

## Unit 12 Why did women and some men have to struggle for the vote in Britain? What is the point of voting today?

### About the unit

Schools need to decide which opportunities to develop as explicit citizenship provision. This unit can be delivered through citizenship or history. History is identified in **this typeface**.

Pupils learn about the key characteristics of government and the electoral system in Britain. They explore the principles of different electoral systems, and ideas about voting. They consider the consequences of disenfranchisement for excluded groups and for society as a whole. Pupils discuss and evaluate how effective democracy is in Britain today. They work in groups to prepare for, and take part in, a debate on a topical issue in front of a particular audience. They monitor and assess their own learning.

In this unit, pupils learn about the struggle women, and their male supporters, faced in order to achieve universal female suffrage. This is put within the context of the struggle for full male suffrage, and of contemporary ideas about power, voting and the roles of men and women. Pupils will learn that granting the vote to women was, in part, a reflection of changes in society, including changes in beliefs about women's status and role.

### Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

#### Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- 1b the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- 1d the key characteristics of parliamentary and other forms of government
- 1e the electoral system and the importance of voting

#### Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2c contribute to group and exploratory class discussions, and take part in debates

#### Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3b negotiate, decide and take part responsibly in both school and community-based activities
- 3c reflect on the process of participating

This unit links with unit 6 'Government, elections and voting'.

This unit addresses the following aspects of the key stage 3 history programme of study:

#### Britain 1750–1900

- 10 A study of how expansion of trade and colonisation, industrialisation and political changes affected the United Kingdom, including the local area.

#### A world study after 1900

- 13 A study of some of the significant individuals, events and developments from across the twentieth century, including the two World Wars, the Holocaust, the Cold War, and their impact on Britain, Europe and the wider world.

This unit links with unit 2 'How did medieval monarchs keep control?', unit 10 'France 1789–94', unit 11 'Industrial changes', unit 12 'Snapshot 1900' and unit 15 'Black peoples of America' in the history scheme of work.

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## Expectations

### At the end of this unit

#### most pupils

**for citizenship:** know and understand the key characteristics of representative government. They describe the function of voting, understand the consequences of disenfranchisement and identify the principles that underpin exclusion today. They apply historical knowledge to topical issues, *eg electoral reform and democracy in modern Britain*. They discuss how democratic Britain is today, and give different arguments for and against electoral reform. They participate in group work and in a debate, making valid and relevant contributions.

**for history:** demonstrate knowledge of the long campaign to widen the franchise that took place between the early 19th and the early 20th century. They analyse the methods used to bring about change, including those of the suffragettes and the Chartists. They describe the ideas and attitudes of the people who opposed change. They carry out research into specific campaigns, and into attitudes towards women in the 19th and early 20th century. They explain why some women were given the vote in 1918. They select and organise relevant information in a piece of structured writing.

#### some pupils have not made so much progress and

**for citizenship:** describe some of the key characteristics of representative government, including the electoral system. They know who does/does not have voting rights in Britain today, and describe one of the consequences of disenfranchisement. They identify some differences between politics today and in the past, and describe one argument for change in Britain now. They contribute to group work and to a debate.

**for history:** demonstrate some knowledge of the key events and individuals in the long campaign to widen the franchise. They describe one attempt at achieving political change. They demonstrate some understanding of why certain people were opposed to change, and use sources of information to describe some of the attitudes towards women in the 19th and early 20th century. They describe how some women got the vote in 1918. They select and combine information in a piece of structured writing.

#### some pupils have progressed further and

**for citizenship:** demonstrate detailed knowledge and understanding of the key characteristics of representative government. They explain the function of voting, understand the consequences of disenfranchisement and describe and explain the principles that underpin exclusion. They apply historical knowledge to topical issues, *eg electoral reform and democracy in modern Britain*. They use their knowledge of British politics and society to evaluate how democratic Britain is today, discuss the challenges of providing representative government for minority groups and assess different arguments for and against electoral reform. They participate effectively in group work and in a debate, and make consistently valid and challenging contributions.

**for history:** demonstrate detailed knowledge of the long campaign to widen the franchise, making links between the campaign and wider social and political developments. They analyse the methods used to bring about change, including those of the suffragettes and the Chartists. They analyse the ideas and attitudes of the people who opposed change. They carry out detailed research into specific campaigns, and into attitudes towards women in the 19th and early 20th century. They consider conflicting interpretations of why some women were given the vote in 1918. They reach substantiated conclusions, in a piece of structured writing.

