Year 5 History Term 4 2024

How has the role of women changed through History

National Curriculum Reference

- Note connections, contrasts and trends over time
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Understand how our knowledge of the past is constructed from a range of sources
- study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Vocabulary

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Subordination, patriarchy, chivalry, coverture, gender, hierarchy, patriarchy hierarchy, matriarchy, feminism, suffrage, sexism, revolution, empowerment, suffragette, sex discrimination, equality

Using phrases and words to describe the passing of time and context of civilisations -
e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of…' 'continuing on from…'

Learning Sequence

How have the roles of women changed from ancient times to the renaissance?

Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Explore women's positions in medieval and Renaissance Britain, specifically the law of coverture and the many legal and social restrictions on women Know the origins of patriarchy <u>Ancient Civilisations</u> Recap and compare and contrast the roles of women in Ancient Greece, Egypt and Rome. <u>Anglo Saxon</u> Know that female subordination to men was commonplace <u>Medieval Women</u> Study the roles of noblewomen and common women during the medieval period. Understand why women were not able to challenge the unfairness. <u>Renaissance Women</u> Discuss the limited opportunities for education and careers available to women during this time. Learn about the significance of Elizabeth I.	Engage students in discussions about the similarities and differences in women's roles across different historical periods and cultures

What was life like for women in the 17th,18th and 19th century

Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Know that in the 17th century, most professions were barred to women in Britain. They couldn't become doctors, teachers, lawyers, politicians or almost any other profession. If a woman had to work, she worked as a maid or servant, by helping out in a shop, inn or bakery, or by doing embroidery or spinning. There were very few options. Understand that by not allowing women an education, they were prevented from being able to be independent from men. Women were taught to read and write but only if they were wealthy. Know about some of the first rumblings of feminism. Know that one of the main ways in which women could begin to speak out was through writing – e.g. Jane Austen, Charlotte Bronte. Know that Mary Wollstonecraft's 'A Vindication of the Rights of Woman' was published in 1792 and was considered to be one of the first great feminist texts. A VINDICATION OF THE RIGHTS OF WOMAN: WITH STRICTURES ON POLITICAL AND MORAL SUBJECTS. BY MARY WOLLSTONECRAFT. Know that changes in society that were brought about by the Industrial Revolution, particularly for middle-class women. Learn about the strict social etiquette rules that Victorian women had to abide by. Learn that women were still challenging the constraints e.g. The Blue Stocking Society. Understand that Queen Victoria was educated and believed all women could be intelligent.	Introduce primary sources such as historical texts, letters, and diaries from different time periods to help students understand the roles and experiences of women in various societies. Engage students in discussions about the similarities and differences in women's roles across different historical periods and cultures

What are the key achievements of the suffragettes?

Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Know what the women's suffrage movement was. Understand that the suffragettes and other women campaigned in different ways for women's right to vote. Know it was not only women who wanted equal suffrage. Many men, even some Members of Parliament, were for universal suffrage but most men still believed that women would not understand what they were doing if they voted. They thought women were not knowledgeable enough to be trusted to make important decisions. Know that there were radical political groups who produced papers and pamphlets arguing for the woman's right to vote. In 1897, the National Union of Women's Suffrage Societies (NUWSS) was formed out of the many suffrage groups that had developed since 1867. It was led by Millicent Fawcett who aimed to bring attention to the women's suffrage movement through peaceful means, such as marches and petitions. In 1903, a new group, the Women's Social and Political Union (WSPU) was formed by Emmeline Pankhurst. She was frustrated at the slow progress of the movement and decided that a more militant and forceful approach needed to be taken if women were ever to be given the vote. Know about key suffragettes e.g. Emily Davison and key events and their impact. Understand that it was World War I which stopped the protesting to focus on the war effort.	Explore the consequences of changes in women's roles, such as the impact on social structures, family dynamics, and the overall development of societies.

Emmeline Pankhurst

What were the roles of women during WW1 and WW2?

Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Role of women during the First World War Know that roles, rights and responsibilities of women changed during World War I. Understand how the war changed women's position in society. Know that women finally achieved the right to vote: The Representation of the People Act was passed in 1918 to give the right to vote to all men over the age of 21 and to women over the age of 30, or women over the age of 21 who were homeowners or married to a homeowner. Know that it was in 1928 that women finally achieved the same voting rights as men. The Equal Franchise Act of 1928 meant that all men and women over the age of 21 could vote in Britain. **Role of women during Second World War** Before the Second World War, women were expected to be 'housewives' or perhaps to do certain 'women's jobs', such as nursing or being a domestic servant or shop assistant. Know the war changed the world of work for women forever. When men went to fight, women were called upon to fill their jobs, and this included many jobs that were previously thought of unsuitable for women. Know that women were called up for war work from March 1941. Know that jobs undertaken by women during the war included: ● mechanics ● engineers ● Tank drivers ● Building ships ● Working in factories - making bombs and aircraft parts ● Air raid wardens ● Driving fire engines ● Plumbers ● Ambulance drivers ● WRVS volunteers ● Nurses Know that at first, only single women aged 20-30 were called up, but by mid-1943, almost 90 per cent of single women and 80 per cent of married women were working in factories, on the land or in the armed forces. Know that in 1944 the government realised how vital women's contributions were to the war effort and doubled their wages as a response. Know that women mainly enjoyed independence and felt valued. Huge numbers of women were involved in the war effort and many joined the armed forces even though they did not have to: ● 640,000 in the armed forces; ● 55,000 serving with guns and providing essential air defence; ● 80,000 thousand in the Land Army; ● plus many more who flew unarmed aircraft, drove ambulances, worked as nurses and worked behind enemy lines in the European resistance. Know that the government started the Women's Land Army in order to grow more food and as more help was needed on the farms. Know that women were an integral part of victory. Know that women worked in factories Know that women working as mechanics, air force, farms, looking after children, Women's Voluntary Service (WVS) Know that women mainly enjoyed independence and felt valued	Ask questions about the factors that influenced women's roles in different societies. Discuss the factors that led to the varying roles of women in different time periods, such as cultural norms, economic conditions, and technological advancements.

How have the roles and rights of women changes during 50's, 60's and 70's?

Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Know about the lives of women during the 1950s using different sources to evaluate how women's lives changed (or not) in the years following the world wars. Consider and evaluate primary and secondary sources of information, and assess their accuracy and value. **<u>The second wave feminism during the 1960s and 1970s</u>** Know about the inequality between girls and boys being rewarded differently for the same tasks as a context for exploring the disparity in pay and work options between men and women in the 1960s and 1970s. Learn about the Ford Dagenham strikes, they will find out about second wave feminism and the changes to laws relating to women's pay, work and education. Learn about the Equal Pay Act being passed in 1970 and the Sex Discrimination Act was passed in 1975 – making it illegal for anyone to be treated differently on the basis of their gender. 	Visualise the progression of women's rights and responsibilities through various time periods. Identifying the events that have changed the lives of women and whether these changes have lead to permanent change. Identify the positive and negative changes. Explore the consequences of changes in women's roles, such as the impact on social structures, family dynamics, and the overall development of societies.

What does Gender equality look like in Britain in 2024?

Is gender equality the same in 2024 across the world?

<u>Gender Equality Today</u> Evaluate the changing rights of women and establish whether or not we have gender equality today. Consolidate what they have learnt about how the roles and rights of women have changed from ancient times to today. Recall major events, dates and people, and order events chronologically. Consider whether men and women are equal today, both in Britain and in other parts of the world.	Think critically and evaluate the changing rights of women and establish whether or not we have gender equality today. Make independent decisions using a range of evidence to justify opinion.

Final Assessment Piece

Answering Enquiry Question

How different are the lives of women today compared to women of the past?