

Inspiring and enabling our school community to live life to the full



YEAR 6

**Subject: History:
Crime and Punishment**

Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Victorians – Year 1
Romans – Year 3
Anglo Saxons Year 3 & 4
Tudors – Year 4

Key Vocabulary taught in this unit:

Jury, Judge, Trial, Lawyer
Magistrate, Justice of the Peace
Transportation, Pillory, Wergild, Heresy, patricide, death penalty, execution, compensation, tithings, mutilation, trial by ordeal, neck verse, sanctuary, constables, watchmen, beadles, smugglers, poaching, pickpockets, Luddites, child labour, Bow Street Runners, convicts, reform, workhouse

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**
Children will recap previous eras of history they have covered leading into a more focussed investigation into how crime and punishment has changed over the ages.
- **Sequence events and develop a chronologically secure knowledge of British, local and world history.**
Children will place each era of history on timeline and recognise the sequence of events.
 - **Establish clear narratives within and across the periods studied.**
Whilst studying the eras of crime and punishment they will refer back to each era and compare how detection and justice has changed
 - **Note connections, contrasts and trends over time.**
Comparison of how crimes and punishments have changed over the years
 - **Use historical terms appropriately.**
Children use appropriate language including vocabulary from key
 - **Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.**

Impact / Outcome:

What will the final product / result be?

Children have an understanding of how crimes, detection and punishments have changed over time through key periods of time they have studied through KS2. They will have an understanding and be able to explain how the criminal justice system has evolved into that of the present day.

P4C Inquiry (where appropriate)

What is fair? How would you feel if you were sent away to another country as punishment?