- National Assembly for Wales
- Citizens Online Democracy
- YouGov (*for online voting on topical issues*)
- Charter 88
- Electoral Reform Society
- GreenNet (*information on a range of political and environmental organisations*)
- Child Rights Information Network
- UK Food Group
- Friends of the Earth
- British Youth Council
- Save the Children

NB: care should be taken when encouraging pupils to access websites

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## Resources

Resources include:

- portraits of men and women in the early Victorian period, *eg those by Richard Redgrave, Elgar Hicks*
- further information about suffragettes and Chartists
- First World War propaganda posters
- the results of the most recent local and general elections

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

- UK Parliament
- UK Online
- AlertNet (*news service funded by Reuters*)
- Scottish Parliament
- Northern Ireland Office

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## Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of the unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- the struggle for the vote, *eg suffrage, franchise, inequality, discrimination, status, democracy, reform, agitation, radical, moderate, suffragist, suffragette*
- democracy, *eg representative government, electoral systems, proportional representation, apathy, responsibility*

Speaking and listening – through the activities pupils learn to:

- explore ideas through role-play (year 7 S&L15, year 8 S&L14, year 9 S&L12)
- discuss, evaluate and develop thinking about different points of view (year 7 S&L14, year 8 S&L12, year 9 S&L9)

Reading – through the activities pupils learn to:

- undertake independent research using a range of reading strategies (year 7 R2, year 8 R2, year 9 R2)

Writing – through the activities pupils learn to:

- organise and present in writing a range of information cohesively (year 7 Wr10, year 8 Wr10, year 9 Wr9)

Word level – through the activities pupils learn to:

- develop knowledge of word origins (year 7 Sp10, year 8 Sp6, year 9 Sp4)

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## Links with other subjects

ICT: 1b in the programme of study

Pupils should learn:

Pupils:

### How can we start to think about power and exclusion?

- about the consequences of being denied the right to vote and other political rights
- that all political systems are underpinned by beliefs about power and people
- Ask pupils, in groups, to design a political system. They should decide who will rule, and how the rulers will be chosen. They will all live within this system, but they do not know yet what sort of people they will be, *eg old, young, black, white, rich, poor, male, female, able-bodied, sensory impaired, mentally ill, prisoners.*
- Discuss the political systems with the pupils, using words such as 'fair', 'unfair', 'equal', 'unequal' and 'rights'. Do any systems exclude particular groups? Why? What beliefs about power, people and responsibility led pupils to make these decisions? Ask pupils to reflect on what difference it made not to know 'who' they would be, and why.
- Set up a quick vote on any topical issue, but arbitrarily exclude one section of the class. Use the reaction of the pupils to generate ideas about the consequences of disenfranchisement for excluded individuals and groups, as well as for society as a whole.
- demonstrate understanding of the nature and purpose of political systems
- reflect on their thinking and make meaningful observations about their beliefs and motives
- make valid suggestions about the consequences of disenfranchisement both for excluded groups and for society as a whole
- This section could build on the desert island scenario from introductory unit 1 'Citizenship – what's it all about?'. Teachers should consider how much support pupils will need in order to design their political systems. Use questions to guide and extend the decisions made by pupils, *eg who will rule? Everyone? A minority? How will the rulers be chosen? What will the function of the government be? What rights will each citizen have?*
- Make links with any school/community/ national elections. If the school has elections, are there circumstances in which pupils can be deprived of their vote? What would the impact on the school be if a particular group was excluded from the decision-making process?

