



History	Year 4
Focus: Democracy and the root of British Values	
Age related historical vocabulary	

Controversy - A discussion involving opposing views	Influence - The power to have an important effect on someone or something	Cultural diversity - people who identify with groups based on their birthplace, ethnicity, language, values, beliefs or world views.	Communism - A type of government that does not allow its people to own any assets such as: land, property, factories or machinery
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Key Knowledge

Chronology:

1903 – The Suffragette organisation was formed

The Suffragettes were an organisation dedicating their time to carrying out ‘deeds’ to convince the British Government that women deserved the right to vote

1918 – The Representation of the People Act was passed

Causation

Women had very little rights in the late 19th and early 20th century

Women had fought for the right to vote before but had failed

1903 - Emily Pankhurst formed the Women’s Social and Political Union

Interpretation

British values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance

Enquiry

Emily Davison died on 8th June 1913 when she was killed by a horse on Derby Day

Emily Davison was part of the suffragette movement

There are many hypotheses around her death and whether it was an accident

Communication

Black Lives Matter is a Global Network Foundation

History	Carlton Assessment Grid		
Success Criteria	Pupil Reflection		Teacher Assessment
I can create a timeline of the Suffragette movement using decades in chronological order	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can use evidence and artefacts to build up an understanding of the causation of the Suffragette movement	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can make my own interpretation of the British Values before using evidence to explain them individually	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can carry out an enquiry on Emily Davison looking at different versions of the event and discussing how they differ	Before <input type="checkbox"/>	After <input type="checkbox"/>	
I can communicate my views on equality today using a range of evidence	Before <input type="checkbox"/>	After <input type="checkbox"/>	