

Y5 Law And Disorder Learning Sequence

Synopsis: Using a range of stories and sources, children carry out a thematic study of crime and punishment over the course of history. This culminates in writing a new history book for children using the appropriate formality, tone, language, eg Horrible Histories.

In **History**, children carry out a study of aspect of social history, understanding bias and different perspectives.

In **Art**, children develop drawing skills to create illustrations for their history book.

In **D&T**, children research interactive children’s books and apply this to their own history book.

In **Computing**, children understand how to stay safe online when using online sources.

Curriculum areas: English, History, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a non-chronological report about crime and punishment considering purpose and audience.

English Objectives

Comprehension

- Make comparisons within and across books, commenting on similarities and differences between texts
- Discuss books, building on others’ ideas and begin to challenge others' opinions

Grammar & Punctuation

- Indicate parenthesis using brackets, dashes and commas
- Use commas to clarify meaning and avoid ambiguity
- Link ideas across paragraphs using adverbials of time, place and number or by varying tense
- Build cohesion with a paragraph

Language & Vocabulary

- Select appropriate language and vocabulary to reflect their understanding of audience and purpose

English Learning Sequence

- Children explore covers, blurbs and titles of a selection of history books for children, eg Horrible Histories books – what do they notice? Annotate examples with ideas
- Collate words and phrases from blurbs of books and comment on language eg blood-curdling, toe-curling, and suggest an audience. Why do you think that?
- Discuss personal response to the texts – would you like to read the books why/why not, how has the author made them engaging for children?
- Encourage children to build on their peers’ thoughts and opinions and also to express an alternative viewpoint
- Expand words and phrases to better understand style by watching selected videos. Discuss humour and intended audience
- Explain that children are going to use their work in history to write own chapter on crime and punishment for children’s history book. Children generate ideas together

- Evaluate how authors use language and consider effect on the reader

Text Structure & Features

- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text

Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of word
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Compare more formal non-fiction writing with chosen texts and discuss the importance of considering audience and purpose
- Discuss similarities and differences between different texts and express preference for text type
- Practise transposing small extracts of text (formal, impersonal) into more informal type language and note the change of tone
- Grammar sessions on parenthesis. Explore what is meant by parenthesis and the types of punctuation used to denote parenthesis
- Explore this with example sentences related to crime and punishment
- Agree focus and plan content for own chapter eg Anglo-Saxon ordeals and jot idea/notes. Rehearse orally with peer, using bank of words/phrases gathered from exploration of other texts
- Draft, edit and improve writing to produce final piece. Add illustrations to enhance text and appeal to young audience

English

Write a balanced argument about a topical issue related to crime and punishment.

English Objectives

Grammar & Punctuation

- Indicate parenthesis using brackets, dashes and commas
- Use commas to clarify meaning and avoid ambiguity
- Link ideas across paragraphs using adverbials of time, place and number or by varying tense

English Learning Sequence

- Set up class debate about topical issues eg All criminals are bad
- Encourage children to generate arguments that support and oppose this statement and develop argument with evidence (verbally)

- Build cohesion with a paragraph

Text Structure & Features

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- Use further organisation and presentational devices to structure texts

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- Introduce language of balanced argument for children to use and apply orally to begin with eg Many people believe that ... On the other hand ... Opponents might suggest ...
- Children comment on the tone of balanced argument and compare with language of persuasion
- Discuss use of conjunctions and adverbials to develop argument and add cohesion to writing
- Children plan their balanced argument with bullet points for each viewpoint
- Teacher to model writing, explicitly referring to cohesion and developing each idea or statement
- Draft, edit and improve work to produce final piece

History

Carry out a study of aspect of social history, understanding bias and different perspectives.

History Objectives

- Understand how knowledge of the past is constructed from a range of sources
- Understand how evidence is used rigorously to make historical statements
- Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments

History Learning Sequence

- Share images, dates and key words relating to crime and punishment over history. Can children order these chronologically, drawing on previous learning?
- Using these sources, children generate a series of historical questions to research
- Vocabulary session where children identify key words and

- Address and devise a wide range of historically-valid questions about change and cause
- Explore trends, looking at continuity/change and similarity/difference/significance
- Examine different aspects of history eg social, cultural, political and religious
- Extend chronological understanding by exploring a theme over time
- Use and apply a range of historical vocabulary

locate definitions

- 'Zoom in' on key eras eg medieval, Anglo-Saxon, Victorian and carry out in-depth study of crime and punishment at that time
- Use a range of sources to ensure reliability and to support their historical claims
- Children look for trends and narratives over time and notice how crime and punishment has changed and evolved. What is the same? What is different?
- Explore the broader issue of justice, involving the role of the police and courts in maintaining law and order
- Set up class courtroom and explore the various roles within justice system and the concept of a fair trial

Art

Develop drawing skills to create illustrations for their history book.

Art Objectives

- Capture artistic process in sketchbook
- In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists
- Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works
- Improve mastery of art and design techniques with a wide range of materials
- Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation
- Communicate ideas and comment on artworks using artistic language

Art Learning Sequence

- Examine the illustrations from a range of children's history books and discuss their features and why they are appealing to children
- Emulate chosen examples in sketchbooks using a range of pencils
- Considering theme of crime and punishment, encourage children to consider own illustrations to accompany their writing
- Capturing process in sketchbooks, children create own illustrations to depict crime and punishment across different eras
- Further research the work of illustrators, eg Martin Brown and understand their contribution to children's texts

D&T

Research interactive children's books and apply this to their own history book.

D&T Objectives

- Communicate, generate, develop and model ideas using a range of strategies

D&T Learning Sequence

- Explore a range of interactive children's books eg lift the flap, pop-up, books that incorporate tactile element

- Use research to inform design and generate own design criteria
- Communicate, generate and develop ideas drawing on other disciplines
- Confidently take calculated risks to become innovative, resourceful and enterprising
- According to their functional properties and aesthetic properties select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes
- Generate own design criteria and evaluate ideas and products against these
- Investigate and analyse a range of existing products that address real/relevant problems in a range of contexts
- Understand how key events and individuals in D&T helped to shape the world

- Comment on target audience and features of these books
- Decide which elements/mechanisms would be most appropriate for their book
- Experiment with different elements and mechanisms, considering how these would fit design
- Design cover and/or page for interactive books, communicating design in a range of ways
- Use range of materials to create prototype, focusing on aesthetics and functionality
- Evaluate and adapt throughout process to create final version
- Trial book with 'real' audience, collating feedback from others

Computing

Understand how to stay safe online when using online sources.

Computing Objectives

- Confidently, competently and responsibly use information and communication technology

Computing Learning Sequence

- Recap on which devices children use and what they use them for eg X-Box online, PlayStation
- Discuss which social media platforms they have heard of/had experience of eg Instagram, Facebook, Twitter, Snapchat. Do they know about safety features of each?
- Sort 'safe' passwords and usernames from 'unsafe', discussing rationale
- Recap and explain why there is the need to protect own computer or device from harm
- Recap on phrase 'digital footprint'. Discuss how any online post can be seen, used and may affect others
- Justify whether school processes and procedures around E-safety are stringent enough (meet with leaders, school council, website, communication sent home etc.) and recognise improvements