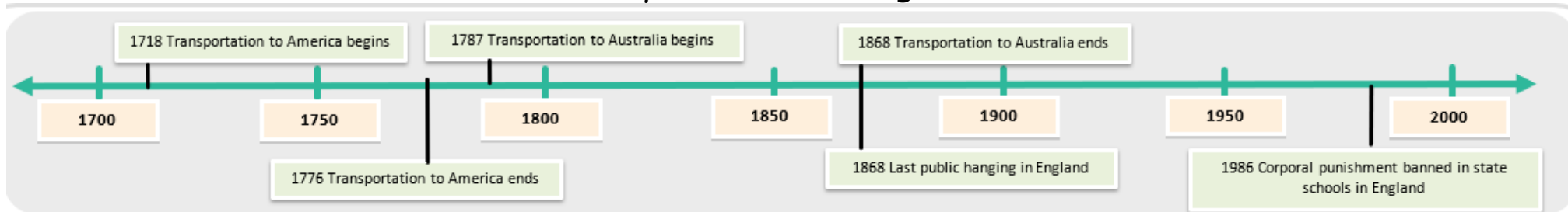


Year 4 Autumn



Crime and Punishment

How has crime and punishment changed over time?



Making connections/Required prior knowledge	Substantive knowledge to be explicitly taught <small>(knowledge about the past)</small>	Making connections/How knowledge will be built upon
<p>As the children will be introduced to a number of different time periods during this study, it is important to use the class timeline to give them a sense of when events occurred, and place them in relation to other periods they have studied in Key Stage 2, and within their topics at Key Stage 1. The National Curriculum states that you will be using this unit to extend a pupil’s chronological understanding beyond 1066. The emphasis of this unit is on the period from 16/1700 to the present day.</p> <p>Link to Y2 Guy Fawkes</p>	<ul style="list-style-type: none"> • Attitudes and values about what is a crime and how it should be punished have changed over time. • Suffragettes campaigned for women’s suffrage. They were considered criminals and put in prison. Now we celebrate their achievements. Famous Lancashire Suffragettes are Barbara Castle and Mary Agnes Hamilton • Some actions are still considered crimes, but the punishment is less or more severe. Other crimes are no longer crimes at all, for example celebrating Christmas. • In the early 1800s, over 200 crimes were punishable by death as people thought this would stop people committing the crimes. • Over the years, the number of crimes punishable by death was dramatically reduced. In 1965, the death penalty for murder was banned in England. • In the 1700s, transportation to the colonies was a popular punishment. • Prisons are a form of punishment, but they now also work to re-educate people who have committed crimes. • The ‘Police’ were only officially created in the 1800s. In 1842, a detective branch was created – it was easier for plainclothes policemen to detect and catch criminals than policemen in uniform 	<p>Compare Suffragettes to The Egyptians (Summer Y4) where the status of women was relatively high in Egyptian society, with some becoming pharaohs.</p>

	<p>it became compulsory for all districts to have a police force.</p> <ul style="list-style-type: none"> We can find out about crime and punishments from a range of sources, depending on the time period. This includes visiting old prisons, reading newspaper reports and looking at drawings and photographs. Know Dick Turpin is one of the most famous highwaymen. Some sources present him as exciting/heroic. George Lyon (1761–22 April 1815) was a highwayman in Lancashire. <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows about crime and punishment from the 1600s 	
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Constructing / Communicating the past Cause and effect Using sources as evidence</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Bobbies/peelers, deterrent, execution, highwaymen, treason, exile, transportation, trial, justice, laws</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p> <p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> Beginning to discuss and ask and answer more complex questions about the past Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Change and development</p> <p>Continuity and Change</p> <ul style="list-style-type: none"> Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum Understanding some of the ways in which people's lives have shaped this nation. 		

- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

Cause and effect

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

Significance and interpretations

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as empire, civilisation, monarchy and democracy

Historical Enquiry Historical Investigations

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Becoming a more independent learner

Using sources as evidence

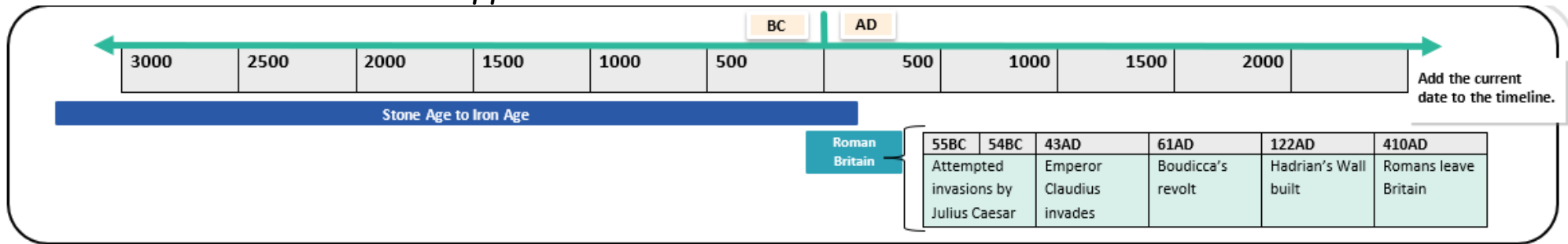
- An increasing awareness of the different ways in which the past is represented and interpreted
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).

Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.



Roman Britain

What happened when the Romans came to Britain?



Making connections/Required prior knowledge

Making links to **inventions and achievements** in KS1 – Great inventions and the impact on our lives.

Also, inventions in the Bronze and Iron age such as the wheel and advancements with weapons think about how they helped with later inventions such as planes and railways.

Inventions and achievements of the people from the Roman Age – Do you think they will be similar or different inventions / achievements? We will explore advancements in house building and weaponry and defence and think about why they had such a successful army and managed to control a vast amount of Britain etc

Substantive knowledge to be explicitly taught (knowledge about the past)

- Know that the Romans made a number of attempts to invade Britain as the Roman Empire spread.
- Know some reasons why the Roman invasion initially failed,
- Know that Boudicca led a revolt against the Romans in AD 60/61
- Knows that in AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.
- Know about life as a Roman soldier on Hadrian's Wall.
- Know some positive legacies left by the Romans, e.g. roads, villas and forts
- Knows they built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. Refer to local names Kirkham, Ribchester, Lancaster
- The Romans wanted resources from Britain and came to our local coastline in search of minerals.
- Knows that Roman Britain reached its height in 160 AD and by 410 AD links with Rome were largely severed. The Roman period did not

Making connections/How knowledge will be built upon

- Ancient Egypt Year 4
- An empire is a group of countries or places ruled by one person
 - An autocracy is a system of government where one person or one group can rule exactly as they want to forever
 - Ancient Egyptians believed that the pharaoh was half man, half god
- Ancient Greece Year 6
- A civilisation is a group of people and their society, culture and way of life
 - Democracy is a system of government where everyone has a say
 - Ancient Greeks believed in multiple gods and wrote myths
 - The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy

	<p>end abruptly in 410AD. Some Roman people continued to live in Britain.</p> <p>Chronological Knowledge</p> <ul style="list-style-type: none"> Knows that the Roman Empire spanned from roughly 753BC until 410AD Knows when the different events of the Roman empire happened. 	<ul style="list-style-type: none"> The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt
<p>Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.</p>	<p>Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit</p>	<p>Vocabulary</p>
<p>Constructing / Communicating the past Historical Enquiry Using sources as evidence</p>	<p>Leadership, agriculture, migration, civilisations, childhood, worship, society, equality</p>	<p>Roman Empire emperor legion Celts Iceni Caledonia Picts</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <ul style="list-style-type: none"> Disciplinary concepts are concepts used in the study of history. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry. <p>Key Assessments – Highlighted</p> <p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> Beginning to discuss and ask and answer more complex questions about the past Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). Making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Change and development Continuity and Change</p> <ul style="list-style-type: none"> Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum Understanding some of the ways in which people's lives have shaped this nation. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. <p>Cause and effect</p>		

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

Significance and interpretations **Historical Significance**

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
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Historical Enquiry **Historical Investigations**

