



Orton Wistow Primary School – Curriculum Plan



Subject : History

Year : 5

Term : Autumn



Vocabulary

Define the word and include etymology if useful.

Lindisfarne - A tidal island off the northeast coast of England, constituting the civil parish of Holy Island in Northumberland. It was once an important centre of Celtic Christianity.

Raiders - One who engages in a raid [An attack or invasion for the purpose of making arrests, seizing property].

Settler - Someone who settles in a new location, especially one who takes up residence in a previously uninhabited place.

Danelaw - An area of land ruled by the Vikings where they settled from York down to the east of England.

Jorvik - York (a city in modern North Yorkshire, England)



Knowledge

What children will know

Learning Teaching Assessment
Remembering Telling Testing

Know where the Vikings came from and why they attacked.

Know that the Vikings were a real threat from the sea.

Know that the Saxons were living in Britain at the time of the first Viking raids.

Know that until recently monks' records were main source of evidence.

Know that Vikings kept coming to Britain for almost 300 years first as **raiders** then as conquerors.

Know the significance of archaeological evidence especially recent finds at **Jorvik**.

Know that raiders describe an early part of their contact with Britain, whereas traders the later.



Understanding

What children will understand

Learning Teaching Assessment
Practising Coaching Observing

Understand how the Vikings gained their reputation.

Understand that it was exaggerated by the accounts written by monks.

Understand the importance of the **Danelaw** as an area of Viking settlement.

Understand the importance of finds at Jorvik, York in shaping our revised view of the Vikings.

Understand that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.



Skills

What children will be able to do

Learning Teaching Assessment
Reflecting Facilitating Evaluating

Locate the Vikings in time in relation to the Romans and Saxons.

Distinguish by comparing between a Saxon and Viking account of the same event.

Identify at least one period when the Vikings were successful and another when they were not.

Identify, analyse and explain 2 or 3 turning points in Viking fortunes: e.g. when they conquered most of North and central Britain, when they were halted by Alfred, the Danelaw, and when Cnut was king.

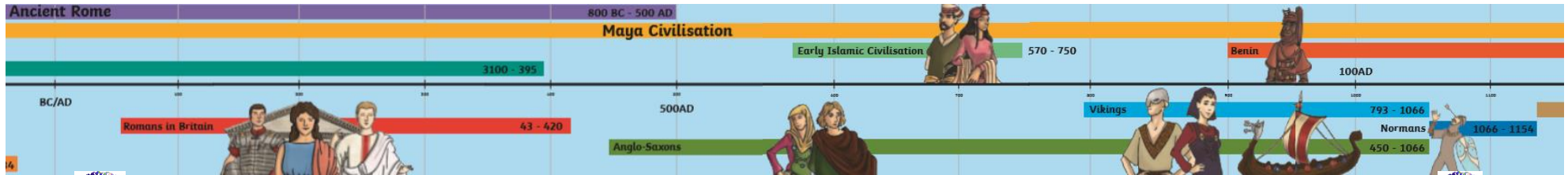
Identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded.

Locate places with 6 of main Viking suffixes from a given map.

Compare evidence to determine whether the Vikings should be remembered as raiders or **settlers**.

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Useful Information



Timeline								
700	789	793	865	866	876	886	1014	1066
The Viking Age begins	First recorded Viking attack	Viking raid on Lindisfarne	Viking army from Denmark invades England	Danes capture York (Jorvik)	Vikings from Denmark, Sweden and Norway settle permanently in England	King Alfred defeats the Vikings / Allows them to settle in East England	King Canute (Cnut) of Denmark King of England	Battle of Hastings / William I King of England





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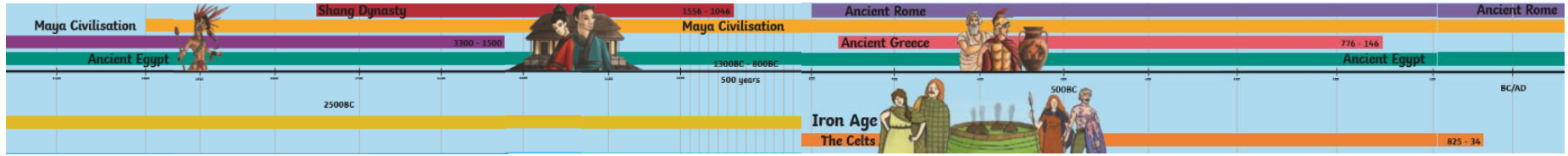
Year : 5