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Who could and could not vote in Britain in 1831?**

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| <ul style="list-style-type: none"> <li>• about the key characteristics of government in Britain, both today and in 1831</li> <li>• about the function of voting within a representative democracy</li> </ul> | <ul style="list-style-type: none"> <li>• Draw a simple diagram to show the key characteristics of government in Britain today. Ask pupils to use the diagram to explain the function of voting within a representative democracy.</li> <li>• Compare the political system in 1831 – ie the system before the passing of the 1832 Reform Act – with today's political system, asking pupils to identify the similarities and differences. Pupils could then make an 'illustrated map' to show the key characteristics of the political system in 1831.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate understanding of the characteristics of government and identify valid similarities and differences between two political systems</li> <li>• demonstrate understanding of the function of voting in a representative democracy</li> </ul> | <ul style="list-style-type: none"> <li>• This section links with unit 6 'Government, elections and voting'.</li> <li>• The key characteristics of government in Britain include: the function of Parliament; the split between the Commons and the Lords; the way MPs are elected; secret ballots; the distribution of seats/constituencies; the criteria for voting.</li> <li>• In Britain today, everyone is eligible to vote apart from people under 18, the mentally ill, prisoners and peers.</li> <li>• An 'illustrated map' of the political system in 1831 should show the distribution of seats, counties and boroughs, and the size of the electorate. In 1831, approximately 5 per cent of adults could vote. Seats were unfairly distributed, both across the country as a whole and between industrial towns and rural areas.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Why did some men have the vote in 1831 and not others?**

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| <ul style="list-style-type: none"> <li>• about the principles that underpin representative democracy</li> <li>• to analyse the social and cultural factors that excluded so many men from the franchise in 1831</li> <li>• to explore ideas through role-play (NSE)</li> <li>• to develop knowledge of word origins (NSE)</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the sorts of people who could, and could not, vote in 1831. Refer to pupils' own designs for a political system and the discussion about the principles underpinning their decisions. Ask pupils how the main points raised in that discussion could be useful in understanding the beliefs underpinning the political system in 1831. Stress the need to understand contemporary ideas about voting and the roles of men and women.</li> <li>• Give pupils fact cards detailing who could and could not vote in 1831. Use these, along with observations and prior learning on serfdom, slavery and the French Revolution, to focus on some of the ideas of early Victorian society, <i>eg ideas about voting, responsibility, men, women, legal freedom, property rights.</i></li> <li>• Check pupils' understanding by interviewing individual pupils posing as characters from the period. Each pupil must explain to their puzzled interviewer why it is a shocking idea that men other than the landed gentry should vote.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate understanding of why different people could/could not vote in Britain in the early 19th century</li> <li>• demonstrate understanding of beliefs and attitudes that differ from their own</li> </ul> | <ul style="list-style-type: none"> <li>• In 1831 the right to vote depended on a property qualification, meaning that only wealthy landowners could vote.</li> <li>• In this part of the unit, pupils should be helped to understand two fundamental principles that affect beliefs about voting in representative democracies: responsibility and freedom.</li> <li>• Link with history: unit 2 'How did medieval monarchs keep control', unit 8 'The civil wars: was England 'turned upside down' in the seventeenth-century?', unit 10 'France 1789-94: why was there a revolution?', unit 15 'Black peoples of America: from slavery to equality?'.</li> <li>• Link with NSE: year 7 S&amp;L15, year 8 S&amp;L14, year 9 S&amp;L12.</li> <li>• Link with NSE: year 7 Sp10, year 8 Sp6, year 9 Sp4.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Why did women not have the vote in 1831?**

- to analyse the social and cultural factors that excluded Victorian women from the franchise
  - about the connections between Victorian beliefs about women's nature and their role and status in society
  - to distinguish between the early Victorian ideal of womanhood and the reality of many women's lives
- Focus on the beliefs most early Victorians held about voting and about women. Stress that for the majority of people, the idea of women voting was inconceivable because of prevailing social and cultural attitudes. Inform pupils of women's legal status in 1831 as regards (i) property (ii) income (iii) divorce and (iv) the custody of children. Ask pupils to use this legislation to make inferences about Victorian attitudes towards women.
  - Pupils could then test their inferences by examining a range of source material. They should organise any relevant information they find into categories, *eg beliefs about the nature of women (personality traits, particular skills/aptitudes), the status of women, the role of women*. Ask them to identify links between the categories. Stress that their research must focus only on the early and mid-19th century.
  - Give pupils a list of activities that would have been carried out in early Victorian Britain, *eg making laws, caring for the sick, fighting in a war*. Pupils could use these to produce a Venn diagram with two segments: 'private and female spheres' and 'public and male spheres'.
  - Refer to unit 11 'Industrial changes' in the history scheme of work to stress that the early Victorian view of women was an ideal and not a reality. In fact, many women worked outside the home or as domestic servants in other people's homes.
- select and classify relevant information from a range of sources
  - use source material to make inferences about Victorian women's lives
  - identify valid links between Victorian beliefs about women's nature and their role and status in society
  - demonstrate understanding of the different male and female spheres in early Victorian society
- Link with ICT: (1b) pupils could use the internet to find information about women in 19th century Britain. They could also use a drawing package to produce the Venn diagram.
  - As of 1839, an 'innocent' mother could have custody of her children until they were seven years old. Before 1839, mothers had no custody rights.
  - Until the 1857 Divorce (Matrimonial Causes) Act was passed, women had to prove bigamy or incest in order to get a divorce. The case could not be heard in a law court but had to be presented to the House of Lords. Until 1891, a married woman could not leave home if her husband forbade it.
  - Until the 1870 Married Women's Property Act was passed, women had to surrender legal ownership of all their possessions on marriage.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note**

