

Unit 3 Historical Recount

Summary and context

This unit is designed to explore the features of historical recounts. Pupils examine the use of the past tense, connectives and paragraphing, and the careful choice of vocabulary to add detail and description in the context of creating a historical recount related to an episode of history that they have studied recently in class.

Overview of objectives

Target statements for writing	NLS Framework objectives
<p>Style: sentence construction</p> <ul style="list-style-type: none"> Select appropriate word order in sentences to create interest and to increase precision, clarity and economy. 	Y4 T2 S3
<p>Style: language effects</p> <ul style="list-style-type: none"> Use well-chosen phrases and vocabulary to engage the reader. 	
<p>Purpose and organisation</p> <ul style="list-style-type: none"> In non-fiction, elaborate the basic structure of text types in order to make writing more effective in relation to audience and purpose. 	Y4 T1 T24 Y5 T1 T24
<p>Process</p> <ul style="list-style-type: none"> Map text structures and lines of development. 	

Outcomes

- Pupils produce a historical recount.

Resources

- Historical text 1: *Francis Drake and the Voyage of The Golden Hind* (attached)
- Historical text 2: *The Spanish Armada* (attached)

Unit 3 Historical Recount

Lesson 1

Lesson objectives

- to establish the key features of a well-written historical recount.

Shared whole class work

- Shared reading and analysis of a historical recount, e.g. *Francis Drake and the Voyage of The Golden Hind*.
- Use discussion and text marking to identify key features of a historical text, e.g.:
 - introduction
 - chronological sequence
 - use of connectives
 - formal style
 - past tense
 - conclusion.

Key points to highlight

- Historical recounts need to begin by indicating clearly to the reader the time and context in which the episode is set.
- The sequence of events needs to be described in the order in which things happened.
- Connectives are needed to show the order of events (e.g. 'on the following day') and the link between events (e.g. 'as a result').

Independent/guided work

General task:

- Children work in groups to reassemble an example of a historical recount which has been cut into sections.

Focus task:

- Teacher works with focus group to revisit key features of a historical recount.

Plenary

- Evaluation of responses to general task, focusing on strategies used and highlighting the role of connectives.

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Lesson 2

Lesson objectives

- to be able to write the opening of a historical recount which shows clearly the time and context in which the episode took place.

Shared whole class work

- Teacher demonstrates the writing of the opening paragraphs of three different historical recounts.

Key points to highlight

- Dates need to be indicated or implied.
- The writer needs to set the scene for the reader, by describing the relevant background or context.

Independent/guided work

General task:

- Pupils compose the opening paragraph of a historical recount, based on brief notes about a historical event they have studied recently in class.

Focus task:

- Teacher works with focus group on guided composition of opening paragraph.

Plenary

- Evaluation of a selection of pupils' work, against the criteria established in the shared work.
- Add key points about opening paragraphs to style sheet begun in lesson 1.

Unit 3 Historical Recount

Lesson 3

Lesson objectives:

- to complete a historical recount, using paragraphs to demarcate the key points and using appropriate connectives to show the sequence of events.

Shared whole class work

- Revisiting *Francis Drake and the Voyage of The Golden Hind* from lesson 1.
- Text marking and analysis.

Key points to highlight

- Use of a preliminary outline plan of the key 'scenes' in the recount.
- Use of paragraphs to help reader follow events.
- Use of connectives to show time sequence.

Independent/guided work

General task:

- Pupils continue the recount that they began in lesson 2, using the style sheet as a checklist to aid composition.

Focus task:

- Teacher guides pupils in the composition of an outline plan or provides pupils with a ready-made outline plan and guides them paragraph by paragraph.

Plenary

- Evaluation of some recounts against the criteria established in the lesson.

