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| **History**  **Medium Term Planning**  **Year B**  **Class 4 – Year 5&6** | | | | | |
|  | **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 | | **Beeston Castle Stone Age to Modern Day –** local history study  **The King’s Coronation**  **Early Islamic civilization – contrast with British history** | |
| **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** | | **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) | | **Geography of the Islamic Empire**  The Islamic Empire covered vast areas of Europe, Asia and Africa.  Mecca, Medina, Baghdad |
| **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 | | A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;   * Changes in the Middle East during the life of Mohammad * Why Umar was significant in the spread of Islam in the 17th century * Early life in Baghdad, the layout of the new city * What was so special about Bagdad * Contributions that Arab Muslims made to the world * Key features of Islamic art and architecture | |
| **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 10. Can I use my knowledge of The Roman Empire and its impact on Britain to ‘Speak like a Historian’?   (Pictures, writing, knowledge  organiser, filming pupil voice –  Google Drive) | 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? | | 1. Can I understand how the world of the Middle East change during the life of the Prophet Muhammad? 2. Can I understand why Islam spread so rapidly in the seventh century when other empires did? 3. Can I learn about Islam from the way they set up the capital at Baghdad? Study of Baghdad. 4. Can I understand what was so special about Baghdad in its Golden Age? 5. Can I understand how the Arab Muslims contribute to the world of mathematics and science? 6. What can I learn from the art and architecture of Islam? | |
| **Vocabulary** | Detection execution  Policing punishment  rehabilitation  treason  vigilantes | Beeston timeline  John Tollemarche Tithe Maps survey  Cheshire Plain  Peckforton Castle - | | Middle East Prophet Muhammad  Islam empires Byzantine spy court of the caliph Medina Umar  Baghdad caliphs early Islamic civilisation  Golden Age  Arab Muslims mathematics science  art and architecture of Islam | |
| **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? | | What are the achievements of the early Islamic civilization that we can learn from today? | |
| **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? | | What were the main changes in the Middle East during the life of Mohammad?  Why was Umar significant in the spread of Islam in the 17th century?  What was early life like in Baghdad? What was the significance of the layout of the new city?  What was so special about Bagdad?  What was the Golden Age?  What are the contributions that Arab Muslims made to the world?  What are the key features of Islamic art and architecture? | |