### Who was struggling for political change in the first half of the 19th century?

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| <ul style="list-style-type: none"> <li>• about early 19th century struggles to change the political system and about government repression</li> <li>• about the aims and methods of the Chartists</li> <li>• that ultimately five of the Chartists' six demands were met</li> <li>• to select and classify relevant material when researching the Chartists' methods</li> <li>• that the Chartists' attitudes towards women were typical for their time</li> <li>• about the nature of democracy and key characteristics of representative democracy</li> </ul> | <ul style="list-style-type: none"> <li>• Tell pupils that both moderates and radicals had been challenging ideas about voting and men since the late 18th century, and that their struggles had always been repressed by the government. Use the story of Peterloo and fact cards about the Six Acts to cast light on the types of people involved in both the struggle and government repression.</li> <li>• Describe the main terms of the 1832 Reform Act and ask pupils why radicals would be disappointed with it. What could they do next, given the existing constraints on action?</li> <li>• Focus on the Chartist Movement. Pupils could annotate a given summary of the Six Point Charter to explain why the government was unlikely to agree to it. They could also use their knowledge of the period to explain why female/universal suffrage was not a demand.</li> <li>• Ask pupils to investigate the Chartists' methods, using a variety of source material. Pupils could classify the different methods as 'direct' and 'non-direct'. What were the arguments in favour of each method?</li> <li>• Tell pupils what happened in 1848 (about the rejection of the Chartists' third and final petition to Parliament leading to the end of the movement), but stress that five of the Chartists' six demands were eventually met. Pupils could annotate their summary of the Six Point Charter to explain how each point was 'democratic'. They should use their knowledge of today's system of government to identify the one demand of the Chartists that was never met, and suggest reasons why.</li> </ul> | <ul style="list-style-type: none"> <li>• select relevant information to find out about the Chartists' methods</li> <li>• use their knowledge of attitudes towards women at the time to cast light on the Chartists' aims</li> <li>• demonstrate understanding of the key characteristics of representative democracy</li> <li>• use specialist vocabulary, eg <i>democratic, militant, radical, moderate</i>, accurately and appropriately</li> <li>• demonstrate understanding of how five of the Chartists' Six Points could be considered 'democratic'</li> </ul> | <ul style="list-style-type: none"> <li>• This section could be extended by giving pupils simple accounts of the political ideas of:             <ul style="list-style-type: none"> <li>- Thomas Paine (1737 - 1809)</li> <li>- Edmund Burke (1729 - 1797)</li> <li>- Mary Wollstonecraft (1759 - 1797)</li> </ul> </li> <li>• Ask pupils to decide which thinker was the most radical, and which was the most conservative.</li> <li>• The Chartists' demand for 'annual parliaments' was not met. A change of government every year would not normally be considered democratic because it would be likely to lead to unstable rule.</li> </ul> |
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### What has 19th century political history got to do with citizenship today?