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
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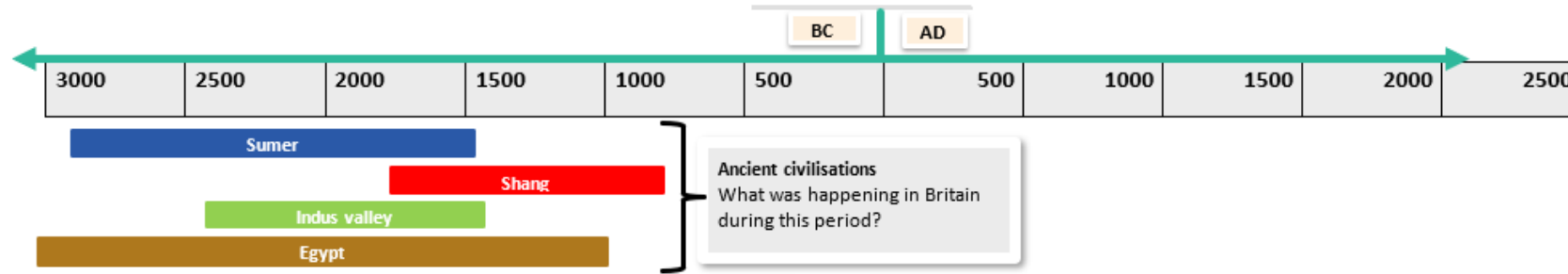
Using sources as evidence

- An increasing awareness of the different ways in which the past is represented and interpreted
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The Ancient Egyptians

Why were people able to prosper in the desert land of ancient Egypt?



Making connections/Required prior knowledge

Make connections with **Year 4** – The Romans

- Romans worshipped gods who were responsible for different parts of life.
- In the Roman Empire, the Imperial Cult elevated the emperor to having a god status after he died.
- The Roman Empire was relatively autocratic civilization

Make connections with **Year 3** – The Stone and Bronze Age

- Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age
- Stonehenge and other stone circles are made of sedimentary and igneous rocks
- Burials suggest that people believed in an afterlife, and reflect the lives they lived

Make the connections with a Chronology across previously studied units – Focus on BC

- What are the challenges about trying to find out about historical events that happened so long ago? The availability of sources and evidence

Substantive knowledge to be explicitly taught

(knowledge about the past)

- Know how the River Nile was important in allowing the Egyptians to prosper in the desert
- Know that we can learn about the Ancient Egyptians by studying hieroglyphs and artefacts left behind in tombs.
- Know that society in Ancient Egypt was structured with a hierarchy of jobs and importance.
- Know that Egyptians built the pyramids as tombs for the pharaohs. Howard Carter discovered the tomb of Tutankhamun in November 1922.
- Know that Ancient Egyptian people worshipped over 2000 gods and goddesses.
- know that Ancient Egyptian people believed in an afterlife.
- Knows the ancient Egyptians wrote in hieroglyphics on papyrus. Archaeologists are able to read hieroglyphics following the discovery of the Rosetta Stone
- Ancient Egyptian people had many achievements in such areas as farming, building, religion, medicine, writing, mathematics and crafts

Chronological Knowledge

- Know that the Ancient Egyptians existed around 5000 years ago

Making connections/How knowledge will be built upon

- Ancient Maya also built pyramids to honour their gods but, unlike Egyptians, built temples on top of them (Y6)
- Ancient Maya also used hieroglyphics to write (Y6)
- Ancient Greeks (Y6) worshipped gods who were responsible for different parts of life.
- The Ancient Maya (Y6) civilisation was a relatively autocratic civilisation.
- The Ancient Greeks (Y6) borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt

<ul style="list-style-type: none"> • What evidence – sources did we have to use to find out about periods of history so long ago? Archaeological remains • The challenges – the historical information and conclusions as to what life was like can change as new archaeological discoveries are made that change our understanding of prehistoric ages 		
Disciplinary Concepts See DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY table below.	Substantive Concepts concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit	Vocabulary
Constructing / Communicating the past Significance and interpretations	Leadership , agriculture, migration, civilisations , childhood, worship , society , equality	Pharaoh ,hieroglyphics,irrigation Sarcophagus, death mask
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Cause and effect

- An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance
- Describing how Britain has influenced and been influenced by the wider world

Significance and interpretations

- Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework

Historical Interpretations

- Using a greater depth and range of historical knowledge to provide more reasoned explanations
- A developing understanding of specific historical abstract terms such as civilisation

Historical Enquiry

- An increasing proficiency in the effective use of historical enquiry and selection of evidence
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