**Year 6 HISTORY Curriculum – Summer Term**

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| **Theme: Crime and Punishment** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.   * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present | | | **Keyword** | Definition | **Keyword** | Definition | | **English** – Robin Hood – character description |
| Capital punishment | Executions such as Hanging, burning at the stake | Pillory | Wooden frame in which standing criminals were placed with arms and head locked,  and often pelted with rotten food | |
| Corporal punishment | Physical punishment such as whipping | Poaching | Entering land illegally to steal animals | |
| Execute | Put someone to death | Smuggling | Secretly importing good to avoid paying the customs men | |
| Manslaughter | Killing someone without planning to | Stocks | Wooden blocks used to hold offender’s legs, often on public display | |
| Outlaw | Someone on the run to escape justice | Treason | Crime of plotting against the monarch or country | |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | | |
| Children will notice that each period in history has its own problems, whether it’s simple stealing from a house or an animal in the Middle Ages or cyber-crime today. Some experiments work for a short time and then are replaced while others last much longer. At this level, students know some common vocabulary related to crime. Children will also have studied how effective the Anglo-Saxon justice was in year 4. | | | | | Moving onto KS3 studies | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How were criminals punished 800 years ago, and how do we know? | | * Understand how the nature of crimes and punishments changed over 800 years. * Identify what punishments tell us about what mattered to medieval man. | | | | | * Use a range of primary and secondary sources to find out about the past * Knowledge & understanding of events in the past | |
| 1. How did crimes and punishments change between 1500 and 1750? | | * Know society’s attitude to crime has changed over time and has become less harsh. * Identify new crimes in this period such as highway robbery. | | | | | * Use a range of primary and secondary sources to find out about the past * Interpretation * Knowledge & understanding of events in the past | |
| 1. Why did punishments become so bloody in the 18th century? | | * Understand what is meant by the term Bloody Code. * Know that punishments were as harsh as possible and as public as possible to deter people from committing crime. | | | | | * Investigation * Knowledge & understanding of events in the past | |
| 1. Why did so much change happen in the 19th century? | | * Understand that the greatest change in punishments at this time was prisons. * Know this period saw the start and growth of the Police force. * Understand that changes in society often bring about an increase in crime. | | | | | * Knowledge of people and changes in the past * Chronological understanding | |
| 1. Has the way we catch and punish criminals improved that much in the last 100 years? | | * Understand that new crimes are always appearing, such as cyber-crime. * Identify possible reasons for the rise and fall in the crime rate. * Identify reasons for the rise in prison population. | | | | | * Investigation * Critical thinking skills | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** |  | | | | | | | |
| **Invasion** |  | | | | | | | |
| **Democracy** | * Lesson 1 to 5 – how punishment has changed over time | | | | | | | |
| **Evidence** | * Lesson 3 – why were punishments so harsh in the 18th century? * Lesson 4 – explain why this period saw the start and growth of the Police force | | | | | | | |