


History Unit Plan Year 5 – Spring 1

Year 5 Spr 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
1	Chronological understanding of events, people and changes in time.	I can draw a timeline with different historical periods showing key historical events or lives of significant people	<p>I know how to create a time line showing the Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and modern times.</p> <p>I know what Roman laws, trials, Tithings, Highwaymen, prison and modern times crime and punishment looked like.</p>	<p>Lesson 1 What are the eras of time Britain has seen since AD43?</p> <p>Explain to the children that we are going to have a recap of time periods since AD1. Show children a variety of pictures of the Romans, Anglo-Saxons, Tudors, Georgians, Victorians and modern times. Ask children to volunteer where they think these would go on a time line and form a physical timeline. Can we remember the dates that these eras occurred? Children will sort key time periods (Romans, Anglo- Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern Time) in to chronological order. Children will start to create their timelines from 43AD (Roman invasion). They can do this on strips of A3 paper to be stuck into their CSI books. Please make sure the learning objectives includes the first lesson dates and the second lesson date as they will be building on this timeline tomorrow. They need to add the era dates to these also. The following is the correct order of the historical periods:</p> <p>Roman Britain Anglo-Saxon Britain Viking Britain Anglo-Saxon Britain Medieval Britain Tudor Britain Stuart Britain Georgian Britain Victorian Britain 20th Century Britain 21st Century Britain</p>
	Chronological understanding of events, people and changes in time.	I can compare two or more historical periods; explaining things that changed and things that stayed the same.	I know how crime and punishment has changed by comparing The Gunpowder Plot (1605) and Victorians (1800s)	<p>Lesson 2 How did crime and punishment change from the Stuart to the Victorian era?</p> <p>https://www.bbc.co.uk/bitesize/topics/z8w3n9q</p> <p>Show the children a few videos from the above. Children will spend the lesson researching 1 type of punishment from each era from their timeline from the previous day and adding these into the correct place.</p>
	Historical Interpretation	I can describe how crime and punishment has changed over a period of time.	I know how to use different sources to compare aspects of life for different people in prison and their conditions from 1800s to late 1900s-2000's.	<p>Lesson 3 What was different between periods of crime and punishment?</p> <p>Explain that the children that today they will be looking at 2 different historical periods and comparing the types of crime and punishment that happened during this era.</p>
	Historical Interpretation	I can compare two or more historical periods; explaining things that changed and things that stayed the same.		<p>Lesson 3 & 4</p> <p>Children will find these 2 lessons to find evidence of the different punishments from 2 time period of their choosing and why it is the best era of crime prevention. They must find evidence of why it is the best and both sides of the argument. They must prepare a 3 point poster like the image right to be displayed in the classroom. They may choose to print off the evidence and write their interpretation of this evidence using primary, secondary and tertiary sources. The national archives have a great selection of sources https://www.nationalarchives.gov.uk/education/candp/default.htm</p> <p>The British library also have great resources: https://www.bl.uk/</p>