Term : Spring



																					
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<p>Athens - The capital city of Greece.</p> <p>Sparta - It was a prominent city-state in ancient Greece.</p> <p>Philosophy - The practice of asking big questions with no clear/single answer. It means the 'love of wisdom'.</p> <p>Democracy - A system of government in which citizens are able to vote in order to make decisions.</p> <p>Domestic - Of or relating to activities normally associated with the home, wherever they actually occur.</p> <p>Olympic Games - Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus.</p> <p>Battle of Marathon - It took place in 490 BC during the first Persian invasion of Greece.</p> <p>Golden Age - Athens was at its height in C5th - C6th BC, the Golden Age.</p>	<p>Know that Ancient Greece consisted of city states such as Athens and Sparta who were rivals.</p> <p>Know that religion and preparation for war were also critically important.</p> <p>Know that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots.</p> <p>Know that many of the words we use today derive directly from the Greek.</p> <p>Know that the buildings they see around them today have been influenced by classical Greek design and that the Greeks heavily influenced the Tudors (theatre) and the C18th and C19th.</p> <p>Know that this was a time of massive growth in new ideas and ways of thinking. Focus on philosophers and ideas such as democracy.</p> <p>Know that their theatres were incredible feats of engineering.</p>	<p>Understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. Grasp that these feature frequently in Greek legends.</p> <p>Understand the importance of the victory over Persia, focussing on domestic issues.</p> <p>Understand the breadth of evidence base, recognising the importance of archaeological evidence as well as written and spoken, e.g.: myths and legends as well as surviving buildings.</p> <p>Understand how the battle affected both Athens and Persia. The dominance of Athens was short-lived.</p> <p>Understand the sheer scale and variety of the Greek achievement in so many areas.</p> <p>Understand that the Olympics were not just athletic events.</p>	<p>Place Ancient Greece on a simple timeline and locate Ancient Greece, Crete, Athens and Sparta on a map.</p> <p>Make deductions and informed speculation to analyse images on pots.</p> <p>Compare versions of the Battle of Marathon and give 2 valid reasons why textbook accounts might differ.</p> <p>List achievements of individual Greeks and their contribution.</p> <p>Show on a timeline the duration of the 'Golden Age' of Athens and its link to the Battle of Marathon.</p> <p>List 3 reasons why Athens was so dominant.</p> <p>Learn that sometimes books disagree, e.g.: on whether women did the shopping.</p> <p>Explain why the Battle of Marathon was fought and can give reasons for defeat of Persia.</p>																		

Useful Information







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Year : 5

Term : Summer



			
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<p>Hue and cry – a loud shout and chase where those around are required to join in the hunt and capture of a criminal</p> <p>Medieval – linked to the ‘middle ages’ – from about the late C5th to the C15th</p> <p>Outlaw - An outlaw, in its original and legal meaning, is a person declared as outside the protection of the law. In pre-modern societies, all legal protection was withdrawn from the criminal, so that anyone was legally empowered to persecute or kill them. Outlawry was thus one of the harshest penalties in the legal system.</p> <p>Criminals – a person who has committed a crime</p> <p>Vagrancy – being homeless</p> <p>Pillory - a wooden framework with holes for the head and hands, in which offenders were placed and exposed to public abuse.</p> <p>Stocks - Stocks were wooden or metal devices with foot holes used as punishment until the beginning of the 19th century</p> <p>Ducking stool – wooden chair fastened to the end of a pole, used to</p>	<p>How criminals were punished 800 years ago – common crimes and punishments, reason for high homicide rates, use of hue and cry, trial by combat, link between food prices and crime</p> <p>What the legend of Robin Hood tells us about medieval justice – that if you ran away from justice you would be declared an outlaw and could be killed on sight.</p> <p>How crimes and punishments changed between 1500-1750 – introduction of new crimes – vagrancy, witchcraft and moral crime.</p> <p>Why punishments became so bloody on the 18th century – smuggling, poaching and highway men</p> <p>Why so much change happened in the 19th century – Bloody Code swept away, transportation, policy & prison reform.</p> <p>Transportation seen as a middle punishment between execution and fines, until prisons took over. Transportation ended in 1868</p> <p>If the way we catch and punish criminals has improved that much in the last 100 years.</p>	<p>That justice in the Middle Ages depended almost entirely on the community.</p> <p>Understand why so many were found not guilty of serious crimes.</p> <p>Understand that medieval society was very unequal.</p> <p>Understand what went through the minds of medieval people when they dispensed justice – making criminals suffer, allowing society to get on with life free of crime, using fear of consequences to stop people committing crimes.</p> <p>Understand the changes in the nature of new crimes (eg more vagrancy, witchcraft, religious practices)</p> <p>Understand there were continuities (pillory, stocks, ducking stool , fines etc)as well as changes</p> <p>Understand what is meant by the term Bloody Code</p> <p>Understand the greatest change in punishments in the 19th C was transportation.</p> <p>Understand this was great period of growth in prisons (90 new ones in the first 40 years of QV reign)</p>	<p>Interpret data from a pie chart showing the frequency of crimes and a line graph showing a link between food prices and crimes.</p> <p>Make links to earlier work on Anglo Saxons</p> <p>Make comparisons between medieval courts and today's</p> <p>Infer information from a range of images from this period</p> <p>Argue for and against a moral position</p> <p>Can explain the paradox that the number of crimes went up but the number of executions went down.</p> <p>Use information about crime rate from a line graph to raise enquiry questions for themselves.</p> <p>Speculate as to the possible reason for the rise and fall in the crime rate using prior knowledge and an awareness of contemporary issues (cyber crime/car crime/race related crime/ drugs)</p>



