

Rose Wood Academy: Enquiry Driven Learning Overview

Prior Learning (direct pathway)

Cause and effect – we will look at the factors that led to the eventual decline of the highwaymen

Sequencing the past – Looking at the history of highway robbery in the 18th century and the crime and punishment of the time

Significance (of events/people) – explain reasons why the highwaymen are of significance and reasons as to why it is possible to have different interpretations of these people

Detailed historical study focusing on the lives of highwaymen and how it was possible for them to rule the roads. An in-depth investigation into the changes of crime and punishment and the reasons why highwaymen ceased to exist, with a final consideration of whether it would be possible for highwaymen to be around today.

A geographical focus on why the roads into London were targeted and what physical and human geographical features enabled the highwaymen to steal.

Prior Learning (indirect pathway)

Name and locate counties, towns and cities in the UK where HWM were most prevalent. Understand similarities and differences and be able to understand and describe key aspects of physical and human geography at the time, which helped and/or hindered HWM.

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.

Enquiry Question

Is wrong ever right?

Content on Direct Pathway

Children will initially read *The Highwayman* without access to the pictures. They will interpret the poem and define any unfamiliar vocabulary.

They will then seek to find out what a highwayman was, why they are no longer around and research famous highwaymen. This will be used to create an information text.

They will investigate the laws at the time and the human and physical geography to discover how it was possible for highwaymen to succeed, especially on Hounslow Heath.

They will also investigate what happened to a highwayman, should they be caught. This will lead to a discussion around whether being a highwayman was a good or bad vocation and whether the crime matched the punishment.

*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.*

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<u>Year Group:</u> 6	<u>Term:</u> Spring 2
Title: Is wrong ever right?	Key Focus : History
Project Enhancements: <ul style="list-style-type: none">• Video link to a video of the poem but giving slightly different perspectives of aspects of the poem at times: https://www.youtube.com/watch?v=MNvBVJpa1h4• Learning about crime and punishment through UK time periods	
<u>How can you help?</u> <u>Reading</u> At home, please could you continue to listen to your child read a minimum of three times a week and continue to revise. <u>Spelling</u> We will post the weekly phoneme which the children will be learning in their spelling lessons on Class Dojo on a Friday so that you can support with this learning at home should you wish to. When reading with your child, see if you can spot any of the graphemes together in their reading books. <u>Maths</u> We would like you to help your child to learn to tell the time and learn their tables. <u>Topic</u> <i>You could also-</i> <ul style="list-style-type: none">• Research famous Highwaymen: Dick Turpin, Claude Duval, William Plunkett, James Hind• Use Key Note to create an information text or animation about Highwaymen• Research Hampsted Heath and its links to Highwaymen	

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Spiritual

To understand the reasons that led to choices Highwaymen made (e.g. stealing to give to the poor or for self-profit) and the ability to be reflective about how their own beliefs might differ because of what they believe is right and wrong.

Social

There was a marked difference in social class during the 18th 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 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?

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?

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Music

Charanga – You've got a friend

Art

Sketching horses and creating inverted prints/foil art

Computing

Coding: use variables, coding with variables

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Subject Specific Vocabulary		Key Knowledge
Word	Definition	
Highwayman	A man, typically on horseback, who held up travellers at gunpoint in order to rob them	<ul style="list-style-type: none"> ○ To understand what and who highwaymen were and to be able to name some famous highwaymen
brandish	To wave a sword or weapon in a threatening manner	<ul style="list-style-type: none"> ○ To explain why highwaymen were able to commit their crimes and how they were able to be so successful
moor	An area of open, wild land	<ul style="list-style-type: none"> ○ To understand crime and punishment during the 18th century and leading up to this time period in Britain
red coat troop	Soldiers of King George during the late 18 th century	<ul style="list-style-type: none"> ○ To explain how and why it was possible for people living during this time period to have different interpretations of highwaymen: hero or villain?
priming	To prepare and/or load a weapon	<ul style="list-style-type: none"> ○ To identify and describe the reasons for the decline of highwaymen in the 1800s
landlord	A person who keeps lodgings, a boarding house or a pub	
hanging	The suspension of a person by noose or ligature round the neck	<ul style="list-style-type: none"> ○ To learn about how and why travel at the time was different and the reasons as to why people travelled in times of highwaymen
gibbet	A wooden structure from which criminals were hanged	<ul style="list-style-type: none"> ○ To be able to identify places in the UK where highwaymen were most prevalent and the reasons for this
treason	The crime of betraying one's country	
Stagecoach	A large, closed horse-drawn vehicle used to carry passengers, often along a regular route	
footpad	A robber on foot. Usually part of a gang	
gallows	A structure for the hanging of criminals	