



Horrible History

Synopsis:

Using the Horrible History books as a stimulus, children carry out a thematic study of crime and punishment over the course of history, culminating in a new Horrible History book, written in the appropriate style.

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 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

Historical Concepts

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 eg crime and punishment

Stories & Sources

Understand how knowledge of the past is constructed from a range of sources

Understand how evidence is used rigorously to make historical claims

Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda

Historical Questions

Address and devise a wide range of historically-valid questions about change and cause

Historical Vocabulary

Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political

D&T

Learning Sequence:

Explore a range of interactive children's books eg. lift the flap, popup, books that incorporate tactile element

Comment on target audience and features of these books

Decide which elements / mechanisms would be most appropriate for Horrible Histories

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

Design

Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, cross-sectional and exploded diagrams

Use research to inform design and generate own design criteria

Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing

Confidently take calculated risks to become innovative, resourceful and enterprising

Evaluate

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 relevant contexts

Understand how key events and individuals in D&T helped to shape the world

Make

• According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes

Art

Learning Sequence:

Examine the illustrations from Horrible Histories books □ 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 the illustrator, Martin Brown and understand his contribution to Horrible Histories empire

Media & Materials

Capture artistic process in sketch book

In drawing, use a range of pencils to begin to develop personal style, drawing on the work of other artists for inspiration

Significant Artists

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

Vocabulary

Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate

Skills

Improve mastery of art/design techniques with wide range of materials

Writing

Learning Sequence:

Children explore covers, blurbs and titles of 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 etc. and suggest an audience. Why do you think that?

Expand words and phrases to better understand style by watching selected Horrible Histories videos. Discuss humour and intended audience

Explain that children are going to use their work in History to write own Horrible History chapter. Children generate ideas together

Compare more formal non-fiction writing with Horrible Histories

Practise transposing small extracts of text (formal, impersonal) into 'Horrible Histories'- 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 (see Resource Pack for guidance)

Agree focus and plan content for Horrible Histories eg. Anglo-Saxon ordeals and jot ideas / notes. Rehearse orally with peer, using bank of words / phrases gathered from Horrible Histories texts

Draft, edit and upskill writing to produce final piece. Add illustrations to enhance text and appeal to young audience

Using Resource Pack statements as a starting point, 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)

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, for example

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 upskill work to produce final piece

Language & Vocabulary

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

Become familiar with the language of writing eg figurative language, imagery, style and effect

Evaluate how authors use language and consider effect on the reader

Use dictionaries (and thesauruses) to check meaning of new words/language

Plan, Draft, Edit & Evaluate

Identify audience and purpose of writing

Select appropriate grammar and punctuation and understand how these can change/enhance meaning

Use a wide range of cohesive devices within sentences and between ideas/paragraphs

Choose the appropriate register (formal/informal)

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Grammar & Punctuation

Indicate parenthesis using brackets, dashes and commas

Use commas to clarify meaning/avoid ambiguity

Link ideas across paragraphs using adverbials of time, place and number or by varying tense

Build cohesion within a paragraph

Text Structure & Features

Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing

Summarise main ideas from more than one paragraph using evidence

Use a wide range of devices to build cohesion within and across paragraphs

Transcription

Write legibly, fluently and with increasing speed

Use a thesaurus