

The Women's Suffrage Movement in Late Nineteenth-Century Britain

In the late nineteenth century, many women in Britain began campaigning for the right to vote. This campaign was called the **women's suffrage movement**, and the people who supported it were known as **suffragists**. At the time, women could not vote in national elections, even though many believed they should have the same political rights as men.

The suffrage movement grew out of earlier campaigns for women's rights. During the 1800s, women were slowly gaining more opportunities in education and work, and some began to argue that women should also have a say in how the country was governed. In 1866, a large petition asking for women to be given the vote was presented to Parliament. Although it was rejected, it showed that many people supported the idea.

Over the next few decades, groups supporting women's suffrage appeared across the country. These groups organised meetings, wrote letters to Members of Parliament (MPs), and tried to persuade people that women deserved the vote. In 1897, many of these groups joined together to form a national organisation called the National Union of Women's Suffrage Societies (often shortened to **NUWSS**). The leader of this organisation was Millicent Fawcett, an important campaigner for women's rights.

The NUWSS believed in peaceful methods to achieve change. They organised marches, held public meetings, printed pamphlets, and lobbied politicians. Their goal was to convince Parliament and the public that giving women the vote was fair and sensible. Because of this approach, members of the NUWSS were often known as **suffragists**.

The NUWSS grew quickly. By the early twentieth century, it had thousands of members and many local branches. The organisation helped bring attention to the issue of women's voting rights and encouraged more people to support the cause. However, progress in Parliament was very slow. Although some MPs supported women's suffrage, bills that would give women the vote repeatedly failed to pass.

For some campaigners, this slow progress was very frustrating. They believed that the NUWSS's peaceful methods were not strong enough to force the government to act. As a result, a new and more militant group was formed in 1903: the Women's Social and Political Union (WSPU). This group was founded by Emmeline Pankhurst and her daughters.

Members of the WSPU became known as **suffragettes**. Unlike the suffragists, they believed that stronger and more dramatic actions were needed to attract attention and pressure the government. Their slogan was "Deeds, not words." Suffragettes organised protests, interrupted political meetings, and later carried out acts such as chaining themselves to railings or smashing windows.

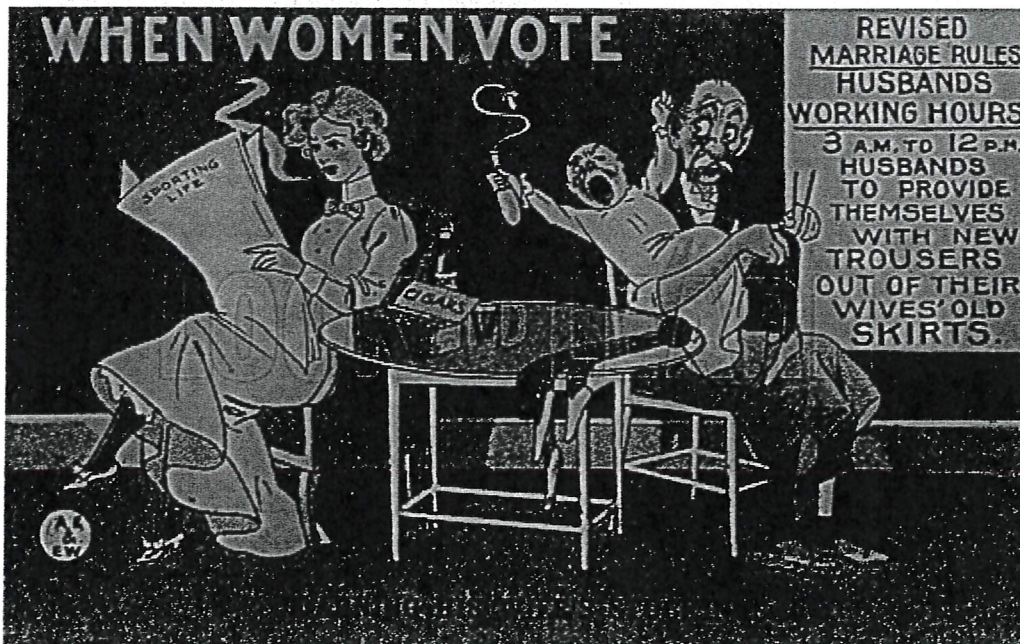
The creation of the suffragettes showed an important division within the women's suffrage movement. While the NUWSS continued to campaign peacefully, the suffragettes believed that more direct action was necessary to achieve the vote for women.