The National Literacy Strategy

Year 5 Booster Units

Unit 3 Historical Recount

Lesson 1 example

Teaching	Teaching and learning strategies
<p>Objectives Teacher: <i>Today we will be learning how to write a historical recount – that’s a recount of an episode that happened in history.</i></p>	
<p>Shared whole class work T: <i>Let’s start by looking at an example of a historical recount. It’s about Francis Drake and his famous voyage in the Golden Hind.</i></p> <p>Shared reading of <i>Francis Drake and the Voyage of The Golden Hind</i>. Demonstration</p> <p>Teacher demonstrates text marking to highlight key features of a historical recount. Write these key features up as a list: introduction which tells the reader what the recount is about; Text marking events described in the order in which they happened; use of connectives to help readers follow the sequence; Highlighting key points formal style; past tense; conclusion.</p>	
<p>Independent task T: <i>Now I’m going to give you another example of a historical recount, but I’ve cut this one up into sections. I want you to work in pairs to see if you can work out the sequence in which this recount was written. Use the list we have just made to help you work out the sequence.</i></p> <p>Distribute cut-up sets of historical text 2 <i>The Spanish Armada</i>. Analysis</p> <p style="text-align: right;">Sequencing</p>	
<p>Guided task Work with focus group on fully assembled text of <i>The Spanish Armada</i>. Reviewing key points in a new context</p> <p>Distribute copies of the text and, through discussion and text marking, identify within the text the features identified in the shared session on <i>Francis Drake and the Voyage of The Golden Hind</i>.</p>	
<p>Plenary Evaluate responses to independent task. Reflection Identify strategies and cues used in the task. Emphasise the role of connectives.</p>	

The National Literacy Strategy

Year 5 Booster Units

Unit 3 Historical Recount

Lesson 2 example

Teaching	Teaching and learning strategies
<p>Objectives</p> <p>Teacher: <i>Yesterday, when we made our style sheet about historical recounts, the first point on our list was that there is usually an introduction, which tells the reader what the recount is about. Today we're going to learn more about those introductions.</i></p>	
<p>Shared whole class work</p>	
<p>T: <i>Most historical recounts start by making it clear to the reader when the event happened. This often means using dates. Let me show you an example. I'm going to write a historical recount about one of the most famous shipwrecks in history – the sinking of the Mary Rose. I'm going to start by saying exactly when that happened:</i></p>	<p>Explanation</p>
<p>Write: 'On 19 July 1545 the <i>Mary Rose</i> was wrecked at sea.'</p>	<p>Demonstration</p>
<p>T: <i>Now, that introduces the subject. It tells the reader two things: when the wreck happened and what the name of the ship was. But I want to improve it in two ways. I'll add some detail and some description.</i></p>	
<p>Edit to: 'On the morning of 19 July 1545 the <i>Mary Rose</i> was the grandest ship in Henry VIII's navy, but by the end of the day she was lying wrecked on the seabed.'</p>	<p>Analysis</p>
<p>T: <i>Now, I said I would add some detail and some description – tell me what I have added by way of detail and what I have added by way of description.</i></p>	
<p>Additional detail: 'On the morning of'. Description: 'the grandest ship in Henry VIII's navy...by the end of the day she was lying wrecked on the seabed.'</p>	<p>Evaluation</p>
<p>T: <i>So, what is the effect of the changes I've made?</i></p>	
<p>The significance of the wreck is made clear. The suddenness of the wreck is hinted at.</p>	<p>Explanation</p>

Teaching**Teaching and learning strategies**

T: *Setting the scene in a historical recount often means starting with a date. In this piece about the Mary Rose I've begun with a very specific date. But sometimes when you're writing a historical recount you can't be so precise. You might for instance be telling the story of something that happened over a long period of time. But you still need to give the reader some sense of when it happened. I'm going to show you how I might start a piece about the building of the railways in Victorian times.*

Write: 'The Victorian period was an age of inventions, and one of the most important inventions of all was the railway engine.'

