

Year 6 planning overview

Crime and Punishment (1066-present)	
Enquiry Question(s)	Which era had the most fair/unfair means of punishment?
Main Historical Concepts	Cause and consequence, continuity and change
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Romans: Society was made up of the very rich but also of very poor slaves. This resulted in conflict and therefore crime. Major crimes would be punished by crucifixion, sent to fight in arenas or having molten lead poured down your throat! - Anglo-Saxons: The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. For minor crimes like stealing, a nose or a hand might be cut off. - Tudors: Increasing populations, dissolution of the monasteries and gaps between rich and poor meant crime was very common. Public executions were huge events with families, food stalls and people queuing for hours to get a good spot. These included beheadings, hangings, burning, pressings and boiling alive!) The idea was that severe punishments would put others off from committing crimes.	- Extend chronological understanding by exploring a theme over time eg crime and punishment. - Examine different aspects of history eg social, cultural, political and religious, in different contexts. - Use timelines to place events, periods and cultural movements from around the world. - Describe how historical events studied affect / influence life today. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
Powerful or 'sticky' knowledge	Vocabulary
- Know that Romans had courts with judges and juries to decide whether someone was innocent or guilty. - Know that the severity of punishments depended on whether you were a slave, ordinary citizen or a noble. - Know that roman punishments would involve crucifixion, being sent to fight as a gladiator, being whipped or, for the nobility, being exiled. - Know that Anglo-Saxons didn't have prisons. - Know that public executions were commonplace in Tudor times. - Know that prisons became the main form of punishment during the Victorian era. - Know that the Police Force was introduced in 1829	Deterrence, DNA, gallows, highwayman, justice, prevention, retribution, sin, stocks, witch-trials, Knowledge organiser: twelve tables, legionnaires, flogging, execution, exile, wergild, branding, stocks, bobbies/peelers, arson
Links to prior learning	Links to future learning
- Year 4 Anglo-Saxons - Year 3 Romans	

Links to stories/texts
• Text Henry VIII • Romulus & Remus by Rudyard Kipling
Composite task:
Debate - “Punishment is the best way to stop people committing crimes.”

Year 6 planning overview

Stone Age to Iron Age (13000BC - 43 AD)	
Enquiry Question(s)	Which was the most significant change during British prehistory?
Main Historical Concepts	Continuity and change and significance
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know how Britain changed between the beginning of the stone age and the iron age. - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers'. - Know how and why hillforts were developed in the Iron Age. - To know what was found at Skara Brae and why it is important to our historical enquiry. - Know how to use research and evidence and how Stonehenge can give us different answers about the past. - To know how evidence from the Druids can give us different answers about the past	- Know how knowledge of the past is constructed from a range of sources. - Order key dates on a timeline to demonstrate chronology of British and world history. - Select key information from a range of sources to answer a historical question. - Use evidence to describe the clothes, way of life and actions of people in the past. - Ask questions such as 'how did people . . .?', 'what did people do for..?'
Powerful or 'sticky' knowledge	Vocabulary
- The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe. - The Stone Age was followed by the Bronze Age period. This is when humans started to use metal. - The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting. - During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. - During the Neolithic Age (towards the end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.	Archaeologists, artefact, Neolithic, B.C, chronology, tribal, hunter-gatherers, shelter, civilisation, settlement, prey, cave, Nomadic, Skara Brae, foundry, roundhouse, weapon, hill fort, smithing

Links to prior learning	Links to future learning
Understanding where these times fit with other History topics studied in terms of timelines	
Links to stories/texts	
Settlements in Year 3 Prehistoric Britain week in Year 3 Oracy Reading Curriculum	
Composite task:	
Produce series of drawings of houses from different ages showing knowledge of differences	

Year 6 planning overview

Local History - The Piece Hall	
Enquiry Question(s)	How did local and industrial change impact on the lives of local children and adults? Was it all positive?
Main Historical Concepts	Continuity and change and cause and significance
By the end of this unit, children should know (substantive knowledge):	By the end of this unit, children should be able to (disciplinary knowledge and skills):
- Know about a period of history that has strong connections to their locality and understand the issues associated with the period. - Know how the lives of wealthy people were different from the lives of poorer people during this time. - Know Victorian era was the period of Queen Victoria's reign, from 1837 until her death in 1901. - The poor had appalling living and working conditions.	- Examine in depth an aspect of local history from a period beyond 1066 - Understand how some historical events occurred concurrently in different locations, e.g. Ancient Greece. - Use documents, printed sources, the internet, databases, photos, pictures, music, artefacts, historic buildings and visits to collect evidence and information about the past. - Uses timelines to place and sequence local, national and international events-sequencing historical periods
Powerful or 'sticky' knowledge	Vocabulary
- Industrialisation is part of a process where people adopt easier and cheaper ways to make things and produce more goods in a shorter amount of time. - During this time in Halifax, steam powered textile factories spread rapidly and by 1850 there were 24 mills in the town. The largest of which were at Boothtown (James Akroyd & Son) and Dean Clough (John Crossley & Sons). - More coal was needed than ever before to keep up with the increase in using steam power. It was also burned for heat in houses, making towns very smoky and dirty. - In the late 1700s, elegant Georgian mansions were built for the wealthy, like Clare Hall, Hope Hall and Somerset House.	Industrialisation, population, textiles, steam powered, mass production, urbanisation,
Links to prior learning	Links to future learning
- In Year 1 the children learn about Percy Shaw - In Year 3 the children learn about Henry & Joseph Rowntree.	
Links to stories/texts	
Dean Clough	

- [Thomas Edison](#)
- [Mary Walton](#)

Composite task:

Produce a one-minute voiceover about an aspect of the Piece Hall giving the most important information which could be used on an interactive map.