	Stuart Period 1603-1714AD	Victorian Britain 1837-1901AD	20 th Century Britain 1901-2000AD
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Historical Interpretation	I can recognise fact or fictional recounts from the past.	I know how to distinguish fact and fiction using evidence from stories about Dick Turpin and give reasons for my judgement.	<p>Lesson 1 How can we use sources to tell if a statement is fact or fiction?</p> <p>What do we mean by fact? What do we mean by fiction? Come up with a class definition of each of these. How can we tell if a source is reliable or unreliable? https://www.bbc.co.uk/bitesize/clips/zq7dq6f - Clip of how to be a good historian when using sources.</p> <p>Show children a timeline that shows the passing of years since the Tudor period. Children will be researching the life of Dick Turpin. Check suitability for your class for the following video about Dick Turpin https://www.youtube.com/watch?v=WYU-vSh7ORA</p> <p>Using https://www.twinkl.co.uk/resource/tp2-h-140-new-planit-history-lks2-crime-and-punishment-lesson-4-highway-man-hero-or-villain-lesson-pack (Research sheet about Dick Turpin) They will decide whether he was hero or villain using the sources from the above link, plus the positive sources founded by teacher and create a table like the one on the right. Underneath children should write their first impressions of Dick Turpin and whether he would be hero or villain. There are also some excellent sources to be found here: Website search results: dick turpin The National Archives</p>
Historical Interpretation	I can offer some reasons for different versions of events	I know how to distinguish fact and fiction using evidence from the story of Dick Turpin and give reasons for my judgement.	<p>Lesson 2 What evidence proves or disproves that Dick Turpin should have been punished for his actions</p> <p>Children will use their persuasive write from the previous day to have a professional discussion (for and against) sending him to be executed. Children choose a side and argue using good Oracy rules and the sources as evidence. Children should also state which pieces of evidence need to be discounted and why, Pictures and Post its</p>
Historical Interpretation	I can describe how an event from the past has influenced our lives today.	I know what a Parliament is and the impact it has on modern society.	<p>Lesson 3 What is Parliament?</p> <p>Explain that this week are going to be learning about parliament. Gain the children's ideas about what parliament is (even if they are wrong as they are going to edit this once the weeks go on). Write these all on a flipchart or on a document on the computer. Explain that this week we are going to be exploring how parliament effects our lives today and how it has developed throughout the years. Show the children the following video - https://www.youtube.com/watch?v=ex_xxMptoml</p> <p>What can we change now about our first thoughts about parliament? Ask the children which ones are wrong and edit these together. Explain to the children that laws and the rights of citizens can be dated all the way from the Magna Carta. Show children the PowerPoint about the Magna Carta. https://www.twinkl.co.uk/resource/t2-h-4699-magna-carta-powerpoint</p> <p>How is the school council similar to parliament? Children will have 3 pictures. 1 of the house of commons, 1 of the house of lords and 1 representing the monarchy. Children underneath will write what the each of these do. Children need to include when the houses of parliament were first created, what each of the houses do and why they are important to the people in the UK.</p>
Historical Interpretation	I can describe how an event from the past has influenced our lives today.		<p>Lesson 4 What do the houses of Parliament do for the UK?</p> <p>Recap with the children what we learned about the houses of parliament from the previous lesson. Explain that today we are going to exploring more about what each of these parts of the government do and why it is so important. Explain that the democratic system that we have (this might need to be explained to the children) allows us to have some sort of say in what we want our country to look like. Explain that we are going to be going through the motions of Parliament over the next couple of days. Today we are going to be doing the discussion part of Parliament where MPs discuss the law making, changes happening in our society and what a productive discussion looks like. Show children the virtual tour of the houses of parliament. https://www.parliament.uk/visiting/virtualtour/ Explain to the children that there is usually a debate so that others can hear everyone's' views on a certain proposition. Show children a clip from https://www.youtube.com/results?search_query=uk+youth+parliament+debate (to be chosen by teacher) What do we notice? Show the children the following video about how laws are made: https://www.youtube.com/watch?v=sfphJnkGwmQ E Children can use the descriptions (right) to explain what the debate looks like. Today we will start by finding an issue that we are interested in and how we would like to change it. Children should come up with a few ideas with you and try the following sheet. They will have look at the issues they can do something about, explain why they are interested in it and persuade PowerPoint to change an aspect about this topic. They can use any of the issues to the right and there is a template here too if needed. Decide on the topic together and decide who is going to be on each side of the debate. Give children, as a team 20 minutes to prepare for their debate. Children can use the speech bubbles to answer questions about the debate. Photos and post its to be taken for the debate.</p>

Environment	Animal Welfare	Health
The Arts	Homelessness	Fairness
Transport	Business	World Poverty
Crime	Sports	
Technology		

In Parliament, MPs and members of the House of Lords debate important issues that affect us all, such as schools, hospitals, the environment, crime and transport.

What issues are important to you? Look at the bottom of the sheet and circle those that you really care about. Choose one to write about – why is it important to you and what would you like to see changed about it?

Write a short persuasive paragraph and make some notes here to help:

- The issue _____
- Why is it important to you? _____
- What do you think needs to change? _____
- What would you like Parliament to do about this issue? _____

funny

listening to others

quiet

agreeing

waiting to speak

noisy

shouting

serious

not listening to others

not waiting to speak

disagreeing

happy

whispering

angry

not waiting to speak

important

When you're in a group, you should listen to what others say. It's important to respect their views and opinions.

