



# Peace, Politics and Protests – Term 4

Southville Primary School

Year 6

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Bristol Suffragette Movement	Tour of Bristol (in The Bristol Suffragette book)	Emmeline Pankhurst, Millicent Fawcett, Emily Davison, Sophia Duleep Singh Bristol-based: Agnes Beddoe, Theresa Garnett	Design and make WSPU-style banners and parade them in a public street march to Merrywood site.
Diversity, Equity and Inclusion	Linked Learning		
Exploring life of Princess Sophia Duleep Singh	Y5 - Bristol Bus Boycott (Protest)		
<b>Driver 1: History</b> <i>What impact did the suffragette movement have on women's rights and society, in Bristol and beyond?</i>	<b>Driver 2: Design and Technology (DT)</b> <i>How did the suffragettes use textiles to create political banners?</i>		
<b>Driver 1 Objectives</b>	<b>Driver 2 Objectives</b>		
<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'parliament'</li> <li>confidently and independently use a wide variety of source material to deduce and infer information about the past and come to their own conclusions.</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <p><b>Substantive Historical Concept:</b> Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</p> <ul style="list-style-type: none"> <li>Community and culture</li> <li>Conflict and disaster</li> <li>Exploration and invention</li> <li>Hierarchy and power</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Generate ideas to improve on existing designs, weighing up factors such as affordability and feasibility. They will draw upon and reference other designs or designers for inspiration, and use historical and contextual references to influence and improve work.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Cut materials safely and accurately using appropriate tools which have been self-selected. They can use design rulers or tape measures to mark out lengths in mms or cms with precision. They can measure shapes to a set perimeter. Recognise and identify different stitches, such as running stitch, back stitch, blanket stitch, chain stitch, and tacking stitch. They can stitch these with increasing accuracy and precision. Identify the seam in different types of garments, and explain that they join two or more layers of fabric together. Select appropriate and appealing decoration to enhance a garment, often thinking about colour and texture combinations.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Beginning to produce well-conceived practical solutions to problems. They can complete common practical, diagnostic, repair, and maintenance tasks and multi-stage processes. They evaluate and, if necessary, adapt the design continually, understanding the importance of this.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify the seam in different types of garments, and explain that they join two or more layers of fabric together.</li> </ul>		

<p><b>Driver 1 Disciplinary Knowledge and Skills</b></p> <p>This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.</p> <ul style="list-style-type: none"> <li>● <b>Chronology</b> – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied</li> <li>● <b>Sources and Evidence</b> – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability</li> <li>● <b>Cause and Consequence</b> – the reason and result of the things that happened in history</li> <li>● <b>Change and Continuity</b> – how key people, places and events changed or stayed the same over time</li> <li>● <b>Similarity and Difference</b> – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?</li> <li>● <b>Historical significance</b> – why people, events and ideas are important in our studies</li> </ul>	<p><b>Driver 2 Disciplinary Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Investigate:</b> this includes researching and finding about existing products and designers.</li> <li>● <b>Design:</b> the art or process of deciding how something will look or work.</li> <li>● <b>Make:</b> create something by combining materials or putting parts together.</li> <li>● <b>Evaluate:</b> form an opinion of the value or quality of something after careful thought.</li> <li>● <b>Apply:</b> use something or make something work in a particular situation.</li> </ul> <p>Additionally, we teach children that a designer:</p> <ul style="list-style-type: none"> <li>● Problem Solves</li> <li>● Uses tools safely</li> <li>● Tests, reworks, adapts and improves</li> <li>● Evaluates and uses feedback</li> <li>● Works as part of a team</li> <li>● Follows instructions carefully</li> <li>● Is technically accurate</li> </ul>
<p><b>Driver 1 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 2:</b> equality, inequality, legacy, campaign, vote, election, politicians, activist, protest, lobbying</li> <li>● <b>Tier 3:</b> suffrage, Suffragette, Suffragists, WSPU (Women's Social and Political Union), hunger strike, militant</li> </ul>	<p><b>Driver 2 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 2:</b> fastenings, stitch, stitching, tacking, fabric, working drawing, design, layout, shape, measurement</li> <li>● <b>Tier 3:</b> seam, seam allowance, lining, stiffeners, reinforce, right side/wrong side, slogan, image, public protest, protest banner, stitching technique, WSPU, campaign, slogan, public recognition</li> </ul>
<p><b>Driver 1 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> explore why the Suffragette movement emerged in the early 1900s</li> <li>2. <b>WALT:</b> consider the similarities and differences between the Suffragettes and Suffragists</li> <li>3. <b>WALT:</b> recognise the significance of the militant suffragette movement</li> <li>4. <b>WALT:</b> examine primary sources to explore Bristol's involvement in the suffrage movement</li> <li>5. <b>WALT:</b> explore the causes and consequences of the suffragette hunger strikes</li> <li>6. <b>WALT:</b> consider why men and women campaigned against suffrage in the early 20th century</li> <li>7. <b>WALT:</b> analyse sources to form historical opinions about Emily Davison's death at the Epsom Derby</li> <li>8. <b>WALT:</b> explore how the suffragettes used protest songs to spread their message</li> <li>9. <b>WALT:</b> consider the impact of WWI on the Suffragettes and women's suffrage</li> <li>10. <b>WALT:</b> explore the impact of the Suffragettes on the passing of the 1918 Representation of the People Act</li> <li>11. <b>WALT:</b> explore the legacy of the Suffragette movement through the story of Princess Sophia Duleep Singh</li> <li>12. <b>WALT:</b> use our understanding of the suffragettes to analyse a source and present our historical findings to the class</li> </ol>	<p><b>Driver 2 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> understand the history of banners as a form of public recognition</li> <li>2. <b>WALT:</b> evaluate model examples of various protest banners</li> <li>3. <b>WALT:</b> investigate and practise different stitching techniques</li> <li>4. <b>WALT:</b> design and plan a banner to a brief</li> <li>5. <b>WALT:</b> work and create from a design brief (make their banner, starting with marking out and cutting the fabric, gathering materials, and planning the layout of elements like words and images.)</li> <li>6. <b>WALT:</b> work and create from a design brief (continue working on their banners, cutting out shapes, sewing pieces together using a stitch of their choice, and following the design plan.)</li> <li>7. <b>WALT:</b> work and create from a design brief (complete the final stages of making their banners, including sewing all elements together and adding finishing touches.)</li> <li>8. <b>WALT:</b> work and create from a design brief (finish creating their banners, ensuring all elements are sewn correctly and that the banner matches their initial design brief.)</li> <li>9. <b>WALT:</b> evaluate our finished product</li> <li>10. <b>WALT:</b> present our WSPU-style banners in the form of a public street march</li> </ol>