#WeAreHistorians

Unit of Learning	Year 6	Autumn	Witchcraft

Overview

Children learn about the increase of witchcraft accusations in the 15th and 16th centuries. They explore the reasons given for these accusations, the tests undertaken to 'prove' them and the key individuals involved in this hunt for witches.

National Curriculum Objectives

Children should be taught about:

- Changes in Britain from Stone Age to Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by the Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for control of England up to Edward the Confessor

- A local history study
- An aspect of theme in British History that extends chronological knowledge beyond 1066
- The achievements of the earliest civilisations
- The life, achievements and impact on the western world of the Ancient Greeks

Disciplinary and Procedural Knowledge

Chronological Knowledge and Understanding	Historical Enquiry	Interpretations of History	Continuity and Change	Cause and Consequence	Similarities and Differences	Historical Significance
• Continue to develop chronologically secure knowledge of history and represent • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time using accurate terminology	• Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Describe how some changes impact long term on today's society	• Understand that different versions of the past may exist, giving some reasons for this • Evaluate the usefulness of the source understanding bias and propaganda • Form own opinions from a range of sources • Select the most appropriate source for a task	• Describe and make links between main events, situations and changes within and across different periods/societies • Explore longer term impact of these changes	• Identify and give evidenced reasons for, results of, historical events, situations, changes	• Describe, give evidence and draw reasons for, social, cultural, religious and ethnic diversity in Britain & the wider world	• Identify historically significant people and events in situations • Explain why they are significant detailing reasons • Describe the legacy of these people and in detail • Say why they are inspired by them (or not) and how this learning has changed them as a person

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Why did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

https://www.bbc.co.uk/bitesize/articles/z79psk7

https://kids.kiddle.co/Witch_trials_in_England

https://www.english-heritage.org.uk/learn/histories/journey-into-witchcraft-beliefs/

https://www.nationalarchives.gov.uk/education/resources/early-modern-witch-trials/

Key Knowledge - End Points

- To know witchcraft was previously a crime punishable by death
- To know people in the North East were sentenced to death for crimes of witchcraft
- To know how people were punished for the crime of being a witch

Unit Vocabulary

Parliamentary Act	repealed
reinstated	consorting
devil	bodkin
torture	trial
executed	Witch Finder General

Lesson Sequence					
To understand what life was like in the 15th and 16th centuries	To know why people were able to believe in witches so easily at this time	To explain why so many of the accused witches were women	To understand how fair (or not) the trials for witches were	To explain why witch hunts spread so far	To compile knowledge to explain why people believed in witches
Suggested Retrieval Task					
What is the link between the images given?	What kind of society did the Ancient Greeks favour?	Place these key individuals chronologically	Did the miners' strike positively impact the miners? Yes/no - explain.	Who came to Britain first; the Romans, the Vikings or the Anglo-Saxons?	Why did the Anglo-Saxons come to Britain?
Activity					
Sources carousel in classroom focusing on main aspects of life (disease/medicine, religion, homes, monarchy, food shortages). Complete table to show what they can infer about life at this time from each source and the problems faced	Give scenarios (e.g. failing crops, sudden disease) and discuss how this would be explained today compared to in the past. Create cause and effect chain (e.g. illness → fear → blame → witchcraft accusation)	Give range of 'profiles' of accused witches - compile list of features that commonly appear	Create roles to act out mock witch trial - discuss the 'evidence' that could be given against accused witches. Match types of evidence gathered to description	Give range of sources showing different ways fear was able to spread. Describe the source and explain how this allowed fear (and therefore witch hunts) to spread	As a class, compile main reasons for witches being accused in 15th and 16th centuries. Complete diamond 9 to rank the reasons from biggest to smallest impact
Assessment					
A clear understanding of the context of the time period shown	Knowledge of example reasons people would be accused of witchcraft	Clear understanding that the accused were largely women	Clear descriptions of types of evidence gathered against witches and begin to explain how this was unfair	Describe the ways in which fear was able to spread and therefore make witch hunts more common	Compiled knowledge from topic to explain why people believed in witches at this time