

## Milestone Project – The Highwayman’s Journey

### Lesson 1

Target Year Groups	Learning Objectives- Curriculum Areas	Outline of Lesson – Crime Scene Investigates	Curriculum Links	Resources
Upper KS2 – Y 5&6  Literacy	<p><b>Literacy</b> To read and discuss fiction (The Highwayman)</p> <p>To summarise the main ideas drawn from The Highwayman poem and video</p> <p>Participate in discussions about the key characters in the video and poem, express opinions and challenge others</p> <p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, justifying inference with evidence.</p> <p>Pose investigative questions and prepare formal presentations and debates Use spoken language to develop understanding through hypothesising and speculation</p> <p>Ensure their writing is well presented and punctuated, spelled correctly and neat</p>	<p>Introduce The Highwayman by Alfred Noyes</p> <p>Teacher reads the poem or presents this on a PPT presentation</p> <p>Discuss the events in the poem</p> <p>As a class, sequence the events of that fateful night on a timeline</p> <p>Teacher initiates a class debate about the incident posing questions e.g. Why did the soldiers come to the inn?</p> <p>Who do you think informed the soldiers?</p> <p>Were the soldiers right to take Bess hostage?</p> <p>How do you think the highwayman felt about what happened that night?</p> <p><b>Group Work</b></p> <p>Discuss the actions of some of the characters from the poem.</p> <p>Choose a character from the poem</p> <p>e.g. The Highwayman, Tim the Ostler, The Soldiers</p> <p><b>Group A</b> - Prepare a witness account and formal presentation from The Highwayman</p>	<p>Computer Skills</p> <p>History</p>	<p>The Highwayman Poem by Alfred Noyes</p> <p>A PPT of the Highwayman</p> <p>Highwayman Video</p> <p>A worksheet</p> <p>Access to computer</p> <p>Writing materials</p>

**Group B** - Prepare a witness account and formal presentation from Tim The Ostler

**Group C** - Prepare a witness account and formal presentation from a soldier

**Group D** - Prepare investigative questions for each character

Group D will investigate each character by posing investigative questions to whole class. Class will debate the evidence and form an opinion about the role each person played in the unfortunate death of Bess

## Lesson 2-4

Target Year Groups	Learning Objectives- Curriculum Areas	Outline of Lesson –  Finding Your Way Then & Now	Curriculum Links	Resources
<p>Geography / History</p> <p>Years 5/6</p>	<p><b>Geography</b> Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p><b>History</b> Use sources of evidence to deduce <i>information</i> about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p>	<p>Teacher introduces the Highwayman video to whole class.</p> <p>Class watch video once and discuss general differences between life then and now.</p> <p>Teacher notes these on a flip chart or interactive whiteboard dividing it into two columns Then and Now. Teacher explains that life was very different in the times of highwaymen and travel took much longer than modern times. Class discuss how people travelled then and now. Class consider why people might have travelled in the times of Highwaymen e.g. to trade, to visit family...</p> <p>Teacher informs class that they are going to watch the video again (or clips of it)</p> <p>Teacher asks students to listen to the highwayman describe the journey that he has taken and note on a worksheet or in geography</p>	<p><b>Drama / Literacy</b></p> <p><b>ICT / Comp Tech</b></p> <p><b>Maths</b></p> <p><b>Outdoor learning</b></p>	<p><b>Highwayman Video</b></p> <p><b>Flipchart or IWB</b></p> <p><b>Access to Computer</b></p> <p><b>Access to outdoors</b></p> <p><b>Maps of local area from modern day and 17<sup>th</sup> or 18<sup>th</sup> Century</b></p> <p><b>Chalk</b></p> <p><b>Paper</b></p> <p><b>Clipboard</b></p> <p><b>Pencils / pens</b></p>

topic books, the methods he uses to plan his route and identify his location e.g. he mentions land markings, distances travelled (measurements in statute miles) parish boundary markers, guide posts in the wild places

Class discuss their findings.

Teacher asks students to consider ways that we identify our routes in modern day.

What has replaced guide posts, way markers, distance travelled. Teacher also explains that way markers are still used even though they may be modern. Also, that there are ancient way markers across the UK which are recorded on the Milestone Society website

#### **Group A**

Students are given a modern day map of the area covered by the highwayman and compare this to an old map of the area comparing and describing the differences in physical features.

Students discuss place names and possible changes in activity e.g. farm land may now be a housing estate or shopping precinct...

Students record their findings on a worksheet.

**Group B** Students discuss the importance of way markers. What did they look like? Students use a computer to investigate way markers. Create a PPT of way markers around the country or globe. Identify what each one may be marking e.g. distance to a place, directions to a place.. Explore ways of giving directions using our own verbal way markers e.g. turn left at the tree. Present PPT to class explaining their findings.

