

Plan of Key Learning in History with assessment

Year 3 Date:	
Purpose of the unit/National Curriculum	To study of an aspect or theme in British history that extends pupils' chronological know beyond 1066
By the end of the learning the children will know how it fits into the curriculum:	
Overarching question	How have crimes been punished through the ages? (please remember that children need to use the variety of history SKILLS to be able to obtain the knowledge to answer this question)
Books	
What do I already know that will help me learn about this?	Elizabeth 1- related to King James 1 who was king at the time of Gunpowder Plot (Yr 1) Great Fire of London (Yr 1)
How does this link to future learning?	Anglo Saxons (y5) Anglo Saxons and Vikings (y6)
Key points for the start of the topic	*Always try to start your topic with an engaging 'hook' linked to inquiry skills. This could be a discussion about a photograph, a poem, a 'clue box,' an artefact. 'Inference grids' are good to use. Get children to generate questions or look for clues. Where does this fit <u>chronologically</u> with what the children already know? Use key historical terminology to place the new learning historically e.g. decade, century Link what the children already know to the new topic. ** This topic is a heavily chronological unit and will need constant reference to how C&P has changed over time, comparing each era continually.
By the end of this learning the children will have used these historical skills (LO):	
Learning objectives linked to Chronology	Show their increasing knowledge and understanding of the past by: - Developing a chronologically secure knowledge and understanding of British history, knowing key dates and historical terms. - Making some links between and across periods, such as the difference between clothes, food, buildings or transport.
Learning objectives linked to Events, People and Changes	Be able to describe some of the main events, people and periods they have studied by: Understanding some of the ways in which people's lives have shaped this nation.
Learning objectives linked to Communication	- Construct informed responses that involve thoughtful selection and organisation of relevant historical information, using specialist terms like settlement - Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
Learning objectives linked to Enquiry, Interpretation and Using Sources	- Use some sources to start devising historically valid questions about change, cause, similarity and difference and significance. - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, written sources etc)
By the end of this learning the children will know:	
Weekly questions to build up the skills and knowledge over the topic	How does the Anglo-Saxon justice system compare to the system we have in Britain today?
	What developments in punishment happened during the Tudor period?
	Who was Guy Fawkes and how is he related to crime and punishment?
	Can you use historical sources to find out about the life of Dick Turpin?
	Who was Betsy Fry and how did she influence crime and punishment in Victorian Britain?

	Can you compare modern day crime and punishment with those from the past? Are any still used/developed today?
	How have crimes been punished through the ages?
Key vocabulary	IDEAS: Parliament, treason, gunpowder, plot, Guy Fawkes, bonfire, Roman Catholics, Catholics, Protestant, law, King, Britain, British, artefact, chronology, chronological, timeline, beliefs, crime, punishment, justice, prevention, execution, stoning, hanging, exile, stocks, hanging, drawn and quartered, mutilation, drowning, fine <i>add your own words related to specific events e.g. Great Fire of London</i>
Key knowledge	Many laws we have in Britain today are not that different from the laws of Anglo-Saxon Britain. However, the punishments were considerably different. There were no prisons to send criminals to, so punishments were designed to be a huge deterrent to those thinking of breaking the law and they were often pretty brutal! Typical punishments: branding, stoning, hanging, exile, stocks, mutilation, drowning, paying a fine Tudor times – still no police, main crime was stealing. New punishments were created to be even more terrifying than before. Very big difference in ‘classes’ (rich and poor). Public executions were popular and a ‘family past time.’ Vagrancy (being homeless) was a crime and punished by being whipped, or even hanged. Start of treason. Dick Turpin – one of the most infamous highway men of all time. Trade was increasing and more wealthy people were travelling on the roads – making it easy to attack. Betsy Fry- The police force was first introduced in London in 1829, building prisons also began as a prevention to crimes. They were very strict. Modern – DNA, trial by judge and jury, prison, police, fingerprints, witnesses, CCTV, community service
Key Learning for this unit	
Below Expected	Expected