



History		Year 6	
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 birth-place, 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

<p>Key Knowledge</p> <p><u>Chronology:</u></p> <p>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</p> <p><u>Causation</u></p> <p>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</p> <p><u>Interpretation</u></p> <p>British values: Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance</p> <p><u>Enquiry</u></p> <p>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</p> <p><u>Communication</u></p>
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History	Carlton Assessment Grid			
	Success Criteria	Pupil Reflection		Teacher Assessment
I can place specific dates of events and information of the Suffragette movement in chronological order	Before <input type="checkbox"/>	After <input type="checkbox"/>		
I can identify and explain the causation of The Suffragette movement and how this has changed periods of history	Before <input type="checkbox"/>	After <input type="checkbox"/>		
I can make my own interpretation of the British Values before researching each one to gain a deep understanding	Before <input type="checkbox"/>	After <input type="checkbox"/>		
I can carry out an enquiry on Emily Davison to lead a debate in the statement: ‘ <i>Davison meant to kill herself on Derby day</i> ’	Before <input type="checkbox"/>	After <input type="checkbox"/>		
I can communicate my views on equality today using the vocabulary: continuity, change, era and legacy	Before <input type="checkbox"/>	After <input type="checkbox"/>		