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3	Historical Enquiry	I can research a past event using a wide range of sources.	I know how to use the internet/library to find reliable sources of information about Elizabeth Fry	<p>Lesson 1 Who was Elizabeth Fry and how did she change the justice system?</p> <p>Ask the children to remember all the ways that prisoners could be punished according to the justice system from the past few weeks. What do they remember? Do we think that the crime and punishment system is better now? How do you think it has changed? Why do you think it changed? Explain to the children that although crime and punishment naturally changed throughout the course of history, there are a few people that brought in change for the betterment of how prisoners were/are treated. Show children the following video: https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/z76jvk7 Show the children the following picture:</p> <p>Children are to create a mind map of the information they can find out about Elizabeth Fry using books, the internet and other sources. They need to look at the reliability of these sources also.</p>
	Historical Interpretation	I can research a past event using a wide range of sources.	I can use evidence to determine an opinion about Elizabeth Fry.	<p>Lesson 2 Should Elizabeth Fry have changed the justice system?</p> <p>Ask children if they remember who Elizabeth Fry was from the previous day. What did she do? Why was she important in crime and punishment? Show children the following picture: Children will have the following questions underneath to answer about the source: From this picture, what do you think is the purpose of prison? Do you agree with Elizabeth Fry? Children will answer these using what they know about prison reform and Elizabeth Fry.</p>
	Historical Interpretation	I can combine and present information about a past event.	I know how to present structured and organised findings about the most significant changes in crime and punishment.	<p>Lesson 3 and 4: How many different ways can information be presented and interpreted?</p> <p>Children to create a presentation about prisons before Elizabeth Fry and after.</p>



Resources

Variety of sources available: <https://www.history.org.uk/primary/resource/5620/roman-crime-and-punishment> - Roman - <https://www.themanor.notts.sch.uk/assets/Revision/Crime-and-Punishment-Revision-Guide-v1-GHY.pdf> - Roman <https://www.history.org.uk/primary/categories/777/resource/5621/crime-and-punishment-roman-to-early-modern> - Roman Podcast https://www.pearsonschoolsandfecolleges.co.uk/secondary/History/11-16/EdexcelGCSEHistory91/Samples/Sample-chapters-for-Edexcel-GCSE-9-1-History/GCSE_History_Crime_online_sample_Ch1.pdf - Anglo Saxon <https://www.nationalarchives.gov.uk/education/candp/prevention/g02/default.htm> - Anglo Saxon <https://www.nationalarchives.gov.uk/education/candp/punishment/g03/g03cs1.htm> - Medieval <https://www.nationalarchives.gov.uk/education/candp/default.htm> General <https://englishhistory.net/tudor/primary/> - Tudors <https://www.twinkl.co.uk/resource/tp2-h-139-new-planit-history-lks2-crime-and-punishment-lesson-3-the-torturing-tudors-lesson-pack> -Tudors <https://www.twinkl.co.uk/resource/tp2-h-141-new-planit-history-lks2-crime-and-punishment-lesson-5-victorian-prisons-lesson-pack> - Victorian

General search engines for sources: <https://www.oldbaileyonline.org> <https://www.connectedhistories.org/> <https://www.londonlives.org/> <https://www.bl.uk/georgian-britain/articles/crime-and-punishment-in-georgian-britain>

Collection of source locations: <https://www.hope.ac.uk/media/studywithus/departments/historyandpolitics/documents/Crime%20and%20Punishment.pdf>



Vocabulary

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Chronological Understanding

ACE/AD, Ancient civilisation, BCE/BC, AD, CE, Prehistory, Centuries, Change, Chronology, Civilisation, Democracy, Development, Era, Millennia, Time period, Past, Present, Provenance, Epoch

Historical Enquiry:

Primary Source, Secondary Source, Question starters, Conjunctions – because, if, and, therefore, nevertheless, although, Evidence, Hypothesis, Census, Conclusion, Point of view, Democracy, Evidence, Cause/consequence, Bias, Accurate, Similar, Different
Historical Interpretation

Primary Source, Secondary Source, Interpretation, Analyse, Change and continuity, Hypotheses, Justification, Perspective, Propaganda, Social standing, Suitability, Utility, Continuity, Contrast, Cultural, Political, Religious, Social, Technological, Anachronism

Unit Vocabulary:

Deterrence, Protection, Reformation, Reparation, Retribution, Environmental, Psychological, Social, Capital Punishment, Corporal Punishment, Community Service, Custodial Sentences, Fines, Probation, Suspended Sentences, Tagging, Amnesty International, Crime, Sin, Young Offender (Other key vocabulary on the sequence)