

St Bernadette's Catholic Primary Voluntary Academy
History Medium Term Planning - LKS2 Pentecost Term Cycle B - Topic - One Ocean



Has the way we catch and punish criminals changed in the last 100 years?

UNIT Focus objective - L.O.11 To be able to study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present

	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	<p>L.O. 1 To begin to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Introduce context of the unit of work full objective (LO11)</p>	<p>Share slides listing historical events that took place on the ocean and ask the children which they are familiar with.</p> <ul style="list-style-type: none"> - War against the Spanish Armada - Napoleonic War - Titanic - First World War (e.g. Battle of Rutland) - Second World War (e.g. Sinking of the Bismark) <p>Children to create their own timeline sticking down key historical events</p> <p>LA - Stick down the events onto the timeline with a word bank to help</p> <p>MA - Stick down pictures and label the events without a word bank.</p> <p>HA - Stick down pictures, label the events and give a brief description of each.</p> <p>Plenary - Which event do you think is the most significant and why? (Purple pen)</p>	<ul style="list-style-type: none"> • Know what the Spanish Armada is. • Know what the Napoleonic War is. • Know what the Titanic is. • Know what the First and Second World Wars are. 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history. • Develop a chronological awareness of where events fit within the history they study. 	<p>timeline</p> <p>Spanish Armada</p> <p>Napoleonics War</p> <p>Titanic</p> <p>First World War</p> <p>Second World War</p>
Lesson 2	<p>L.O.11A To explore the legacy of Roman crime and punishment in our current legal system in Britain.</p>	<p>KWL activity: What do I Know, Want to and Learnt. (5mins) (Opportunities to update in other lesson plenaries.)</p> <p>Opening Question:</p> <p>Has the way we catch and punish criminals improved in the last 100 years?</p> <p>What is a crime? Discuss typical examples and punishments. Why might people commit a crime?</p> <p>Go through the presentation and compare minor/serious crimes.</p> <p>In groups, children take situation cards and work out what punishment would be inflicted.</p> <p>Discuss legacy of the Romans in our current justice system - refer to vocab.</p>	<ul style="list-style-type: none"> • Know some of the terms used in crime and punishment. • Know what the Romans believed about crime and punishment. 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British History. 	<p>Judge</p> <p>Jury</p> <p>Court</p> <p>Arson</p> <p>Exile</p> <p>Theft</p> <p>Murder</p> <p>Execution</p> <p>Pillory</p> <p>Victim</p> <p>Witness</p>

		Children complete activity sheets matching crime and punishment vocab and stick/write in books. Plenary: In compilation to today, do you think the Roman's punishment was fair? Feedback			
Lesson 3	L.O.11B To understand and compare how the justice system has changed since the Anglo-Saxons.	Share slides, children discuss questions with a partner. Share timeline displaying Anglo-Saxons. Read the information on this on the following slides about the Anglo-Saxon Justice System, tithing, hue and cry, wergild and Anglo-Saxon punishments. Allow time to discuss the information and for children to raise questions. Discuss case study headers and split class into 3 groups to think like their group and what the punishment should be. Differentiated: HA - Jury (Complete paragraph) MA - Anglo-Saxon people (Complete spider diagram with sentences in pairs.) LA - Modern British people (Complete spider diagram of points as a group.) Plenary: share ideas as a class. Recap key vocabulary.	<ul style="list-style-type: none"> • Know how the legal system worked in AngloSaxon Britain. • Know about the modern British and Roman justice system with that of the Anglo-Saxons. 	<ul style="list-style-type: none"> • Address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system 	Anglo-Saxon Tithing Hue and cry Trial by ordeal Wergild Oath-keeper.
Lesson 4	L.O.11C To explore the Tudor period through crimes and punishments.	Use the timeline to show the amount of years that pass from the AngloSaxon to the Tudor period. Paired task: children to talk to a partner about what they can recall about Anglo-Saxon crime and punishment, and what they think may have changed by the Tudor period. Guess the Tudor Object activity: Children record their questions and ideas about each object and feedback. Tudor Crimes: Discuss the two crimes that preoccupied the Tudors – vagrancy and treason. Talk about reasons for these being major crimes. Tudor People and Their Punishments: Children complete differentiated Tudor People and Their Punishments Activity Sheets. Read through the situations of the different people as a class. In similar ability pairs, the children should use each section and match the person with their Tudor crime, the corresponding punishment and the picture. Comparing the Tudor Justice System: Children talk to a partner to discuss the questions on the Lesson Presentation.	<ul style="list-style-type: none"> • Know about different punishment methods that were popular during the Tudor period. • Know about and explain 2+ tudor objects. 	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era. • Use prior learning and knowledge to recognise objects and their purpose. 	Tudor Torture Vagrancy Treason Vagrant Brank Scold's bridle Stocks Ducking stool Rack Drunkard's cloak Pillory Branding Execution.
Lesson 5	L.O. 5 To begin to understand how our knowledge of the past is constructed from a range of sources. -	From the Tudors to the Georgians: Explain the timeline on the Lesson Presentation, showing the passing of years since the Tudor period that was studied in the previous lesson. Who was Dick Turpin? In groups, the children use computing devices to conduct an initial research task and complete an activity sheet and mark as a class. (Purple pen.)	<ul style="list-style-type: none"> • Know about the life of Dick Turpin based on historical sources. 	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. 	Source Georgian Highwayman Dick Turpin Pistol Hero Villain

