

History Overview – includes crime and punishment thread

	Autumn	Spring	Summer
Year 1	<p>Did Nanna have as much fun with her toys as we do? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> • Uses words and phrases: old, new, young, days, and months. • Recount changes in own life over time and compare that to relatives from different eras. • Puts 3 or more people, events or objects in order using a given scale- beyond 100 years. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • Remembers parts of stories and memories about the past. • Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). 	<p>Kitty Wilkinson</p> <ul style="list-style-type: none"> • Writes simple stories and recounts about the past. • Uses words and phrases such as recently, before, after, now, later. • Sequence some events or 2 related objects in order of time – up to 100 years (intervals of 10).
Key vocab	Past, present, decade, old, new, then & now	Eye-witness, change, evidence, Samuel Pepys, old, fireman	Recently, before, after, recount, boiler, washhouse, infected
Crime and punishment strand	N/A	N/A	N/A
Year 2			
Year 2	<p>Transport through time</p> <ul style="list-style-type: none"> • Looks carefully at pictures or objects to find information about the past. • Tell the difference between past and present in own and other people's lives 	<p>Black History – Rosa Parks/Mary Seacole</p> <ul style="list-style-type: none"> • Finds answers to simple questions about the past from sources of information (e.g. pictures, stories). • Understands why some people in the past did things. • Uses information to describe differences between then and now. 	<p>Titanic</p> <ul style="list-style-type: none"> • Describes objects, people and events. • Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did Happen?' • Recounts main events from a significant point in history.
Key vocab	Artefact, engine, car, bicycle, ship, boat	Crime, brave, proud, x years ago, racism, refuse	Century, voyage, significant, global & passengers

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Crime and punishment strand	N/A	Crime Rosa Parks sitting on the bus was actually a crime at that time. She was seriously mistreated and arrested.	N/A
Year 3			
Year 3	<p>Dr Duncan</p> <ul style="list-style-type: none"> • A local history study • A local history study – a study overtime tracing how several aspects of national history are reflected in the locality • OR A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<p>The Roman empire and its impact on Britain</p> <ul style="list-style-type: none"> • Key chronology of Roman Britain ‘big picture’ timeline • Key leaders who influenced Roman Britain – Julius Caesar, Claudius, Hadrian/Tacitus. • Cause & consequence – why did the Romans invade Britain? • Legacy/influence – the impact of Roman Britain, Romanisation • Historical enquiry – roman ruins, Hadrian’s wall, Tacitus’ writing. 	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • The achievements of the earliest civilisations – an overview of where and when the first civilisation appeared and a depth study of one of Ancient Egypt • Uses timelines to place and sequence local, national and international events (5 or more events) • Looks at different versions of the same event and identifies differences in the accounts (story of Osiris) • Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills
Key vocab	Disease, locality, wealthy, typhoid, hygiene & cholera.	Emperor, empire, invasion, legion, conquest, rebellion, romanisation, legacy and nation.	Tomb, River Nile, Pharaoh, sequence, accounts, Hieroglyphics, trade, international, Tutankhamun & pyramids
Crime and punishment strand	N/A	<p>Punishments included beatings or lashings with a whip, exile and death, via a few unusual and horrifying methods. The Romans did have prisons, but they didn’t usually use them as a punishment, more to hold people whilst their guilt or punishment was decided.</p>	<p>The worst crime was tomb raiding as the treasures of the tomb was sacred. A lot of punishment in Ancient Egypt were fatal, such as drowning, decapitation and buried alive. Pharaoh General decided what would happen to the criminal.</p>

