



Take One Prisoner - GOTCHA!

Resources: Gaol register images from Image Bank, plus appropriate material as required.

Learning Outcomes:

- To know that a historian asks questions such as who, what, when, why, where and how to discover information from a source.
- To discover what historical information can be learnt from a typical 1800s gaol register.
- To be able to interpret through drama information from a gaol register.
- To be able to chronologically order a sequence of events.

Enquiry Questions: Use this series of questions to elicit investigation and discovery of the facts.

- What was the crime?
- Who committed it?
- Who was the crime committed against?
- When was it committed?
- What time of year?
- What do we know about Charles Aston?

Dramatic interpretation:

- Why do you think the crime was committed?
- How do you think it was committed?
- Where do you think it took place?
- Who might have been there?
- How do you think Charles was caught?
- Who do you think caught him?

Children could:

- Draw a story board of the sequence of events
- Use hats to distinguish characters
- Show characters immediately before the crime
- Create a tableau of each scene
- Improvise the crime being committed and Charles Aston being caught
- Improvise bystanders for/against Charles being criminalised and giving reasons for both.
- Present the improvisation to an audience/write a script.



Curriculum links: KS1&2:

Historical, geographical and social understanding: Essential knowledge 1c; Key Skills 2a, 2c, 2d; Cross-curricular studies 3b, 3c; Breadth of learning 4a1, 4d1, 4d2, 4d3, 4d4.

Understanding the arts: Essential knowledge 1a, 1 b, 1c; Key Skills 2b, 2c, and 2d; Cross-curricular studies 3b, 3c; Breadth of learning d1, and d2.

Links with: Understanding English, communication and languages; Understanding physical development, health and well being.