Both groups, however, shared the same goal: to win political rights for women and make British democracy fairer for everyone.

Answer the following questions in full sentences.

1. What was the Women's suffrage movement campaigning for?
2. What is a petition?
3. Who was the leader of the NUWSS?
4. What sort of activities did the NUWSS do to campaign for women's suffrage?
5. Who founded the WSPU?
6. What sorts of activities did the Suffragettes do to campaign for women's votes?
7. What was the goal of both the Suffragists and the Suffragettes?

Source A - an anti suffragist postcard



8. What is the message of the postcard in Source A?



GLOBAL DEVELOPMENT

KS3 Geography Revision & Fact Sheet

What is Development?

Development is the progress of a country in terms of economic growth, the use of technology, and human welfare. In simple terms, it's about a country improving and getting better!

It isn't just about how much **money** a country has (economic development). It is also about the **quality of life** for the people living there—like having clean water, good schools, safe hospitals, and equal rights (social development).

How are Countries Classified?

LIC

LOW-INCOME COUNTRY

The poorest countries. Many people work in farming. Lower quality of life with less access to education/healthcare.

E.g., Mali, Nepal

NEE

NEWLY EMERGING ECONOMY

Getting richer quickly. Moving from farming to building factories (manufacturing). Life is improving.

E.g., India, Brazil

HIC

HIGH-INCOME COUNTRY

The wealthiest countries. Most work in services (teaching, IT). Citizens enjoy a very high standard of living.

E.g., UK, USA, Japan

How is Development Measured?

We use **Development Indicators** to measure and compare countries.

Indicator	What does it mean?	What does it tell us?
GNI per capita	Total money a country makes in a year, divided by its population.	Average wealth of a person. High in HICs, low in LICs.
Birth Rate	Number of live babies born per 1,000 people, per year.	High rates mean lack of family planning/education (common in LICs).
Death Rate	Number of deaths per 1,000 people, per year.	Shows the quality of healthcare, medicine, and clean water.
Life Expectancy	The average age a person is expected to live to.	A clear sign of overall health/living standards. Highest in HICs.
Literacy Rate	Percentage (%) of adults who can read and write.	Shows the quality of the education system.

How can we help countries develop?

Aid (Assistance)

Richer countries or charities giving money, food, or emergency supplies to countries in need.

Fairtrade

Ensuring farmers in poorer countries get a fair, guaranteed price for their crops.

Debt Relief

Cancelling the money that LICs owe so they can spend it on schools and hospitals instead.

Investment

Large companies building factories and infrastructure (roads/water) to create local jobs.

Why is Development Important?

Development is about **real human lives**. Millions currently live without safe water or medicines. By supporting global development, we can ensure:

Fewer children die from preventable diseases

Everyone gets the chance to go to school

The world becomes a fairer, more equal place

Task: Answer the following questions using the information on the other side



1. According to the text, development is not just about how much money a country has. Give three examples of things that improve a person's "quality of life" (social development).
2. What do the letters 'NEE' stand for?
3. According to the fact sheet, how is the type of work changing for people living in an NEE?
4. Look at the examples of High-Income Countries (HICs). Name two of the countries listed.
5. In which category of country do most people work in farming, and have less access to healthcare and education?
6. What is "GNI per capita" and how is it calculated?
7. Which development indicator tells us the average age a person is expected to reach?
8. If a country has a high Literacy Rate, what does this tell us about that country?
9. According to the table, what is the main cause of a high birth rate in a country?
10. How does "Debt Relief" help Low-Income Countries improve their standard of living?
11. Explain how large companies "investing" in a country helps the local people.
12. Based on the "Why is Development Important?" section, write down two goals that supporting global development can help achieve.