



Year group: Year 6

Term: Autumn

Subject: History – Crime and Punishment

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now. They have sorted objects into 'old and new' as well as representing things from the past in pictures. The children would have also talked about the lives of people around them and their roles within society.

Year 3: Children focused their learning on the Romans which will help them build their knowledge on crime and punishment for this civilisation.

Year 4: Children would have learnt about the Anglo Saxons during the Autumn Term which will help them compare crime and punishment in two different time periods.

Year 5: In the summer term, children focus on the Vikings which will give them another civilisation to compare.

Key vocabulary

Crime

Punishment

Deterrent

Trial

Notes and guidance

In this topic, children will build on their knowledge they have learnt in previous years to help compare crime and punishments in different civilisations (Romans, Anglo Saxons, Vikings, Tudors). The children will look at the Victorians and Tudors carefully to answer some interesting questions like 'Why do you think Victorians were against having a police force?'

Learning Outside the Classroom

The children have the opportunity to visit Steelhouse Lane Police Museum, Birmingham.

Substantive Knowledge

I know a crime is something a person does that is against the law and punishment is a penalty for doing something wrong.

I know crime and punishment has changed over time in Britain since the Roman invasion.

I know Sir Robert Peel introduced the police force in the Victorian era.

I know the government or police force investigates crime today and cases go to court to ensure justice.

Procedural Knowledge

I understand how our knowledge of the past is constructed from a range of sources.

I can use these to ask and answer historically valid questions about changes, cause, similarity, difference and significance across periods.

I can use my knowledge to construct informed responses that involve thoughtful selection and organisation of historical information.

I can compare different approaches to crime and punishment in different periods throughout history.

Disciplinary Knowledge

I understand historians engage critically with primary and secondary sources to make effective historical analysis.

Links to other curriculum areas

Year 6 PSHE – Being the best I can be?

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.



Year group: Year 6

Term: Spring

Subject: History – Mayan Civilisation

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now.

Year 3 Children would have learnt about the Ancient Romans in the Summer Term of Year 3.

Year 4 Children would have learnt about the Ancient Greeks in the Summer term and can use this prior knowledge to help them continue to build their chronological understanding.

What comes next?

KS3 Children will use their understanding of Ancient Civilisations when learning about world trade in Medieval Britain. They will also use their understanding of the Mayans when learning about the first colony in America.

Key vocabulary

Dynasty Maize Astrology Cacao

Notes and guidance

In this topic, children will learn about where and when the Maya lived, what their writing was like and how they told the time. They will explore their art and culture as well as delving into how we know about the Maya. The children will also learn about Hernan Cortes who is included in their People Pathway.

Learning Outside the Classroom

There children can take a walk around the local area and identify influences from the Mayan culture. The children could tell the time like the Mayans in the school grounds.

Substantive Knowledge

I know the Maya made their home in an area known as Mesoamerica (modern day Mexico and Central America).

I know the Mayans were skilled builders who built temples out of limestone.

I know the Maya were expert mathematicians and astronomers – they used this expertise to make calendars.

I know the Maya society was formed of several cities each with their own ruler.

I know in the 1500s, the Spanish Conquistadors conquered and destroyed the remaining Maya cities.

I know the Maya people exchanged goods including cacao, beans, feathers and jade. The physical geography of Maya affected the trade routes.

Procedural Knowledge

I can develop a secure chronological understand of Ancient civilizations by building upon my knowledge of the Ancient Greeks, Romans and Egyptians.

I can ask and answer historically valid questions about changes, cause, similarity, difference and significance.

I can establish a clear narrative, note connections, contrasts and trends within and across periods studied.

Disciplinary Knowledge

I understand historians engage critically with primary and secondary sources to make effective historical analysis.

Links to other curriculum areas

Year 6 Geography – South America

Year 6 DT – Food (Mexican burrito)

Year 6 Art – Frida Kahlo

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.