



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



*Is Wrong Ever Right?*

**Year 6 Spring 2 & Summer 1**

## Rose Wood Academy: Enquiry Driven Learning Overview

<b>Year Group:</b> 6	<b>Is wrong ever right?</b>	<b>Term:</b> Spring 2 & Summer 1
<b>Context:</b> <p>This enquiry is based around the moral dilemma of 'is wrong ever right?' where children will study both historical and current events through the lens of whether they could be justified based on their context at the time. It will start with a focus on Highwaymen and look at their crimes and society's views about them at the time. Children will be able to build upon their knowledge of propaganda during WW2 to discern whether sources of evidence about highwaymen are accurate and reliable. The children will explore what life was like in this period of history, why it resulted in the rise of highway robbery and why highwaymen were sometimes perceived as heroes. Children will then look more broadly at whether wrong is ever right by looking at laws broken by activists, society's views of these actions and decide whether the end justifies the means. They will look at historical figures such as Rosa Parks and the suffragettes, as well as modern day activists such as Greta Thunberg and 'Just Stop Oil' to discuss whether their actions warranted being considered 'wrong'? Were they all fighting for an outcome which people can justify and therefore deem their acts as acceptable?</p>		
<b>Prior Learning (Direct Pathway)</b> <b>History:</b> <p>Children can link to learning during Black History Month and in particular Rosa Parks as an influential women who stood up for what she believed although this broke the law at the time.</p> <p>There will also be links made to Y2 learning about significant women and the Mary Anning unit and how they were trailblazers in their field and the changes that they brought about.</p> <p>The significance of people's achievements in their respective fields and the power that people have to make a difference: David Attenborough Y1, significant women unit Y2, Captain Cook Y2, Greta Thunberg Y5</p> <b>SMSC:</b> <p>Justifying responses to previous enquiry questions through enquiry driven learning projects studied. Understanding that people can have different views and opinions and the validity of different viewpoints. Understanding the concept of respect and broader values, particularly the rule of law.</p>		
<b>Prior Learning (Indirect Pathway)</b> <p>Computing Y3/4/5: Build on the knowledge on Keynote to create an e-book based on their own writing: The heartache of Bess</p> <p>English: Motivational speeches linked to Shackleton in the Y6 topic 'Was it worth the risk?' 'Voice 21' techniques to express views and debate</p>		

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Through art lessons, children will discuss whether graffiti is art or a crime. They will make critical judgements about art, using reasoned argument as to its validity, and then record and justify preferences and opinions about art they like. As part of this, children will explore the legal framework around graffiti. Children will experiment with this style, learning to draw and shade 3D letters in differing styles, how to create a graffiti collage background and learn about the rule of thirds in art and design. This work will culminate in children designing their own graffiti 'tag' which will contain either a message of hope, self-aspiration or a dream.

In Science we will be learning about Living Things and their Habitats with a focus on the scientist Carl Linnaeus and his classification system. We will be investigating how living things are classified into groups according to characteristics, similarities and differences.

### Enquiry Question

Is wrong ever right?

### Content on Direct Pathway

*Children will debate the moral issue of whether 'wrong is ever right' through studying crimes and their context through history and up to the present day. This will be through the lens of how these crimes are perceived and whether wrong is ever right. The unit will start with a historical study of highwaymen, often glamorised at the time. Children will study the view of highwaymen and the punishments meted out. Children will also spend time focussing on activists (both historical and modern day) and why they committed their 'crimes', then exploring the consequences for such actions. This will lead into a broader exploration of 'Is wrong ever right?' where we will consider individuals throughout history who choose to follow unlawful acts, the social context for their actions and discuss whether their actions were justified for the greater good and therefore whether deemed wrong or right.*

The topic will be driven by the book *The Highwayman*. We will create an information text which will include an in-depth study of a famous highwayman. We will also write a recount that will tell the story from a lead character's point of view. Children will compare differing techniques which are used by activists to get their point across.

### Enquiry Outcomes

A class discussion around the question 'Is wrong ever right?'. Learning from throughout the topic will be used to support viewpoints, building on the children's ability to ethically question key events in history. We will use techniques learnt during Voice 21 training to achieve this discussion considering question such as Were the activists right? Were the artists right?

## **Rose Wood Academy: Enquiry Driven Learning Overview**

### **Knowledge Narrative**

**Throughout history, many crimes have been committed and some of these are arguably, for the greater good. Nevertheless, a crime is punishable by law. Some people argue that 'wrong can sometimes be right'.**

**Historically, laws have been broken that have resulted in positive change (Rosa Parks, suffragettes). Was that right?**

## Rose Wood Academy: Enquiry Driven Learning Overview

### Unit Title: Is Wrong Ever Right?

History  
Y6  
Spring 2  
Summer 1

#### **End Points:**

#### **Change (in and between periods)**

Explore the cause of the Suffragettes and Civil Rights Movement and compare to the rights we all have today.