	<p>the life of Dick Turpin</p> <p>.</p>	<p>Dick Turpin: Explore - Hero or Villain? Explain that even today people cannot agree whether Dick Turpin was a hero or a villain. Give each group a set of 'Mystery Sources' for children to share, discuss and record what they think.</p> <p>Complete the Dick Turpin – Hero or Villain Activity Sheet. (Differentiated.)</p> <p>Use sticky notes to write their own words to describe Dick Turpin according to the source. Stick onto the source itself.</p> <p>Comparing the Sources: Discuss the questions on the Lesson Presentation. Look for children who question the accuracy of some sources and show a good understanding of why and how the sources may differ in their representations of Dick Turpin. Watch the video clip to extend the discussion.</p>		<ul style="list-style-type: none"> • Explore some 18th and 19th century sources to explain my opinion. 	Accurate
Lesson 6	<p>L.O.11D To explore the significance of The Victorian Period in British History,</p>	<p>The Victorians: Explain the timeline on the Lesson Presentation, identifying each period studied so far and explaining the significance of the Victorian period in British history.</p> <p>What have you learnt already?</p> <p>The Police Force: Describe the introduction of the police force by Sir Robert Peel.</p> <p>Victorian Prisons: Provide background information on this and the following slide about the development of prisons during this time in history, giving extra information about the main types of hard labour used. The Life of a Victorian Prisoner: Move the children into a larger space and have the activities set up for the children to mimic the hard labour tasks experienced by Victorian prisoners.</p> <p>Once back in the classroom, ask the children to describe how they felt using questions on the Lesson Presentation.</p> <p>English Task: A Day in the Life of a Victorian Prisoner: Children write a diary entry imagining the day in the life of a Victorian prisoner, based on their experience of hard labour tasks in the prison, using the Differentiated Diary Activity Sheets/SC.</p> <p>Comparing Our Diaries: Give the children time to read each other's diary entries and identify vocabulary with a purple pen.</p>	<ul style="list-style-type: none"> • Know about the experiences of Victorian prisoners. 	<ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of British, local and world history • Establish clear narratives within and across different time periods. 	<p>Victorian Police</p> <p>Sir Robert Peel</p> <p>Peelers</p> <p>Prison</p> <p>Hard labour</p> <p>Treadwheel</p> <p>Shot drill</p> <p>Picking oakum</p> <p>The crank</p> <p>Silence</p> <p>Isolation</p> <p>Separation</p>
Lesson 7	<p>LO3 To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Return to the initial question: Has the way we catch and punish criminals improved in the last 100 years? Whole class debate based on opening question. Children are to consider the question and debate that it has/has not improved.</p> <p>Things to consider/pointers to share with children:</p> <p>Crime and Punishment Timeline: Children cut out the words on the Crime and Punishment Through the Ages Activity Sheet and place them on the appropriate historical periods. Crime and Punishment Through the Ages: Use the Lesson Presentation to review the key information</p>	<ul style="list-style-type: none"> • Know about and recall different periods of crime and punishment throughout history. 	<ul style="list-style-type: none"> • Compare modern methods of crime prevention and detection with what existed in the past. • Reflect on what I have learnt about the history of crime and punishment throughout history. 	<p>Prevention</p> <p>Detection</p> <p>Fingerprints</p> <p>DNA testing</p> <p>Neighbourhood Watch</p> <p>CCTV.</p>

		<p>about the historical periods studied for the children to check their own work.</p> <p>What I Have Learned: Children to complete tasks and evaluate their knowledge and understanding of this unit.</p> <p>Modern Crime Detection and Prevention: Discuss the definitions of prevention and detection. Explain advances of science such as forensics in modern day crime detection. In pairs, the children use the Crime Prevention and Detection Cards to discuss which modern-day methods are used to prevent, detect crime, or both.</p> <p>Deeper Learning: Ask the children to go on and think about which originated from earlier historical periods. Crime Prevention and Detection in History: Children to feedback their ideas about how the methods used on the cards are used nowadays to prevent and solve crimes.</p> <p>END OF TOPIC ASSESSMENT</p>			
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