## Highsted Knowledge Organiser

## History Year 9 Term 1

| What I need to know | Key vocabulary |
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| The campaign for votes for women | Suffrage – the right to vote<br>Suffragist – a supporter of votes for women (VFW) who used peaceful methods<br>Suffragette – a supporter of VFW who used more confrontational (militant) methods |

**Student reference point**

- No women had the vote in 19th century Britain, even though there was a female monarch (Queen Victoria) for most of it. (Victoria was an opponent of votes for women).
- The campaign for votes for women (VFW) gathered towards the end of the 19th century.
- There were many opponents of VFW, including some women. It was argued by opponents of VFW that women were not intellectually or emotionally capable of having the vote, and that they should remain delicate, pure figures looking after the home, their husbands and their children. (A poem referred to women as an 'Angel of the House').
- The NUWSS was the main suffragist movement, led by Millicent Fawcett. They campaigned using peaceful methods, e.g. petitions, writing to MPs.
- By around 1903 many VFW supporters felt that peaceful methods were failing, and that more militant methods (e.g. breaking windows, blowing up postboxes, chaining themselves to railings outside Parliament) were needed. This led to the formation of the WSPU, the main suffragette movement, led by Emmeline Pankhurst.
- The suffragette campaign escalated in violence up to the outbreak of the First World War (1914). In 1913, the suffragette Emily Davison was killed when she run in front of the King's horse at the Derby.
- In 1914 the suffragettes paused their militancy and supported the war.
- During WW1 (1914-18) many women did war work (e.g. driving buses, working in munitions factories), and this challenged many traditional-minded people's views about what women were capable of.
- In 1918 the government gave the vote to wealthier women over the age of 30. There is some debate about whether this was the result of the suffragette campaign, or whether women's war work was more important.

**Challenge question**

What evidence is there that the 1918 Reform Act was not designed to reward women for their war work?

**Suggested reading**

Tracy Chevalier, *Falling Angels* (2001). *The Guardian* comments: 'Chevalier's 2001 novel introduces the work of the suffragettes as part of a wider exploration of the changing role of women at the turn of the 20th century. As the Victorian era segues into the Edwardian, isolated and unhappy Kitty Coleman, mother of Maude, is introduced to the WSPU. There is no romanticising of suffragette activities here. The book deals head-on with the choice then facing women between dedicating their time to a noble cause and their conventional role as mothers. The result is heartbreaking.'

History Department Standards
Year 9 Term 1

| Topic | Standard | | | |
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| | **B** | **S** | **G** | **P** |
| *Suffrage speech* | I demonstrate **some knowledge and understanding** of the question and the historical period it relates to. I am able to use **some evidence of arguments in favour of votes for women** to support my answer. | I demonstrate **sound knowledge** and understanding of the question and the historical period it relates to. I am able to use **relevant and accurate evidence of arguments in favour of votes for women** to support my answer. | I demonstrate **good knowledge and understanding** of the question and the historical period it relates to. I am able to use a **wide range of relevant, accurate and well-selected evidence of arguments in favour of votes for women** to support my answer. | I demonstrate **outstanding knowledge and understanding** of the question and the historical period it relates to. (This is likely to come in part from independent research.) I am able to use a **wide range of relevant, accurate and well-selected evidence of arguments in favour of votes for women** to support my answer. |
| *Did the suffragettes do more harm than good?* | I can **explain** two or more different views of an event and **explain which I agree with more**. I support my explanation with some relevant and accurate detail. | I am **beginning** to evaluate two different views of an event and **reach a judgement about which is more persuasive** based on my own knowledge of the period. | I can **evaluate** two different views of an event and **reach a conclusion about which is more persuasive** based on my own knowledge of the period. | I can evaluate **two** different views of an event and reach a substantiated conclusion that asserts **valid criteria** about which is more persuasive based on accurate and precisely selected own knowledge of the period. |

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| My strengths this term have been: | |
| My Next Steps in History are: | |