impact with longer-term contribution to political change.
- Recognise that militant action could produce intended and unintended consequences.
- Compare the WSPU with the NUWSS, working women and other campaigners so that significance is judged within a wider movement.
- Distinguish some women gaining the parliamentary vote in 1918 from equal voting rights in 1928.
- Reach a qualified judgement that weighs the Suffragettes' contribution without treating them as either solely responsible or irrelevant.

This enquiry develops scholars' understanding that significance is constructed through explicit criteria. A movement can be highly visible and influential without being the sole cause of change, and its significance may differ according to whether historians examine publicity, political effect, representativeness or legacy.

Writing curriculum:

Throughout this unit, scholars use writing to make criteria-based judgements about historical significance.

- Scholars use disciplinary terms such as significance, impact, contribution, consequence, representativeness, legacy, short term and long term.
- Lesson-level writing tests a particular criterion, including whether the Suffragettes began the campaign, generated publicity or influenced political support.
- "Because, but, so" structures connect evidence of contribution to qualification and an interim judgement.
- Scholars compare militant and constitutional methods and evaluate both intended and unintended consequences.
- Writing distinguishes prominence in public memory from importance within the wider suffrage movement.
- The final essay weighs evidence that militancy helped and hindered the cause alongside the contributions of Suffragists, wartime change and wider reform.
- The conclusion applies the agreed criteria to reach a balanced judgement about how far the Suffragettes helped female suffrage.

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Links to other units:

Why this and why now?

Female Suffrage is the final Year 8 enquiry and follows the Industrial Revolution. It is positioned here to:

- Build directly on Chartism, working-class organisation and demands for political representation.
- Move from explaining historical interpretations to making criteria-based judgements about significance.
- Bring together recurring Year 8 themes of rights, representation, protest, publicity and political reform.
- Conclude the year by testing a prominent public narrative against the contribution of a wider movement.

How does this speak to what came before?

- The Industrial Revolution enquiry ends with Chartism and the belief that political power was needed to address social problems.
- Georgian Britain established the development of Parliament while revealing the narrow limits of eighteenth-century political participation.
- The Age of Revolutions introduced claims about rights, citizenship and the unequal distribution of political power.
- The Slavery enquiry showed how campaigners used testimony, publicity and political pressure to pursue reform.

How does this prepare scholars for what comes next?

- In Year 9, scholars can build on female suffrage when studying twentieth-century democracy, citizenship and women's experiences.
- The enquiry provides a framework for evaluating the significance of later protest movements and political campaigns.
- Distinguishing popular memory from historical significance supports later work on contested individuals and movements.
- The emphasis on multiple contributors prepares scholars to explain complex political change without relying on single-cause narratives.

Links to the national curriculum:

This unit supports the key stage 3 study of ideas, political power, industry and empire: Britain, 1745–1901, while extending the story of political reform into the early twentieth century. It examines the campaign for female suffrage, militant and constitutional methods, wartime change and the extension of voting rights in 1918 and 1928.

Linking to the KS3 National Curriculum

- Scholars study the long-established suffrage campaign and the contrasting methods of the NUWSS and WSPU.
- The unit examines militancy, publicity, imprisonment, hunger strikes and force-feeding.
- Scholars consider women's wartime contribution and the Representation of the People Act 1918.
- The Equal Franchise Act 1928 establishes the distinction between partial and equal voting rights.

Moving Beyond the KS3 National Curriculum

1. Criteria-based Significance

- Scholars judge significance through impact, political influence, representativeness, contribution and legacy.
- They learn that visibility and fame are not sufficient measures of historical importance.

2. Movement, Leadership and Memory

- Emmeline Pankhurst's leadership is placed within a wider movement of Suffragists, workers and other campaigners.
- The enquiry explains why the Suffragettes dominate public memory without assuming that they acted alone.

3. Intended and Unintended Consequences

- Militancy is examined as a strategy that generated publicity while also alienating some potential supporters.
- Scholars recognise that the same action can help and hinder a cause according to the criterion applied.

4. Disciplinary Literacy and Argument

- Comparative and evaluative language supports sustained significance judgements.
- The final essay requires criteria to be applied consistently to a wide range of evidence.