



Shadsworth Junior School

Curriculum



Year 6 Scheme of Work

Term: Spring Term 2

Topic: History- changes in an aspect of social history, crime and punishment from the Anglo-Saxons to the present.

Key Skills and Knowledge:

Substantive Knowledge – children’s knowledge about the past.

empire, monarchy, civilisation, and rebellion.

Chronological Understanding

To be able to place the different crimes and punishments on a timeline.
To begin to make connections, contrasts, and trends over time.

Prior Knowledge –

What is Crime?
What is Punishment?
How do we know what crime and punishments were like in the past? Is this source reliable?

Post Knowledge –

What are crime and punishment like today compared with the past?

Knowledge

Pre 1066 - Roman and Anglo-Saxon Periods

To know that the Roman laws were written around 450 BCE, and that they were called the Twelve Tables.
To know about the payment Wergild payment system.
To know what a ‘tithing’ is. (a group of 10 people)
To know what is ‘Trial by Ordeal’. – Trial by Hot Water. Trial by Fire.
To know what is ‘God’s Judgement’
To know that the Catholic Church in Rome was incredibly powerful and took responsibility for most trials in England.

Norman Period – 1066 – 1485

What was crime and punishment like in the Norman period?
To know that King William I changed laws and punishment.
To know that ‘tithing’ was abolished and the feudal system was introduced.
To know about the Norman laws – e.g. forest laws, murdrum law and poaching law.
To know what the Magna Carta was created 1215 and that it was created to recognise the rights of ordinary people, such as the right to justice and a fair trial, and stated that the monarch was not above the law.
To know that Parliament was formed.

Tudor period 1485 - 1603

What was crime and punishment like in the Tudor period?
To know that King Henry VIII changed laws and punishments.
To know that the law was now led by the monarch again.
To know what is ‘Trial by Jury’.
To know how Trial by Jury is different/similar to Trial by Ordeal.
To know what the scald’s bridle was, what the drunkard’s cloak was, what the ‘rack’ punishment was and what the stocks and pillory were, and discuss if these were good deterrents.
To know the forms of execution.
To know that there was no police force.
To know that punishments became increasingly harsh, and people were punished for minor crimes. Punishments involved mutilation, execution, humiliation and fines.
To know that people were also punished and executed for not following the religion of the time.

Disciplinary Knowledge – children’s knowledge of how historians think.

Historical Enquiry (How do we know?)

Reason about the reliability of sources presented to them. True or false? Probably true/probably false? Definitely true/definitely false? Don’t know?

Evidence and Interpretation

To interpret historical evidence to find out about crime and punishment in the past.
Anglo Saxon Chronicles.
The Wonderful Discoveries of Witches in the Counties of Lancaster by Thomas Potts.
Newspaper articles – police force developments

Change and continuity.

The more (new) crimes committed due to changes in transport, technology and other century developments.
The harsher punishments created.
Church sanctuary abolished.

Cause and Consequence

Tudor period:-
Changes in religion - Catholic to Church of England.
Rich and poor -There were also many vagrants looking for work or somewhere to live. Being a vagrant, a traveller, or a thief, were all considered very serious crimes, which could even lead to death.
Increases in the price of food, led to increases in the crime rates for stealing.
Anyone who travelled was breaking the law (it was not common to travel around during Tudor England).
Georgian Period :-
The growth in public transport meant that fewer wealthy people were travelling alone on horseback, making them less vulnerable to attack.

Significance

In 1868, Sir Robert Peel set up the first police force in Britain during the Victorian Period. The government changed the law to stop public hangings in 1868, and the prison system became organised and professional.

In 1534, King Henry VIII (a Tudor king) broke away from the Catholic church in Rome and became head of the Church of England. In 1536, he abolished the idea of “sanctuary” (criminals seeking sanctuary and protection in churches) and was in complete control of trial and punishment!

Stuart period 1603 - 1714

What was crime and punishment like in the Stuart period?

To know King James I beliefs of witchcraft and the impact they made on crime and punishment.

To know that witchcraft was a crime.

To know what the cucking stool was and how it was used.

To know about the Pendle Witch Trials and the primary source used to inform us of their proceedings.

To use the primary resources to interpret what was happening in the trials and use this to show how innocent people were falsely accused.

To know about the mystery of the location of Malkin Tower in Lancashire.

Georgian Period 1714- 1837

What was crime and punishment like in the Georgian period?

To know who Sir Robert Peel was and how he formed the police force known as the 'Bobbies'.

To know that your social status sometimes determined the punishment you received.

To know that there was a greater emphasis on offenders being sent to prison as a form of a deterrent.

To know about the Highwaymen's crimes and punishments.

To know who Dick Turpin was.

To know that Georgian law enforcement became more organised and effective in their efforts to combat crime.

To know that a growth in public transport led to less people travelling alone (less vulnerable to be attacked by highwaymen)

To know that the common punishments included transportation – sending the offender to America, Australia or Van Diemen's Land (Tasmania).

Victorian period 1837 - 1901

What was crime and punishment like in the Victorian period?

To know the Victorian era saw a development in the police force.

To know that communities were no longer accountable for stopping crime in their areas; the police force was.

To know that the common punishment of transportation was doubted by the Victorians and replaced with prisons.

To know that many new prisons were built.

To know about the different forms of labour used in prisons – walking the treadmill, the crank.

To know the change in law in 1868 – stop public hangings.

To use the primary resources to interpret evidence of some of the prison labours.

20th Century

How did the police force develop through the 20th century?

To know the changes in communication between the different police forces.

To know when the first woman police officer was appointed.

To know when the first woman chief constable was appointed.

To discuss why it was a struggle for women to be appointed in the police force.

To know the impact of the development of technologies and how this has helped the police force, e.g. radios, finger printing, transport, computers, and roadside alcohol and drug testing devices.

To know who Sir Edward Henry was and how he developed the system of fingerprinting.

Hooks - Curious Minds - Crime scene set in the past era:- limited resources to find evidence, harsh punishments etc.
 Now Press Play – the Tudors- experiences include:
 The differences in life for the nobility and poor in Tudor times
 The break from Rome leading to plots against Elizabeth I who was Protestant.
 Historical context including taverns, food of the time and Shakespeare.
 Crime and punishment in Tudor times such as the stocks and gallows.

Create a case study on the Pendle Witch trials, focusing on the intricacies of the case.
 Explore what police do today, for the community and to prevent crime.
 Find draconian laws that are still in effect today, but no longer adhered to.
 Debate - As time has changed so have the crimes that are committed.
 Do you agree? Explain your answer.

Links to PSHCE, Equality and British Values Work

Roles of men and women, Law and order.

Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation. Tithing, wergild,	Staff shared History 2024 folder	https://www.english-heritage.org.uk/learn/story-of-england/medieval/ https://www.english-heritage.org.uk/learn/story-of-england/tudors/ https://www.english-heritage.org.uk/learn/story-of-england/
	Misconceptions: Children may think that the same crime that happens today, happened hundreds of years ago. Children may think that there has always been a police force. Children may think prisons are dungeons and that prisons have always been used as punishment when they were originally used as holding cells before the punishment.	Previous knowledge: Year 4 - Children will know how laws were changed about children working in factories, mines and their rights to education. Factory Act 1833 Education Act 1833 Mining Act 1842