

History Lesson Plan – Topic Crime and Punishment (KS2)

Subject content from the National Curriculum 2014 (content in bold can be met through this topic)

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

[non-statutory examples]

- **Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present**
- **Leisure and entertainment** (covered if taking the Shakespeare tour)
- The changing power of monarchs

A local history study [non-statutory examples]

- **a study over time tracing how several aspects of national history are reflected in the locality**
- **a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**
(Can be covered if taking a general tour of the museum rather than a focused Crime and Punishment tour and also during the Shakespeare tour)

Aims of the National Curriculum 2014 (aims in bold will be met during this day)

- **Know and understand the history of these islands as a coherent, chronological narrative**, from the earliest times to the present day: **how people's lives have shaped this nation** and how Britain has influenced and been influenced by the wider world.
- **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. (KS2)**
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- **Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.**
- **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions** and create their own structured accounts, including written narratives and analyses.
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. (KS2)**
- **They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (KS2)**
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- **They should understand how our knowledge of the past is constructed from a range of sources. (KS2)**
- **Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

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Cross-Curricular Links	SMSC (from Ofsted Guidance April 2014)
	<p>Spiritual</p> <ul style="list-style-type: none">• Experience enjoyment and fascination in learning about others and the world around them.• Use imagination and creativity in learning. <p>Moral</p> <ul style="list-style-type: none">• Recognise the difference between right and wrong and apply this understanding in their own lives.• Understand that actions have consequences.• Investigate, and offer reasoned views about, moral and ethical issues. <p>Social</p> <ul style="list-style-type: none">• Show interest in, and understanding of, the way communities and societies function at a variety of levels. <p>Cultural</p> <ul style="list-style-type: none">• Show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage• Be willing to participate in, and respond to artistic and cultural opportunities.

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Class/Teacher:	Week/Date:
Learning Objectives:	
<ul style="list-style-type: none"> • Put periods of history in chronological order • Identify similarities and differences between ways of life in different periods. • Identify connections and contrasts between historical periods. • Explain how an aspect of British society has changed over time. • Describe connections between causes and consequences. • Describe how the wider world has influenced an aspect of British history. • Explain what an artefact can tell us about a historical period. 	
Tudor World Activities:	
Museum Tour: historical concepts - making connections, drawing contrasts, understand 'peasantry'. Learn about the differences between how rich and poor people were treated when they broke the law. How children were punished in school. Discipline on board a Tudor ship.	
Crime and Punishment Workshop: historical concepts - develop a chronologically secure knowledge of British history , continuity and change, connections, contrasts and trends over time, similarity and difference, cause and consequence, short and long timescales, Learn how people were punished for different crimes in the past. (e.g. using stocks, ducking stools) Use a simple timeline to order events. Find similarities and differences between crime and punishment in key periods of history – Normans, Tudors and Present Day Match punishments and types of trial to their historical period. Talk about how the legal system and punishment has changed over time.	
Artefact Handling Session: historical concepts - understand how our knowledge of the past is constructed from a range of sources , similarity, difference and significance, make connections, draw contrasts, frame questions Learn the uses of different artefacts and what they are made of. Ask and answer questions about the artefacts.	
Tour of Stratford with William Shakespeare: historical concepts - how people's lives have shaped this nation, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural and social history Looking at Tudor houses. Learning about aspects of daily life in Tudor times. Learning about Shakespeare's life, family and education. Shakespeare's career as a playwright and facts about some of his plays.	
Plenary/Assessment:	
Sheet provided for teacher record of assessment.	