Progress Page

Topic: Suffrage and Irelan

marches school

Working Towards	Expected Standard	Reaching Greater Depth

To achieve 'Expected Standard' you will be able to….	WT	ES
ES1. I can analyse how Upper and Lower class women lived their lives and make comparisons about their daily lives.		
ES2. I can explain how improved education the UK led to increased equality between men and women.		
ES3. I can investigate and compare the structures of NUWSS and the WSPU and explain what actions they took and why these impacted the Suffrage movement.		
ES4. I can use varying sources and pieces of evidence to investigate and judge whether Emily Davison's death was a suicide or accident.		
ES5. I can judge the importance of World War 1 on women's rights and justify the significance of this event using examples.		
ES6. I can describe the origins of the tension between Ireland and Britain and analyse why they remain present today.		
ES7. I can use criteria to define and explain the significance of individuals and events in their impact in Irish Nationalism.		
ES8: I can identify and explain the causes of the Irish Potato Famine while ranking them in their impact this had on the people and their future.		
ES9. I can use sources to evaluate how impactful the easter rising was in the fight for Irish independence from British rule.		

To achieve 'Greater Depth' you will be able to…	**GD**
GD1. I can evaluate the reasons why most women gained the vote in 1918 using examples such as suffrage to justify my reasoning.	
GD2. Using a criteria, I can judge the actions taken and the evaluate the significance of individuals and events in the call for Irish Nationalism.	
GD3. I can justify why different groups used certain actions to secure the rights that they fought for and the evaluate the short- term and long-term consequences of these groups.	