#### **Cause and effect (including key aspects such as invasion)**

Investigate the causes of activism and whether the protests were successful

#### **Significance**

Significance of those who fought for their cause through protest (Suffragettes, Civil Rights Activists, Climate Change Activists, Just Stop Oil)

#### **End of unit Assessment:**

Children will discuss the question, 'Is wrong ever right?' and use their knowledge to argue their point

- Does everyone have the same rights?
- Is it right that people are denied the same rights as others and the actions taken to address this?
- How well do the protected characteristics support minority groups?

#### **Links:**

Text – 'The Highwayman' by Alfred Noyes

History – World War Two (Year 6), Vikings (Year 5), Anglo-Saxons (Year 4), Romans (Year 4)

#### **Prior Learning:**

## Rose Wood Academy: Enquiry Driven Learning Overview

- Children can link to their knowledge of invasions: is it right for countries to invade?
- Children can link to learning during Black History Month and in particular Rosa Parks as an influential women who stood up for what she believed although this broke the law at the time.
- There will also be links made to Y2 learning about significant women and the Mary Anning unit and how they were trailblazers in their field and the changes that they brought about.
- The significance of people's achievements in their respective fields and the power that people have to make a difference: David Attenborough Y1, significant women unit Y2, Captain Cook Y2, Greta Thunberg Y5

### Key Aspects of the Unit:

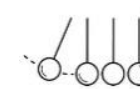
Skills:



Knowledge:



Concepts (end points):



### Key Historical Knowledge:

- To know about the history of highwaymen and the punishments they received
- To know how crime and punishment in Britain has changed throughout time
- To learn about activism and key people who have changed the course of history through the stance they took (the Suffragettes, Rosa Parks, 'Just Stop Oil', Greta Thunberg, John Lennon, Guy Fawkes)
- To learn about ways throughout history that people have used art to get their message across: music, graffiti, clothes. Was this right?

### Historical Skills:

#### Sources of evidence

- Pupil know that sources of evidence can be used to help us investigate questions that we have from the past and understand that historians find out about the past by studying artefacts and piecing together the clues that they leave to create a more complete picture.

#### Sequencing the past

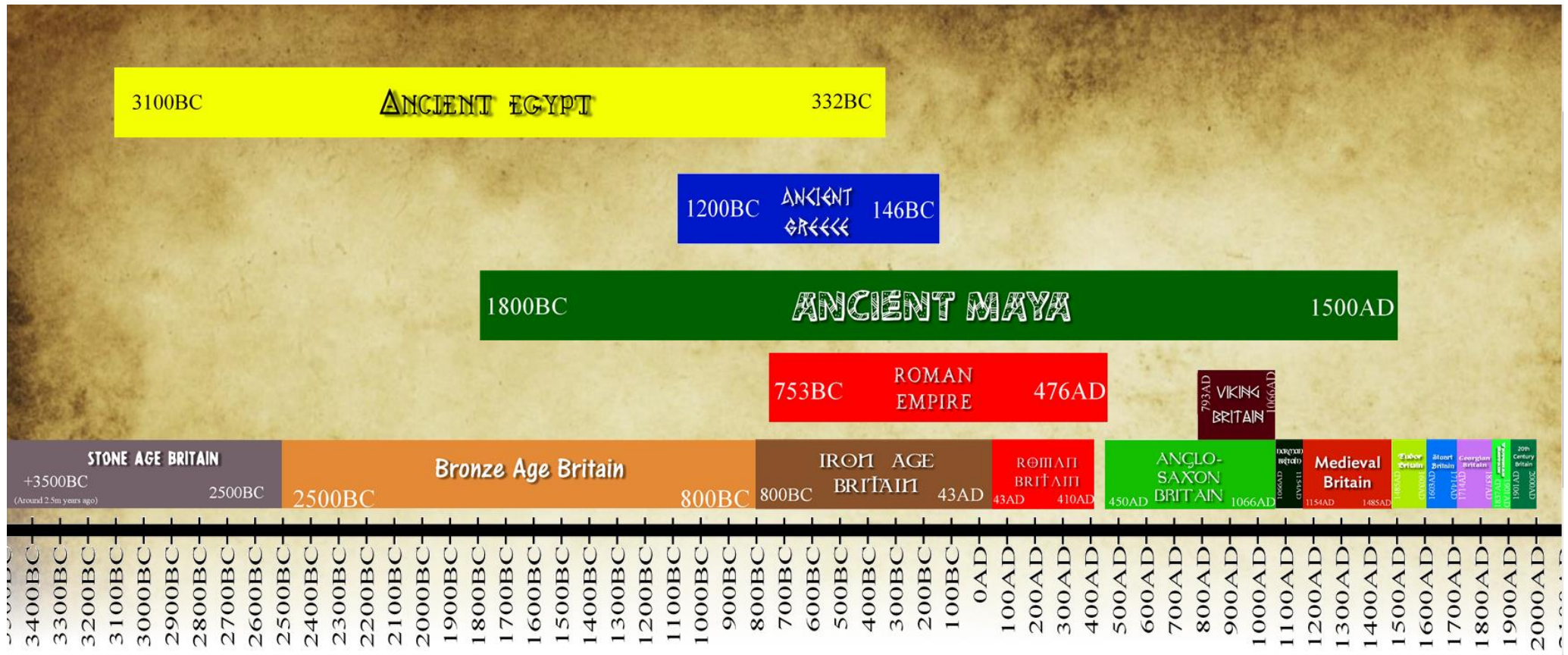
- Pupils will use secondary sources to develop a brief understanding of the history of activism