Text searching

T: *What words here tell the reader when my recount is set?*

T: *The Victorian period is not a precise date, but a time covering a large number of years. Other examples: In Ancient Egypt... In Roman Britain... In the Middle Ages...*

Explanation

T: *Do you remember that in my opening about the Mary Rose shipwreck I did more than just say when it happened? I tried to show the reader something of the significance of the wreck. Have I done anything similar here about the railways?*

Evaluation

Scene setting: the reader is given some general historical background, e.g. 'The Victorian period was an age of inventions...'. .

T: *One more example, another shipwreck.*

Write: 'Towards the end of the 19th century, shipping companies began to compete with one another to build bigger, better and faster ships. On 10 April 1912, the *Titanic*, the most luxurious liner ever built, set off on her maiden voyage.'

Demonstration

T: *Now, I've done something here that is a bit like the start of the Mary Rose piece, but I've also done something that is like the start of the piece about the railways. What have I done?*

Analysis

Scene setting: the first sentence provides general historical background.

Introduction of the subject: the second sentence provides details and some initial description.

T: *Today we've learned something that we can add to yesterday's style sheet. The first point was: an introduction which tells the reader what the recount is about. We can now add to that point.*

Teaching	Teaching and learning strategies
<p>Amend yesterday's style sheet so that it reads: introduction which <i>shows the subject of the recount and shows its place in history</i>; events described in the order in which they happened; use of connectives to help readers follow the sequence; formal style; past tense; conclusion.</p>	<p>Making a list</p>
<p>Independent task</p> <p>T: <i>Now you're going to write the opening paragraph – just the opening paragraph – of a historical recount. Use the style sheet and the examples I've written, to help you.</i></p> <p>For the subject of this opening paragraph, select a historical event that the class has studied recently.</p>	
<p>Guided task</p> <p>Work with focus group on guided composition of opening paragraph, rehearsing sentences orally before they write.</p>	<p>Supported composition</p>
<p>Plenary</p> <p>Evaluate some of the opening paragraphs.</p>	<p>Evaluation</p>

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Lesson 3 example

Teaching	Teaching and learning strategies
<p>Objectives</p> <p>Teacher: <i>Today we're going to see how to use paragraphs in a historical recount and look at the way in which connectives help the reader to see how things happened.</i></p>	
<p>Shared whole class work</p> <p>T: <i>Let's look again at the piece about Francis Drake and The Golden Hind.</i></p> <p>Revisit text used in lesson 1.</p> <p>T: <i>There are seven paragraphs in this recount. The first paragraph is the introduction; it sets the scene. The second paragraph tells the reader about the start of the voyage. I'm going to call this paragraph 'The Journey Begins'. The next paragraph is about The Golden Hind, so I'll call this one 'Drake's Ship'.</i></p> <p><i>In pairs look at the next paragraph and think of a word or a few words to describe the main idea.</i></p> <p>Take children's ideas, then continue with next paragraph and so on until you have eventually built up a list similar to this one:</p> <ul style="list-style-type: none"> Introduction The Journey Begins Drake's Ship A Terrible Storm Capturing Treasure The Journey Home Conclusion <p>T: <i>What we have worked out is really an outline plan of the recount. We have found out the plan by examining the text, but if we were writing the text we would start by writing the plan. The plan is helpful not only because it helps you to think out the main ideas you are going to write about, but also because it helps you to plan your text into paragraphs.</i></p>	<p>Analysing</p> <p>Generating ideas</p> <p>Summarising the main idea</p> <p>Building a list</p> <p>Explanation</p>

