| **History**  **Medium Term Planning**  **Year B**  **Class 4 – Year 5&6** | | | | | |
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|  | **Autumn Term** | **Spring term** | | **Summer Term** | |
| **Unit of work** | **Crime and Punishment Throughout time**  -How has crime and punishment changed over time in Britain? |  | | **Beeston Castle Stone Age to Modern Day –** local history study | |
| **Key disciplinary knowledge** | **continuity and change, similarity and difference, evidence and interpretation, historical significance** | |  | | **continuity and change, similarity and difference evidence and interpretation, historical significance, cause and consequence, historical significance** |
| **Golden thread…**  **substantive knowledge** | **Monarchy / Power of rulers** | |  | | **Settlements**  **Monarchy / Power of rulers** |
| **Links to Prior Learning** | Year 1/2 – Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade and settlement will have been mentioned but not explicitly taught.  Year 3 & 4– Children will have looked at periods in time within the Stone Age. Children will have studied the Romans in Britain.  Year 5 & 6 – Children will have studied the Anglo–Saxons. | |  | | Year 1/2 Child have studies historical events beyond living memory that are significant nationally or globally- significant historical events, people and places in their own locality.  In Year 3/4 the children have studied the unit: Overview of early civilizations – Sumer, Indus, Egypt, China.  What did the first cities have in common and what were their achievements? |
| **Links to Future Learning** | Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts. | |  | |  |
| **Links to Geography** | **Geography of Shrewsbury**  Geographical skills & fieldwork – maps work, River Severn, settlements | |  | | **Beeston Castle Stone Age to Modern Day**  Geographical skills & fieldwork linked to the visit to Beeston Castle – (before, during and after) |
| **Core Learning**  **Knowledge** | * Understanding of what each case study believed about crime and punishment and recall some methods of punishment that were popular in these eras:   Roman Britain  Anglo-Saxon Britain  Tudor Britain  Victorian Britain  World War Two (at home and on the frontline)  Modern Britain (today)   * Identify the key changes in crime and punishment in Britain from Roman rule to Modern Day Britain and place them on a timeline. * Can compare and contrast different aspects of crime and punishment from different periods of British history. * Reflect on the legacy and importance of crime and punishment in society in Britain. |  | | KS2 History - a local history study  - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.   * Changes of Beeston Castles from Prehistoric to 2000 * Why these changes took place * Who John Tollemarche – what was his significance in owning the castle * Similarities and differences between neighbouring Peckforton Castle * Ways of life in the castle over time | |
| **5 Key Essential knowledge and skills** | * Understanding of what each case study believed about crime and punishment and recall some methods of punishment that were popular in these eras:   Roman Britain  Anglo-Saxon Britain  Tudor Britain  Victorian Britain  World War Two (at home and on the frontline)  Modern Britain (today)   * Identify the key changes in crime and punishment in Britain from Roman rule to Modern Day Britain and place them on a timeline. * Can compare and contrast different aspects of crime and punishment from different periods of British history. * Reflect on the legacy and importance of crime and punishment in society in Britain. |  | | * Beeston Castle during the Stone Age * Beeston Castle during the Anglo-Saxon and Viking period * Why was the castle built * Who is John Tollemache and his significance to owning the castle * Compare and contrast with other local castles in the area | |
| **Progression of Learning in lessons-Objectives covered** | 1. Can I explain what crime and punishment is through different periods? 2. Can I describe crime and punishment has changed over time from the Romans to 21st century?(Making curse tablets) 3. Can I compare and contrast Roman crime and punishment and Anglo-Saxon and Viking crime and punishment? 4. Can I describe crime and punishment in Medieval and Tudor times? 5. Trip to Shrewsbury Prison 6. Can I describe crime and punishment in Victorian times? 7. Can I describe crime and punishment in World War I and World War II? 8. Can I describe crime and punishment in the 21st Century? 9. Crime Day – forensic investigation in the classroom |  | | 1. Can I make a timeline following my own research on the castle? 2. Can I compare maps from the past to modern day maps of the castle and discuss the changes through time? 3. Can I research John Tollemarche? 4. Can I find out the history of Peckforton Castle? Is it the same age as Beeston Castle? 5. Can I produce a drama reflecting the castle’s main characters and the ways of life over the centuries? | |
| **Vocabulary** | Detection execution  Policing punishment  rehabilitation  treason  vigilantes |  | | Beeston timeline  John Tollemarche Tithe Maps survey  Cheshire Plain  Peckforton Castle - | |
| **Personal Development** | Do you think that the modern-day justice system is working? |  | | Why is Beeston Castle an important part of our local history?  If you were to live there in what period of time would you choose and why? | |
| **Quick Quiz** | What crimes did/do the Romans/Anglo-Saxons/Tudors/Victorians/State today deem to be the most serious?  How did/do Romans/AngloSaxons/Tudors/Victorians/State today try to prevent crime?  What types of punishment did/do the Romans/AngloSaxons/Tudors/Victorians/State today use?  What is the lasting significance and impact of the… form crime and punishment on Britain? How do two different periods of British history compare in relation to crime and punishment?  What period’s crime and punishment did you think was the most fair?  What period’s crime and punishment did you think was the most unfair?  How significant was removing the death penalty? |  | | What are the significant changes of Beeston Castles?  How do we know about these changes? What evidence has been used? Is it reliable?  Who John Tollemarche – what was his significance in owning the castle?  What are the similarities and differences between neighbouring Peckforton Castle?  What was the way of life in the castle over time? | |