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Year 4			
Year 4	<p>Victorians – local study</p> <ul style="list-style-type: none"> • Chronology – timeline with intervals of 10/100/1000 and details names, places and dates of significant events • Give reasons why houses, culture, leisure, punishments, buildings etc have changed over time and how some past events/people affect life today • Ask questions such as, ‘what was it like for a... during...?’ • Use subject specific vocabulary • Victorian Liverpool 	<p>Anglo Saxons and Scots</p> <ul style="list-style-type: none"> • The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon and Scots invasions, settlements and kingdoms: place names and village life • Anglo-Saxon laws and justice • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> • World history study • Understand where Ancient Greek civilisation would fit onto a chronological timeline • Use primary and secondary sources to gain an understanding of Ancient Greek’s beliefs and the way people lived their lives • Cause & consequence – why were the Greek’s so powerful? • Power – Greece was one of the most important places in the ancient world.
Key vocab	Monarch, decade, century, chronological order, parliament, timeline, influential, era, compare and contrast.	Settlement, invasion, deity, convert, monotheist, polytheist, tithing, Weregild, runes, settler, law & justice	Civilisation, Olympics, titans, tyrant, myth, primary source, secondary source, culture, beliefs and evidence.
Crime and punishment strand	Hard labour was a common punishment. The penalty for the most serious crime would be death by hanging , sometimes in public. However, during the Victorian period this became a less popular form of punishment, especially for smaller crimes, and more people were transported abroad (sometimes all the way to Australia!) or sent to	Weregild – a fine known as the blood price based upon the type of crime. Also: sold into slavery , exiled and executed . https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqkty Stealing – could more than once: hands cut off. Others include: broken thigh, loss of a thumb, loss of an eye etc.	The Ancient Greeks generally preferred to sentence people to die in indirect ways: by throwing them into a precipice, tying them still alive to a board to die of exposure , or indeed by having the convicted criminal drink a cup of hemlock (a very poisonous

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	<p>prison instead. Hard labour was a common punishment. Many Victorians believed that having to work very hard would prevent criminals from committing a crime in the future.</p> <p>Children’s punishments: caned, finger stocks https://www.nationalarchives.gov.uk/education/resources/victorian-children-in-trouble/</p>	<p>Condemned people could be sold into slavery, exiled executed or submitted to many other gruesome punishments.</p>	<p>plant). Stealing – subject to a corporal punishment such as mutilation, flogging, penal servitude or death by staking.</p>
Year 5			
Year 5	<p>Changes in Britain from Stone age to Iron Age</p> <ul style="list-style-type: none"> • Sequences historical periods. • Begins to create own timeline to sequence key events • Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. • Asks a range of questions about the past. 	<p>Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Edward the Confessor and his death in 1066 	<p>The Ancient Mayans</p> <ul style="list-style-type: none"> • Begins to design own timeline to sequence events learned. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Uses dates and terms accurately.
Key vocab	<p>hunter-gatherer, societies, diversities, stone, bronze, iron, tools, nomadic, henge & hillfort</p>	<p>Long boat, duration, invader, pagans, thatched (wooden houses), resistance, semi-outlawed</p>	<p>Civilisation, society, punishable, contrasts, modern, monarchy, beliefs, settlement, Chichen Itza, Vigesimal</p>
Crime and punishment strand	<p>N/A</p>	<p>Outlaw – a dreadful punishment by the Vikings Fines – the amount varied depending on the severity of the offence Weregild – a fine known as the blood price based upon the type of crime. https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqky stealing – hands cut off etc Semi-outlawed</p>	<p>Punishable Punishment slideshow PurpleMash – Mayan’s didn’t have prisons. If found guilty, crimes were punishable by death, forced into slavery or pay fines. Additionally, having their head shaved was a sign of shame.</p>

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		Viking laws were not written down but passed on by word of mouth. Punishments could include fin es, being semi-outlawed , fighting to the death , or revenge on someone who has killed a family member.	
Year 6			
Year 6	<p>WW2 – How did Hitler convince a nation like Germany to follow him?</p> <ul style="list-style-type: none"> Creates own timelines to place events, periods and cultural movements from around the world. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. <p>Identifies and uses different sources of information and artefacts.</p>	SATS	<p>Crime and Punishment</p> <ul style="list-style-type: none"> Uses timelines to demonstrate periods of time and passing of time. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Gives own reasons why changes may have occurred, backed up with evidence.
Key vocab	Rehabilitation, evacuee, conflict, allies, concentration camp, cause and consequence, pre and post war, military, propaganda, treaty.		Deterrence, gallows, justice, prevention, retribution, sin, stocks, trials, era & law.
Crime and punishment strand	<p>Fines</p> <p>Imprisonment</p> <p>The number of murders increased dramatically in the war</p> <p>Not needed as a focus for this topic, but could be touched on if there is time.</p>		<p>Areas to review:</p> <p>Y2 Rosa Parks – it was a crime to be black and sit down on the bus</p> <p>Y3 – Roman and Ancient Greek punishments</p> <p>Y4 –Victorians, Anglo Saxon/Scots and Ancient Egyptian punishments</p> <p>Y5 – Anglo Saxon, Viking and Mayan punishments</p>

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