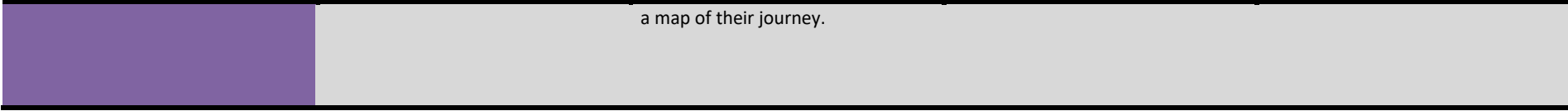
**Group C** Outdoor Activity – Students work in pairs to give directions to partner.

Student A uses natural resources and possibly chalk to mark the route they would like their partner to take, leaving clues to make sure they follow the direction.

Students swap over.

Discuss the activity and consider what could be done to make the journey more straightforward including use of way markers.

Students return to class and create



a map of their journey.

## Lessons 5 -6

Target Year Groups	Learning Objectives- Curriculum Areas	Outline of Lesson –  Show Me The Way	Curriculum Links	Resources
<p>Art</p> <p>Design &amp; Technology</p> <p>Y5 / 6</p>	<p><b>Art</b></p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Sculpture - Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form.</p> <p><b>Design &amp; Technology</b></p> <p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape</p>	<p>Teacher reminds the class about the journeys of the highwaymen in the poem and also the video.</p> <p>Class discuss how people travelled during this period in History.</p> <p>Class discuss the importance of way markers and sign posts and look at a powerpoint of different ones around the country.</p> <p>Class play a game trying to work out what each milestone on the PPT represents.</p> <p>Class discuss the materials used in different markers identifying materials such as stones, wood, cast iron....</p> <p>Class also establish that the materials must be durable to survive the elements and also be solid shapes and bright to be seen by travellers.</p> <p>Teacher explains that the class are going to design a local way marker</p>	<p>History</p>	<p>PPT Images of milestones made of different materials</p> <p>Age appropriate tools for cutting, sticking, carving</p> <p>Planning sheet</p> <p>Waymarker outdoor durability record sheet</p>

(such as the nature of fabric may require sharper scissors than would be used to cut paper).

Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).

### **Science**

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations.

e.g. from school to your home,

From school to the park.....

Class divides into groups working with different materials to design and make their own way marker.

**Group A & B** – work with clay ( substitute for stone)

They must plan and design their idea on paper first discussing this with the teacher and using images of milestones / way markers for reference

They must select the correct tools to support their design.

**Group C & D** work with wood

They must plan and design their idea on paper first discussing this with the teacher and using images of milestones / way markers for reference

They must select the correct tools to support their design.

**Science** - Group test the durability of their way marker outdoors

e.g. leave it outside for a week and record its condition at the end.



Feedback results to the class.

Discuss results and draw  
conclusions about the suitability of  
each material as way markers.

## Lessons 7-8

Target Year Groups	Learning Objectives- Curriculum Areas	Outline of Lesson – Times Change	Curriculum Links	Resources
<p>History, Literacy</p> <p>Music</p> <p>Years 5 / 6</p>	<p><b>History</b> Study a period over time tracing how several aspects of national history are reflected in the locality</p> <p><b>Literacy</b> prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Teacher explains that life was very different around the 17<sup>th</sup> and 18<sup>th</sup> Century. The class have explored the changes to the land and also the different ways that people moved around from one place to the other</p> <p>Teacher introduces timeline dating from the first road atlas 1650's and explains that the way roads were being used was constantly changing tracking key events including Mail Coach service, Turnpike tolls the introduction of rail travel.</p> <p>Class discuss different place names e.g. Gallows gate, Market Place, Turnpike Lane and how the names came about. Are any of the names still used today? Explore how the names came about. What do they think happened in those places?</p>	<p><b>Computer technology</b></p> <p><b>Music</b></p> <p><b>Maths</b></p>	

### **Maths**

Pupils reason mathematically by following a line of enquiry, using mathematical language

can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication

Teacher focusses on Gallows gate – explaining that many highwaymen met the end of their lives here having been caught for highway robbery.

Teacher tells class about some famous highwaymen and how they met their fate Claude Duval, Lady Mary Frith and Swift Nick Nevison

### **Group Work**

**Group A** – Invent some new street names based on modern day activity and explain the meaning of the new roads and where they sit on a local map

### **Group B**

Write an account / poem of a highwayman awaiting his fate at gallows gate

### **Group C**

Use the computer to research key facts about one of the famous highway people and prepare a fact file or PPT presentation of them.

**Additional optional activity**

**Look at the timeline PPT**

Take a metre stick out to the playground and measure the distance from the playground entrance to the fence.

Convert the distance to yards.

Choose some other points within the school to measure and convert this to yards too.

Discuss transport through the ages

Design a futuristic form of transport.

**Additional Ideas**

**Poetry Writing**

**Write poems that convey an image (simile, word play, alliteration, rhyme and metaphor).**

**Learn by heart and perform a significant poem linked to The Highwayman (ballads)**

**Milestone poetry – as part of a history session**

**Interview for the press**

**Press release**

**Write a job description for different characters**

**RE – Create a timeline of own milestones in life**