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| <ul style="list-style-type: none"> <li>• about the importance of political history, and its relevance to citizenship today</li> <li>• to reflect on and apply their learning</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils should reflect on the knowledge and understanding of 19th century political history they have gained from the unit so far. Brainstorm the question 'What has this got to do with me?' Use questions and spray diagrams to help pupils consider issues of relevance today, eg <i>repression, struggles for change</i>.</li> <li>• Pupils could then discuss the contribution made by history to an 'informed and responsible' citizenry.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate understanding of the importance of history to an informed citizenry</li> <li>• articulate links between their own lives and the events, issues, individuals, trends, characteristics, etc of political history</li> </ul> | <ul style="list-style-type: none"> <li>• Extension activity: this section could be extended by analysing current media articles that refer to political history.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note**

### Why did more people get the vote in the second half of the 19th century?

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| <ul style="list-style-type: none"> <li>• why the Reform Acts of 1867 and 1884 were passed</li> <li>• to develop an understanding of causation by constructing diagrams</li> </ul> | <ul style="list-style-type: none"> <li>• Tell pupils the terms of the Reform Acts of 1867 and 1884. Give them a list of possible reasons why these Acts were passed, including some bogus reasons. Pupils should use their knowledge of the period to select the reasons they think are most likely to be correct.</li> <li>• Give pupils simple accounts of life in 1867 and 1884, <i>eg stories, relevant source material</i>, and ask them to check if they identified the correct reasons. Pupils could then summarise the main changes to the franchise, emphasising how they affected the proportion of men who could vote.</li> <li>• Assess pupils' understanding by asking them to produce simple causation diagrams showing why either/ both of the Acts were passed.</li> </ul> | <ul style="list-style-type: none"> <li>• select likely reasons for the passing of the 1867 and 1884 Reform Acts</li> <li>• organise these reasons into a causation diagram, classifying them appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Probable reasons why the 1867 and 1884 Reform Acts were passed could include 'Political parties wanted the support of new voters'. Bogus reasons might include 'Holding elections would be fun'.</li> <li>• Link with thinking skills: evaluation.</li> <li>• Extension activity: this section could be extended by studying the debates about giving women the vote that took place at the time. Pupils should discuss the significance of the fact that women's suffrage was debated in both 1867 and 1884, and should analyse the arguments made against giving women the vote then.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note**

### To what extent did ideas about women change during the second half of the 19th century?

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| <ul style="list-style-type: none"> <li>• to evaluate the extent of the changes made to women's economic, legal and political status from 1830 to 1901</li> <li>• to research change and continuity, and present their findings to an audience</li> <li>• to undertake independent research using a range of reading strategies (NSE)</li> </ul> | <ul style="list-style-type: none"> <li>• Draw a timeline showing the legislation affecting women that was passed between 1830 and 1901. What do pupils notice about the changes to the law? About continuity? About the pace of change? In what ways did women in 1901 have greater control over their lives, enshrined in law, than women in the early and mid-Victorian periods?</li> <li>• Using their earlier research on women in the early Victorian period, pupils could devise questions for an enquiry into how far beliefs about women and their position and status had changed by 1901. They should identify a range of sources, including ICT, to research their questions, and should present their findings to the class.</li> </ul> | <ul style="list-style-type: none"> <li>• discuss and evaluate conflicting evidence</li> <li>• select questions and sources for research</li> <li>• find relevant information and present their findings</li> <li>• show understanding of the beliefs prevalent in 1901 about women and their position and status</li> </ul> | <ul style="list-style-type: none"> <li>• Link with thinking skills: evaluation.</li> <li>• Relevant legislation includes:             <ul style="list-style-type: none"> <li>- 1857 Divorce (Matrimonial Causes) Act: if her husband divorced her, a wife had the same property rights as a single woman. Men could divorce for a wife's adultery; women had to prove both adultery and cruelty</li> <li>- 1870 Married Women's Property Act: married women could keep their own earnings and any property acquired after marriage, and could hold their own savings account</li> <li>- 1882 Married Women's Property Act: married women could keep any property acquired before marriage</li> <li>- 1870 Education Act: women ratepayers could elect and serve on school boards</li> <li>- 1873: an 'innocent' mother (the innocent party in divorce proceedings) could have custody of her children until they were 16 years old</li> <li>- 1875: women could be elected Poor Law Guardians</li> </ul> </li> <li>• Link with NSE: year 7 R2, year 8 R2, year 9 R2.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Who was campaigning for votes for women? How did they campaign?**