									
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<p>plunge offenders into a pond or river as a punishment.</p> <p>Highway man - a man, typically on horseback, who held up travellers at gunpoint in order to rob them.</p> <p>Bloody Code - the name given to the series of laws, which if broken, the punishment was hanging (from 50 in 1688 to 200 in 1820)</p> <p>Transportation - the relocation (forcible moving) of convicted criminals, or other persons regarded as undesirable, to a distant place or country.</p>				Why the 19 th C saw the start and growth of the police force.					

Useful Information



Crime and Punishment

450 BC

Twelve Tables Written.
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.



Roman Punishments

Punishments in Roman Britain were severe. The punishment you received depended on how much money you had. If you were a slave, you had no rights at all and the punishment would usually be death, by many different, awful means - or to be forced to become a gladiator. However, if you were a noble, you were often saved from death and were exiled instead.



Anglo-Saxon Punishments

When a village wanted to find a criminal, they would call upon everyone else in the community to find them. This was called a hue and cry.
If an Anglo-Saxon committed a crime, they could choose oath-keepers who would swear that they were innocent. If they couldn't find enough oath-keepers, they would have to do a trial by ordeal.



Tudor Punishments

Crime - mainly stealing - was widespread in the Tudor times, as many poor people could not afford to pay for increasingly expensive food. Punishments were harsh in belief that it would stop others from committing crimes.



400 BC

AD 43

AD 300

AD 400

AD 1000

AD 1400

Romans

Anglo-Saxons

Tudors

AD 43

The Romans Invade Britain.
People accused of committing a crime were taken to court to be judged guilty or not guilty. In Britain, the job of finding a criminal was down to the legionaries.

Roman Law

The ideas that the Romans started are still used in the British justice system today. These are the use of a court, a judge, a jury and a lawyer.

AD 410

Anglo-Saxon Period
The different villages and communities were divided into ten men called tithings. They were all responsible for each other's behaviour. If a man in that tithing committed a crime, it was up to the other men in that tithing to bring him into court, and if they did not, they would face punishment themselves.

Wergild

Wergild was a payment system used in Anglo-Saxon times to settle disputes between the criminal and victim or victim's family.

Police Force

The police force was first introduced in London in 1829. Sir Robert Peel introduced them as part of a campaign to improve public law. These policemen were called 'Bobbies' or 'Peelers'. They wore long, blue coats and tall hats and their only weapon was a truncheon.



AD 1066 - 1603

Norman Period
December 1066: William of Normandy was crowned king after the Battle of Hasting.
Plantagenet Period
December 1154: Henry II, the first 'Plantagenet' King takes the crown.
Tudor Period
August 1485: Richard III is defeated by Henry Tudor in the Battle of Bosworth.
Stuarts Period
The end of the Tudors and the beginning of the Stuarts.
Georgian Period
August 1714: George I becomes King.



AD 1840

AD 1800

AD 1700

Modern

Victorians

Georgians

Modern Crime

DNA testing, CCTV cameras, use of fingerprints, improved street lighting and carhouse alarms have helped to prevent and detect crime in modern Britain.



AD 1837

Victorian Period
Victoria I is crowned Queen of England.



Prison

During the Victorian period, prison became the main form of punishment for lots of different crimes. Between 1842 and 1877, 90 prisons were built or added to. It was a huge building programme which costs millions of pounds.

Prison Punishment



Treadwheel



Picking Oakum



The Crank



Shot Drill

Highwaymen

Georgian Highwaymen
Highwaymen became a greater threat to people in the Georgian period because trade was increasing and there were more wealthy people who were travelling on the roads. There were also many areas of forest and countryside where highwaymen could lie in wait. The pistol had been invented in the 17th century which made it easier for highwaymen to threaten travellers.
Dick Turpin
The most famous highwayman was called Dick Turpin. He was born in 1705 in Essex. He was captured and hanged in 1739.



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