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<b>Year Group:</b> 6	<b>Term:</b> Spring 2/Summer 1
<b>Title:</b> Is wrong ever right?	<b>Key Focus:</b> History
<b>Project Enhancements:</b> <ul style="list-style-type: none"><li>• Video link to a video of the poem but giving slightly different perspectives of aspects of the poem at times: <a href="https://www.youtube.com/watch?v=MNvBVJpa1h4">https://www.youtube.com/watch?v=MNvBVJpa1h4</a></li><li>• Learning about crime and punishment through UK time periods</li></ul>	
<b>How can you help?</b> <p>At home, please could you continue to listen to your child read a minimum of three times a week and continue to revise. We would also like you to help your child to learn to tell the time and learn their times tables.</p> <p>We will be posting the grapheme list for our spellings each week. Please help your child to look at and rehearse these as well as looking out for them whilst reading.</p> <p>You could also:</p> <ul style="list-style-type: none"><li>• Take a trip to a local museum to view artefacts used for crime and punishment in the past</li><li>• Google a famous highwayman to discover what his/her crimes actually were. What happened to them?</li><li>• Research some modern day activists and see if you agree with the way they put forward their point</li><li>• Research famous Highwaymen: Dick Turpin, Claude Duval, William Plunkett, James Hind</li><li>• Use Key Note to create an information text or animation about Highwaymen</li><li>• Research Hounslow Heath and its links to Highwaymen</li></ul>	

# Rose Wood Academy: Enquiry Driven Learning Overview

## Constructing the Past





## Sequencing the Past



### 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.

**Romans**

**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.

**Anglo-Saxons**

**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 'Peeters'. They wore long, blue coats and tall hats and their only weapon was a truncheon.

**Tudors**

**AD 1066 - 1603**

**Norman Period**  
 December 1066: William of Normandy was crowned king after the Battle of Hastings.

**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.

**Modern**

**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.

**Victorians**

**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**

**Georgians**

**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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### Spiritual

To understand the reasons that led to choices specific people in history made, in order to do what they believed was right. Should their beliefs have outweighed law breaking?

### Social

There was a marked difference in social class during the 18<sup>th</sup> century. Why was this and was it fair? The rich at the time believed it to be a privilege to be held up! Consider why and how this was impacted by social status. Did some consider it to be social justice?

### Be kind and REAP the rewards

To understand and be empathetic to the decisions and views of others. Can wrong ever be right? Can we understand why someone might make a decision which is seen by most as being 'wrong', perhaps lying or even breaking the law? Can we ever accept that there might be times when this is acceptable or understandable to do?

### Moral

Was it right to 'rob from the rich to give to the poor'? Could this have been why highwaymen were considered heroes by some? If it was, were their levels of brutality acceptable? Were other people in history and current activists right to do what they do and make their points in some of the ways they choose to do so?

### Cultural

Highwaymen were seen as criminals to some but heroes to others. Why was there such differing perceptions and how did this link to social class?

Are societal norms within a culture fixed or should we consider changes - and how they are brought about- as an important part of how cultures evolve?

**Rose Wood Academy: Enquiry Driven Learning Overview**  
**British Values through EDC**

<b>Democracy</b>	<b>During the 18<sup>th</sup> Century, London was the jail capital of Europe. The English justice system was the toughest it had ever been. Who should have been taking control and making laws at this time? How does this compare to now?</b>
<b>The Rule of Law</b>	<b>To discuss Crime and Punishment throughout the ages (including modern day) and whether the punishment always fitted the crime.</b>
<b>Individual Liberty</b>	<b>What rights should everyone have?</b>
<b>Mutual Respect and Tolerance</b>	<b>How as a society should we show respect and tolerance and to whom? How has this changed through time and how were the changes achieved? What are the protected characteristics enshrined in law through the 2010 equality act?</b>