

Title of Rubric:

History: Rights and Liberty including voting/suffrage

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.

Key themes: Case study / Factfiles

- Slavery and its abolition– what is it? When did it happen? Does it continue today?
- Women’s Right to Vote
- Fact file – Emmeline Pankhurst
- Equalities Act (2010)
- Civil Rights Movement
- Fact File - Martin Luther King
- LGBT rights – equal marriage.

RRS Articles: Article 13-I have the right to find and share information.

Article 17- I have the right get information in lots of ways, so long as it's safe.

	B2 P 5-6	B2 P 7-8	B2 Step 1	B2 Step 2
Key learning: Rights and Liberty including voting/suffrage				
<u>Subject specific knowledge</u>	<p>Can show some understanding that past is an event that has already happened i.e. Women have gained the right to vote.</p> <p>Can show some understanding that present is what is happening now i.e. Approval of same-sex marriages</p> <p>Is able to understand terms past and present where difference is marked i.e. Women unable to vote to now having equal voting rights.</p>	<p>Is able to understand terms past and present and can categorise items as belonging to past / present i.e. Chains to constrain slaves.</p> <p>Is able to retell details of a historical event i.e. Rosa Parks refusing to give up her seat.</p>	<p>Is able to understand differences in features from past and present i.e. only men could vote, now everyone over 18 can vote.</p> <p>Is able to understand and use common words / phrases relating to time: past, present, future, before, after, a long time ago etc i.e. sequence significant changes for women's rights.</p>	<p>Is able to understand that the past can be divided into different time periods and use dates to support this i.e. Roman, Victorian, pre-civil rights, post-civil rights, modern day.</p> <p>Is able to understand what evidence is used to make historical claims about this time i.e. pictures, historical recounts. Historical records, changes in legislation.</p>
<u>Subject specific skills</u>	<p>Is beginning to sort objects and pictures into past and present by grouping via familiarities i.e. Segregation pictures (bus, swimming pools), and integrated pictures.</p> <p>Is able to identify an object from past or present using symbols/key words from a choice of three/four.</p>	<p>Is able to identify at least two changes from the past to now i.e. voting rights, legality of slaves.</p> <p>Can observe and comment on changes over a long (marked) period of time i.e. Rights of minority groups early 20th Century to modern day.</p> <p>With prompts, can recount episodes from historical events / time period i.e.</p>	<p>Can place events / artefacts in chronological order with some support i.e. Women's Sunday, women over 30 can vote, people over 21 can vote, people over 18 can vote..</p> <p>Can use simple vocabulary that shows sense of chronology i.e. began, then, next, now, last.</p> <p>Can state simple differences between life in past and present i.e. no legality in same</p>	<p>Can create a timeline chronologically with key events and dates for significant changes in people's rights i.e. right to vote, abolition of slavery, equality act.</p> <p>Can identify key events in history i.e. women over 30 gaining right to vote.</p> <p>Can explain how their life is different to those in the past i.e. my rights compared to rights of slaves on cotton farms.</p> <p>Is able to suggest reasons as to why they categorise something as old / new or from the past / present i.e. black and white photos / colour photos.</p>

	Can identify a difference in a picture of then and now i.e violent protests, peaceful protests (Suffragettes- Emmeline Pankhurst).	significant events within the Civil right movement - Montgomery Bus Boycott, March on Washington, Bloody Sunday Is able to make statements or phrases in past tense i.e Women over 21 were not able to vote before 1928. Martin Luther King gave a speech entitled "I have a dream".	sex marriage, legality in same sex marriages in some churches Is able to identify some key events from the past that caused changes i.e riots and campaigning - women gaining rights to vote.	Is able to use books, internet and ICT software, going beyond simple observation to answer questions about the topic i.e what motivated people to make a stand for their rights?
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Key Learning

Personal development

Team work - working together as a team.
 Problem solving - solving problems.
 Communication skills - using voice, signs to communicate facts and opinions.
 Self-management.
 Self-belief.
 Respect.
 Self-awareness.
 IT skills.

Suggested activities

Case study/ fact file on individuals.
 Make a timeline of significant changes in human rights.
 Role play
 Character cards - black American in 1950's America, black American in modern society.
 Explore pictures - similarities / differences
 Ask it session

- What changes did the actions of individuals bring?
- How are our rights different to those in the past?
- If I was not at school in the past, what would I potentially be doing instead?
- How can we continue to support equality for everyone and protect their rights?

Online resources

[Emmeline Pankhurst | Biography & Facts | Britannica](#)
[Who was Emmeline Pankhurst? | BBC Teach - YouTube](#)
<https://www.history.com/topics/black-history/civil-rights-movement>
<https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/overview/lawofmarriage/>
<https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/chartists/keydates/>
https://www.youtube.com/watch?v=9iQVMWGE3_s
<https://www.youtube.com/watch?v=fR-PRWhMGM>
<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Evidencing Work

Work sheets

Pictures

PowerPoints

Research