- about the arguments for and against female suffrage in the late 19th and early 20th century
  - about the campaigning methods used by suffragettes and suffragists
  - to use the classifying skills they developed earlier
- Give pupils fact cards about a range of individuals who were either pro or anti-women's suffrage, eg *the Pankhursts, Mrs Humphrey Ward, Millicent Fawcett, Annie Kenny, John Stuart Mill, Queen Victoria, George Eliot*. The cards should include details of their beliefs and background. Give pupils sample arguments about women's suffrage and ask them to match these to the relevant individuals. Discuss the wide range of attitudes held on the issue.
  - Pupils could investigate the suffragette and suffragist campaigns. As with the work they carried out earlier into the methods used by the Chartists, they should classify the different methods used and the reasons why they were chosen. Pupils could use timelines and timeline commentaries to indicate when and why methods changed, and what the differences were between the two groups.

- demonstrate understanding of late Victorian arguments for and against female suffrage
- explain why some groups and individuals did not support votes for women
- select and organise information on suffragette and suffragist campaigning methods

- In order to avoid stereotyping of women/suffragettes/people opposed to women's suffrage, give pupils a wide range of opinions. Be sure to include the views of both men and women.

**Why did women get the vote in 1918 and not before?**

- about the role that women in Britain played during the First World War
  - to analyse the impact of women's war work on attitudes towards female suffrage
  - to evaluate the changes made to the franchise in 1918 and 1928
- Use a range of sources to give pupils an overview of the work carried out by women during the First World War. Focus on the propaganda directed at women at the time. Why was there so much of it? How did it portray women? Pupils could annotate a poster encouraging women to take part in the war effort, noting (i) the propaganda devices used (ii) the attitudes displayed about/towards women.
  - Remind pupils of some of the ideas related to voting, eg *freedom, responsibility*. Ask them to speculate on how attitudes to women might have changed following the First World War.
  - Ask pupils to look at source material on the franchise legislation of 1918 and 1928. They should note how the acts affected both women and men; list the reasons why the 1918 Act was passed when it was; and suggest why it was not until 1928 that all women had the vote.

- annotate a poster to show their understanding of propaganda devices and attitudes towards women during the First World War
- suggest reasons why women's war work helped change attitudes towards female suffrage
- explain the consequences of the suffrage legislation of 1918 and 1928, and list the reasons for the passing of the 1918 Act

- Pupils may notice that First World War propaganda directed at women included contradictory messages about women's nature and their role in society. Ask them to suggest some reasons for these messages.
- Link with thinking skills: reasoning.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note**

### Why did women and some men have to struggle for the vote? What is the point of voting today?

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| <ul style="list-style-type: none"> <li>• how to construct an extended piece of formal writing, using selecting, sorting and arranging techniques</li> <li>• to organise and present in writing a range of information cohesively (NSE)</li> </ul> | <ul style="list-style-type: none"> <li>• Ask pupils to write an extended essay with the title 'Why did women and some men have to struggle for the vote? What is the point of voting today?'. They should structure the essay around (i) 19th century views on voting (ii) 19th century views on men (iii) 19th century views on women (iv) how views on voting, men and women changed.</li> </ul> | <ul style="list-style-type: none"> <li>• recall, select and organise relevant information to explain why it took longer for women than men to get the vote</li> </ul> | <ul style="list-style-type: none"> <li>• Link with thinking skills: reasoning.</li> <li>• In history, pupils will be used to returning to the 'big question' at the end of a unit. Most of the activities already carried out will have prepared them to start planning the essay. Give lower-attaining pupils sample sentence stems to illustrate the appropriate style for a piece of formal writing, and provide them with sorting devices to help them structure their work.</li> <li>• Extension activity: this section could be extended by looking at the limitations of what female suffrage achieved. Contrary to the expectations of many suffragettes, giving women the vote did not immediately lead to them gaining equal social and economic rights.</li> <li>• Link with NSE: year 7 Wr10, year 8 Wr10, year 9 Wr9.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****What is the point of voting today?**

