



May we give them roots to grow and wings to fly.



## Our Curriculum – Medium-Term Planning

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| <b>Term and Year:</b>        | <b>Spring 1</b>                                                         |
| <b>Class:</b>                | <b>Year 6</b>                                                           |
| <b>Subject:</b>              | <b>History</b>                                                          |
| <b>Key Unit Question:</b>    | <b>How has the role of women changed over time?</b>                     |
| <b>Memorable Experience:</b> | <b>Beamish: Suffragettes (KS3 workshop – can they accommodate KS2?)</b> |

### Vocabulary that will be taught:

**patriarchy** - a system of society or government in which men hold the power, and from which women are largely excluded

**matriarchy** - a system of society or government run by women

**hierarchy** - a system in which people are organised according to ranked positions within society

**suffrage** - the right to vote in an election

**feminism** - the belief that women should be allowed the same rights, power and opportunities as men and be treated in the same way

**sexism** - prejudice, stereotyping or discrimination against someone based on their gender

**revolution** - a forcible overthrow of a government or social order in favour of a new system

**empowerment** - to give someone the authority or power to do something

### National Curriculum Objectives:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Rationale:

In this unit, children are able to build on their knowledge of 'society' – in particular the role of women, learnt about during the Romans, Greeks and Egyptians and making comparisons between them. Given that it is aimed at Y6, it tackles the more complex and questionable elements of 'society' and culminates with the views of historians about the role of women, whether that be positive or negative. Students will consider the arc of development over time that has shaped the history of women in Britain. Chronological knowledge and understanding are developed via a range of activities using timelines, key terms and dates. This unit lays the foundations for later study which may include women's suffrage at KS3.

### Prior Knowledge:

Children will have considered the role of women through previous studies in both KS1 and KS2. When learning about the ancient civilisations children will have discussed life and society which will have briefly included the roles and responsibilities of women.

### What do we intend pupils to know and be able to do at the end of this unit?

#### Substantive knowledge:

- I know how women were treated during ancient civilizations
- I know how women were treated during British history
- I know how women's suffrage came about

#### Disciplinary knowledge:

- I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- I can compare beliefs and behaviour with another time studied
- I can bring knowledge gathered from several sources together in a fluent account