Teaching	Teaching and learning strategies
<p>T: <i>Now we are going to look at the recount again and this time I want you to notice how the writer has shown the reader the passing of time. In pairs, see if you can spot the words the writer has used to do this.</i></p> <p>Take children's ideas and highlight the text accordingly, e.g. 'after some months'.</p> <p>T: <i>This phrase is the connective. It helps to link or connect parts of the recount together so that the time sequence is clear. In this piece a lot of the connectives occur in the same sort of place – what's that?</i></p> <p>Early in the paragraph. Point out that connectives can come anywhere within a paragraph, e.g. in paragraph 2, 'after some months' comes towards the end.</p> <p>T: <i>Now we can add some more detail to our style sheet.</i></p> <p>Revise style sheet so that it reads: introduction which shows the subject of the recount and shows its place in history; events described in the order in which they happened; <i>separate paragraph for each main idea;</i> use of connectives to help readers follow the <i>time</i> sequence; formal style; past tense; conclusion.</p>	<p>Time out – paired reading</p> <p>Contributing ideas Highlighting</p> <p>Explanation</p> <p>Listing</p>
<p>Independent task</p> <p>T: <i>Now you are going to continue the recount you started yesterday. The first thing you need to do is to make an outline plan. Remember that you need just a word or phrase to remind you of what that paragraph is going to be about. When you start to write don't forget to refer to the style sheet.</i></p>	<p>Planning</p> <p>Use of prompt sheet</p>
<p>Guided task</p> <p>Work with focus group to generate an outline plan or provide the group with a ready-made plan and guide the group on the composition paragraph by paragraph.</p>	<p>Planning</p> <p>Supported composition</p>
<p>Plenary</p> <p>Review and evaluate some of the work from the independent task.</p>	<p>Presentation Evaluation</p>

Historical text 1

Francis Drake and the Voyage of The Golden Hind

During the reign of Queen Elizabeth I, many important voyages of discovery were made by sailors in search of new routes, new lands to conquer and treasure to plunder. One of these voyages was made by an English sailor, Francis Drake, in his ship *The Golden Hind*.

On 13 December 1577 Francis Drake set out from England with five ships. He sailed across the Atlantic Ocean until he reached the coast of South America. The voyage was full of danger and some of the ships were not strong enough, so after some months Drake abandoned two of the ships and continued with just three.

Drake's own ship was originally called *The Pelican*, but on the voyage he decided to rename it *The Golden Hind*.

Nearly a year after leaving England, Drake found a way to reach the Pacific Ocean, through a passage called the Straits of Magellan. Unfortunately, when they reached the Pacific Ocean the ships found themselves in great danger from a terrible storm. The seas were so fierce that one of the ships was destroyed.

After two months the storm came to an end and Drake was able to head northwards along the coast of South America. The ships were now passing through waters that were usually used by Spanish ships, but those ships did not normally meet any enemies there and so Drake was easily able to attack and capture the Spanish ships. Many of them were laden with treasure, which Drake happily seized.

At last Drake's voyage took him almost to the top of North America where he found a harbour in which he could carry out some repairs to *The Golden Hind*. Once the ship was ready again Drake sailed westwards across the Pacific and into the Indian Ocean. From there he could sail into the Atlantic and then head back to England.

He arrived home in September 1580. His voyage had lasted nearly three years and he was the first English sailor to lead a voyage that went right the way around the world.

Historical text 2

The Spanish Armada

In May 1588 Spain was the most powerful country in the world. King Philip II of Spain was determined to conquer England and become its King. He ordered a large number of ships to be prepared to set sail and invade England.

At first Queen Elizabeth I ignored the rumours of a Spanish invasion, but soon she came to realise the great danger the country was in and she made sure that England would be prepared for a battle. Eventually the Spanish were ready and over 100 ships set sail towards the English Channel.

As soon as the Spanish ships were seen from the English coast, fires were lit on the hills as a signal that the invasion was coming. When the Spanish ships got close enough the English navy closed in and a great sea battle began.

Once the battle began it was obvious to the Spanish that they would be defeated. Not only did the English sailors have stronger and more powerful ships, they also made terrifying use of fire ships - boats that were deliberately set ablaze and then sent in amongst the Spanish fleet.

At last the battle was over. A few Spanish ships escaped and eventually reached home, but many were sunk and to this day some of their wrecks still lie on the seabed in the English Channel.