- to apply their knowledge and understanding of political history to contemporary issues
  - about the electoral system in Britain today
  - about issues relating to minority groups within a representative democracy
  - about present-day arguments relating to different forms of campaigning, the responsibility of voting and electoral reform
  - to work responsibly and effectively as members of a group
  - to use their knowledge and understanding to participate in a debate on a topical political issue in an informed and responsible way
  - to discuss, evaluate and develop thinking about different points of view (NSE)
- Pupils could use carefully selected source material to identify some of the issues relating to voting today, and to prepare a debate on voting. Different groups of pupils could be given different topics to research and present, eg
    - *What is 'voter apathy'? Who suffers from it?*  
Pupils investigate who is most/more/less/least likely to vote. They reach conclusions about voter apathy: the type of people who are unlikely to vote (age/class/gender/race); the causes of voter apathy; the consequences of voter apathy, both for the voters themselves and for society as a whole.
    - *Is voting for change enough?*  
Refer to the militant methods used by the Chartists and suffragettes, and the arguments used in favour of militancy. Ask pupils in what circumstances those arguments could be relevant today. Pupils investigate modern campaigns, eg *those carried out by anti-racist, environmental or animal rights pressure groups.*
    - *How democratic is our voting system?*  
Pupils research the arguments of a pressure group such as Charter 88, which campaigns for proportional representation. Using the results of the last General Election, they work out: the total percentage of the vote gained by the ruling party; the total number of seats gained by the ruling party; and how the results would have differed under a system of proportional representation. Ask pupils to discuss arguments for and against reforming the electoral system.
    - *Should the voting age in the UK be lowered? (To 16? To 14?)*  
Pupils investigate questions relating to this issue, eg *why are they excluded from voting? Is this fair? Who has the power to change the system? How can they campaign for change?* They discuss the arguments for and against reform. In small groups, pupils prepare arguments and supporting evidence in favour of/against the motion 'Everyone must vote. It is their democratic right and their responsibility'. The debate could be conducted in front of a particular audience.
- use source material to find relevant information on topical issues
  - describe, explain and analyse political issues using knowledge and understanding of political history
  - identify some arguments relating to campaigning, voter responsibility and electoral reform
  - listen to other people during a debate, responding to their views and showing respect for differences of opinion
  - use their knowledge during a discussion to present arguments and persuade others
- Care should be taken when encouraging pupils to access the websites of pressure groups, as some of these may be offensive.
  - A number of websites provide useful information on topical political issues. They include those of:
    - UK Parliament
    - UK Online
    - AlertNet (news service funded by Reuters)
    - Scottish Parliament
    - Northern Ireland Office
    - National Assembly for Wales
    - British Youth Council (represents young people's views on topical issues)
    - Citizens Online Democracy
    - YouGov (allows electronic voting on topical issues)
    - Electoral Reform Society
    - Charter 88
    - GreenNet (hosts information on a range of political and environmental organisations, including the Voting Reform Group)
    - Child Rights Information Network
    - WWF
    - UK Food Group (a site providing information on food issues)
    - Save the Children (a site dealing with disability and development issues)
    - Friends of the Earth
- The addresses of these websites can be found at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes).
- Link with NSE: year 7 S&L14, year 8 S&L12, year 9 S&L9.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note**

### What is the point of voting today? (continued)

- This section links with unit 6 'Government, elections and voting'. Teachers could use this part of the unit to make comparisons between the British electoral system and electoral systems in other countries. One possible angle would be to look at the European Union in terms of proportional representation and voting rights.

### Optional review activity

- to reflect on the process of participating in order to assess their and others' performance and make progress
- to become more skilled in self- and peer assessment
- Help pupils design a 'self- and peer-assessment sheet' for use following group work. The criteria for assessment could include:
  - participating in the group without being prompted
  - listening to what was being said
  - offering suggestions and ideas that helped the group achieve its task
  - making encouraging comments that helped the group
  - involving other group members by asking questions and allocating tasks
  - speaking clearly so they could be understood by other group members
 Give a 'rating' for each criterion, eg '*Always*', '*Often*', '*Sometimes*', '*Rarely*'.
- At the end of each group activity, pupils could complete a self-assessment sheet. This should then be circulated within the group. Do the other pupils agree or disagree with what is written on the self-assessment sheet? Pupils then have the opportunity to change their self-assessments in the light of their peers' comments.
- reflect on and assess their own progress and that of their peers
- Extension activity: ask pupils to draw up a quick list entitled 'Conditions for healthy democracy' for use by the Prime Minister.
- Link with thinking skills: evaluation.