

Cumwhinton School Curriculum - History Y5 SPR

Year 5	NC Content	<p>A local history study - a study over time tracing how several aspects of national history are reflected in the locality - the role of Carlisle as an important and well-fortified Roman settlement serving Hadrian's Wall and as an important military stronghold due to its proximity to the Kingdom of Scotland - Carlisle Castle</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. Changes in social history i.e. crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300. The study of Benin offers a remarkable opportunity to study the history of a kingdom which produced exquisite works of art and which sustained its royal power for over five centuries, often in resistance to the forces of colonialism and the slave trade.</p>
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History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history	A local history study - a study over time tracing how several aspects of national history are reflected in the locality - the role of Carlisle as an important and well-fortified Roman settlement serving Hadrian's Wall and as an important military stronghold due to its proximity to the Kingdom of Scotland - Carlisle Castle		
Historical concepts			A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300. The study of Benin offers a remarkable opportunity to study the history of a kingdom which produced exquisite works of art and which sustained its royal power for over five centuries, often in resistance to the forces of colonialism and the slave trade.
Historical methods			
Historical Perspectives		A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. Changes in social history i.e. crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	

CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - SPRING YEAR 5
HUMANITY - Individuality

What changes have there been in the social history of British crime and punishment from the Anglo-Saxons to the present day?

	NC	CUMWHINTON CURRICULUM
<p>Finding out (Facts & knowledge)</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. Changes in social history i.e. crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<p><u><i>This topic moves from Roman times to Victorian. It would be useful to address this passing of time by displaying a class timeline on a working wall or individually in books, adding to it as you move through the sequence so that children have a visual guide to where the eras sit in relation to each other and modern day Britain.</i></u></p> <p>Suggested teaching sequence:</p> <ol style="list-style-type: none"> 1. I know what the Romans believed about crime and punishment 2. I can compare the Anglo-Saxon justice system with that of modern Britain 3. I can use enquiry skills to find out about popular punishment methods during the Tudor period 4. I know about the life of Dick Turpin 5. I can describe the experiences of Victorian prisoners 6. I can use reasoning skills to discuss if crime and punishment has improved. <p>1 - What is a crime? What is a punishment? Ask children to think of a list of crimes and then suitable punishments for those crimes. Do you think that those crimes, punishments and reasons would've been the same for people hundreds of years ago? What about when Roman's ruled?</p> <p>Roman laws were called the 'Twelve Tables'. They were written around 450 BC - these were basic rights for all Roman people and decided what they should and should not do.</p> <p>The laws written in the Twelve Tables dealt with all manner of crimes, from serious crimes, such as murder, and less serious crimes, such as stealing. The laws also dealt with cleanliness - homeowners had to clean the street outside their home. Children learnt the laws off by heart at school.</p> <p>Learn about the Twelve Tables. Suggested activity - children to be given a typical roman crime and they must write in role as a judge, explaining the punishment to be given.</p> <p><u>2- I can compare the Anglo-Saxon justice system with that of modern Britain</u></p> <p>https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqkty#zknpp4j - useful BBC link</p>

Children to give similarities and differences between the Anglo-Saxon justice system and that of modern Britain. This could be in a table format or a written explanation giving examples.

Can children describe one of the trials by ordeal in detail? Do we have anything similar to a Wergild?

3- I can use enquiry skills to find out about popular punishment methods during the Tudor period

<https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/z26w4xs>



	<p>Source 1 - A Brank or Scold's Bridle Description: The brank or scold's bridle was used to punish women who gossiped or told tales. It was a metal cage that fitted over the head and was extremely uncomfortable to wear, and would let everyone know that the wearer was a gossip.</p>
	<p>Source 2 - The Stocks Description: The stocks were a wooden structure used as a method of punishment for smaller crimes. The culprit would sit on a wooden bench with their ankles through the holes. Punishment in the stocks would last for several hours. During this time, people would pass by and throw foul smelling or rotten food at them.</p>
	<p>Source 3 - The Ducking Stool Description: The ducking stool was used mainly as a torture method for women. The device was a chair that was hung from the end of a long piece of wood. The woman was strapped into the chair, which was positioned at the side of a river. The chair would then be swung over the river and the woman would be ducked into the freezing cold water. The method was often used to decide whether the woman was practising witchcraft. If the 'witch' floated, she was guilty; if she drowned, she was innocent. Either way, the outcome would be death.</p>
	<p>Source 4 - The Rack Description: The rack in the Tower of London was used throughout the Tudor period in England. It was reserved for those identified as having committed the most serious of crimes against the state. On the rack, a victim's legs and arms were tied to bars at either end of the device; rollers were then used to stretch the body. This stretching was also used to gain a confession from a victim.</p>

Children to be given images to stick into their humanities books of each method of punishment and use enquiry skills to suggest how and why they are used. What crime might these punishments be for?

[Complete sheet available on T:Drive in resources section of the history folder](#)

4- I know about the life of Dick Turpin

Find out about Dick Turpin through studying various historical sources from the 18th and 19th century?

	<p>https://kids.kiddle.co/Dick_Turpin</p> <p>Children to think about how Dick Turpin has been glamorised to be a hero. Was he a hero or a villain? Children to write both points of view.</p> <p><u>5- I can describe the experiences of Victorian prisoners</u></p> <p>https://www.bbc.co.uk/bitesize/articles/zck3n9q#zp6xxbk</p> <p>Discuss Victorian life. Increasing population, huge divides between the rich and the poor. The first real, organised police force.</p> <p>Learn about punishments for crimes. Can children write a diary entry describing punishments such as the crank? What reasons did they have for committing the crimes? Link to social environment in the era.</p>
<p>Using (Applying & analysing)</p>	<p><u>6 - Has the way we catch and punish criminals improved in the last 100 years?</u></p> <p>Key changes in crime in the 20th century:</p> <ul style="list-style-type: none"> • Car crime • Football hooliganism • Race and hate crimes • Illegal drugs • Cyber crime <p>Discuss what is meant by the terms prevention and detection. Explain advances of sciences such as forensics in modern day crime detection. In pairs use evidence (photographs and written evidence) to discuss which modern day methods are used to prevent, detect crime, or both. Ask the children to consider which originated from earlier historical periods. How have breakthroughs in modern technology made it easier to find and prosecute criminals and ensure the right person is convicted of the crime?</p> <ul style="list-style-type: none"> • Use of fingerprints blood groups • DNA samples • Data storage • Better radios • CCTV

		<ul style="list-style-type: none">• Drones
Concluding (Evaluating & summarising)		<p>Make connections, note contrasts and trends over time by evaluating knowledge gained of the history of crime and punishment in Britain.</p> <p>Which historical period has had the most impact on modern day crime and punishment? Focus on children explaining their reasoning.</p>