| Key lesson questions |                                                                                                                                                                                                                                                                                     | Activities/Key points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Lesson 1             | <b>What was the role of women in ancient times?</b> <ul style="list-style-type: none"><li>I can sequence time periods studied on a timeline</li><li>I can make comparisons between different times in the past</li><li>I can compare life in early and late times studied</li></ul> | <ul style="list-style-type: none"><li>Using their knowledge of prior topics in KS2, children will recall and research the roles and rights of women in the ancient civilisations.</li><li>Split a double page spread into 4 sections:<ul style="list-style-type: none"><li>Greece (<a href="https://www.ducksters.com/history/ancient_greece/womens_roles.php">https://www.ducksters.com/history/ancient_greece/womens_roles.php</a>)</li><li>Rome (<a href="https://www.ducksters.com/history/ancient_rome/roman_women.php">https://www.ducksters.com/history/ancient_rome/roman_women.php</a>)</li><li>Egypt (<a href="https://www.ducksters.com/history/ancient_egypt/womens_roles.php">https://www.ducksters.com/history/ancient_egypt/womens_roles.php</a>)</li><li>Maya (<a href="https://mayas.mrdonn.org/women.html#:~:text=Maya%20women%20participated%20in%20government,the%20care%20of%20domestic%20shrines">https://mayas.mrdonn.org/women.html#:~:text=Maya%20women%20participated%20in%20government,the%20care%20of%20domestic%20shrines</a>)</li></ul></li><li>Provide children with a set of the True or False Cards in pairs or small groups. Challenge the groups to sort the cards into two piles - those that are true and those that are false. Encourage children to discuss their reasoning as a group.</li><li>Once all groups have had time to sort their cards, read out the correct answers from the Answer Sheet. How many did you get right? Are there any facts that surprise you? Which facts trouble you the most and why? Discuss ideas as a class.</li></ul> |
| Lesson 2             | <b>What was the role of women in Britain?</b> <ul style="list-style-type: none"><li>I can sequence time periods studied on a timeline</li><li>I can make comparisons between different times in the past</li><li>I can compare life in early and late times studied</li></ul>       | <ul style="list-style-type: none"><li>Using their knowledge of prior topics in KS2, children will recall and research the roles and rights of women in Britain throughout the ages.</li><li>Split a double page spread into 5 sections:<ul style="list-style-type: none"><li>Medieval (1066 – 1485)</li><li>Tudors (1485 – 1603)</li><li>Stuarts (1603 – 1714)</li><li>Georgian (1714 – 1837)</li><li>Victorian (1837 – 1901)</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Lesson 3             | <b>How did women in Britain get the vote?</b> <ul style="list-style-type: none"><li>I can research the suffrage movement</li><li>I can consider different beliefs and behaviours</li><li>I can recognise that not everyone shares the same views and feelings</li></ul>             | <ul style="list-style-type: none"><li>Explain that by the middle of the 19th century, many women were becoming more vocal about the injustice of their place as second-class citizens. One of the main things that women found unfair was that they were not allowed to vote.</li><li>Learn about women's suffrage movement, starting with the formation of the London Society for Women's Suffrage in 1867 to the more militant action of the Women's Social and Political Union up to the outbreak of WW1.</li><li>Show children the photos of the suffragette movement. How do these images make you feel? Do you think you would have supported the suffragettes? Why or why not?</li><li>Discuss the arguments for and against women's suffrage</li><li>Children to write a newspaper report about the processions in London on 21st June 1908.</li><li>Children will need to decide if they are going to write their report as though they are in support of the suffragettes or against their actions.</li><li>Alternative activity – Children to have a debate about women's suffrage.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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| Lesson 4 | <b>What was the role of women during the war?</b> <ul style="list-style-type: none"><li>• I can consider the similarities and difference between different people</li><li>• I can consider reasons for different versions of events</li><li>• I can bring knowledge together from several sources</li></ul>                                | <ul style="list-style-type: none"><li>• Give children some basic information about the outbreak of WW1 and the impact it had on Britain, using photographs as prompts to encourage children to think about how the war affected the women who were left behind at home.</li><li>• By 1918, it became difficult to deny the role women had played in the war effort and certain women were finally given the right to vote. Discuss the reasons why women finally got the vote and the subsequent rights granted in 1928.</li><li>• Children to write an account of a woman's experiences during WW1. Children may wish to do some further independent research to help them.</li></ul> |
| Lesson 5 | <b>Did the role of women change after the war?</b> <ul style="list-style-type: none"><li>• I can consider the concept of cause and effect</li><li>• I can communicate knowledge and understanding of the changing roles of women</li><li>• I can select and organise information to produce structured work</li></ul>                      | <ul style="list-style-type: none"><li>• Go through the information on the slides about the outbreak of WW2 and the role women played in the war effort. What do you think happened when the men came home from the battlefields? Did women carry on working? Were they treated on an equal footing with men? Invite children to share their ideas.</li><li>• Do you think women would have been given the vote after the end of WW1 if the suffragettes hadn't campaigned in the years leading up to the war? Why or why not? Discuss ideas as a class.</li><li>• Now that women had the vote, how do you think the lives of everyday women changed?</li></ul>                         |
| Lesson 6 | <b>How has the role of women changed over time?</b> <ul style="list-style-type: none"><li>• I can summarise what I have learnt about the changing role of women</li><li>• I can identify the most important reason for the role of women changing</li><li>• I can show knowledge and understanding of the changing role of women</li></ul> | <ul style="list-style-type: none"><li>• Children to debate on their tables how the role of women has changed over time and whether women are equal to men now or not.</li><li>• In their curriculum books, children should write a non-chronological report exploring the changing role of women – using all the knowledge they have accumulated over the unit of work.</li><li>• Children then finish off by answering the question: Are women equal in the 21st century?</li></ul>                                                                                                                                                                                                   |
| Lesson 7 | <b>How has the role of women changed over time?</b><br>End of Unit Assessment / Knowledge Harvest                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |