

Long Term Plan 2022-2023

Year 6 (CW, RK, AD)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PBL		Does the punishment fit the crime?	Why do people settle in Leicester?		Did Early Islamic civilisation invent it all first?	
Science	Living things and their habitats		Evolution and Inheritance	Light	Animals including humans	Electricity
History		Connections and contrasts over time Changes in an aspect of social history, such as crime and punishment.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A study over time tracing how an aspect of national history are reflected in the locality		A non-European society that provides contrast with British history	
Geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey		Look at human and physical features of the local area		Where is Baghdad? How did it compare to Britain at that time?	Economic activity including trade link

	maps) to build their knowledge of the United Kingdom and the wider world Identify the position and significance of latitude, longitude, the Prime / Greenwich Meridian and time zones (including day and night)					
Art	Practise paint techniques in creating leaves for The Red Tree. Self portraits Use oil pastels / chalk / paints to create sea pictures (Kensuke's Kingdom) Use water colours / oil pastels to create maps with symbols	Use mixed media and layering to create street scene from The Promise.	Look at intricate drawings from Darwin's voyages. Create marbled paper as background for encyclopaedia plate- style pen and ink drawings of insects.	Use pastels and rubbers to create horse 'in motion' pictures		
RE	What do religions teach about the natural world and why should we care about it?	How does a Christian follow Jesus? What does it mean to be a Christian?	Can religion help to build a fair world and 'make poverty history'?		What does it mean to be a Muslim?	
RSE	What makes a happy and healthy relationship?	What are our responsibilities and what are our human rights?		How can I get help to manage my emotional well-being?	How can we manage risk? What is reproduction?	What makes us enterprising?

	Do families always make us feel safe? How do we keep safe on line?					
Computing	E-Safety, Copywrite, E-Commerce and Digital Citizenship	Animation	Independent programming	Digital invention	Photography	Photostory
Design and Technology	Plan, draw templates, cut out and sew to create 3d soft toys of Dojo characters	Design and create punishment tools Make hardback books and insert and secure pages to present Hare and Bare stories.				Design and plan activities, stalls and games for Mela using a range of materials, and review their success.
French	Phonetics 1 to 4	Presenting myself	Do you have a pet	What is the date? Or weather?	My house	School
Music	Unit 1 - Happy	Unit 2 – Classroom Jazz	Unit 3 – A New Year Carol	Unit 4 – You’ve got a friend	Unit 5 – Music and Me	Unit 6 – Reflect, Rewind, Replay
PE	Sportshall athletics, rounders and fitness	Basketball	Gymnastics	Cricket	Athletics	Rounders and tennis

MAYFLOWER PRIMARY SCHOOL



Year 6 Project Based Learning

Does the punishment fit the crime?

Key focus: History
Faculty: Humanities

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

Sustainable Development Goals Focus: Gender equality (5) Peace, justice and strong institutions (16)

Was the punishment the same for both men and women?

RRSA Articles:

A37. Children in Detention

A40. Children who break the law

A41. Best law for children

RSE: What are our responsibilities and what are our human rights?
Rights of a child

Article 7 - Children in detention

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

Article 40. Children who break the law

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

International link: Contact Eebraj in Nepal. Children at Kalika school to share the justice system in Nepal. Our children to compare the system, is it fair?

Diversity Focus: Gender (PBL) Race (Literacy)

RACE Are ALL people equal in the eyes of the law regardless? (Holes- historical racism America in 1880s? Laws to protect minorities.

Outdoor learning: Allotment visit where children will dig holes. This was the punishment Stanley had to do in Camp Green Lake (Holes)

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does this period fit into my historical timeline? • How did the Anglo Saxons/Tudors/Victorians treat criminals? • How does this compare to modern day punishment in the UK? • How have previous legal systems influenced our own? • Have different groups of people been treated differently? • Why do people commit crimes? • Does punishment work? Does it make you good and obedient? • What is the difference between punishment and reform? • How could crime be deterred in the first place? 	<p>Summary of the project:</p> <p>Children will be comparing modern criminal law and methods of punishment with what has existed in the past, learning key facts about crime and punishment in Britain from the Roman, Tudor and Victorian periods. Children will see how punishments vary according to time, place, gender, class and race. They will gain an understanding of the structure of the Criminal Justice system in the UK, and the punishments available, including prisons.</p> <p>The project will have a historical focus, but we will also feed into our learning in English lessons, through our reading of 'The Promise' and 'Holes'. We will also look at the 'Highwayman', and use this to inspire our art.</p>
<p>Key Vocabulary:</p> <p>Romans, Tudors, Victorians, Modern Britain, Era, Periods, Time line, Punishment, Execution, Legionaries, Tithing, Wergild, Oath-keeper, Torture, Vagrancy, Treason, Peelers, Isolation, Separation, Prevention</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Children should have prior knowledge on Romans from Year 4 <p>Prior Key History Skills Learning:</p> <ul style="list-style-type: none"> • Chronology – places events on a timeline (Yr 1 – toys from the past, Year 2 – The Great Fire of London, Yr 3 – The Stone age Yr 4 – Romans) • To make connections and comparisons of life today. • To devise historically valid questions about change. • To gain a chronologically secure knowledge. • To understand how our knowledge of the past is constructed from a range of sources. • To recognise a link to local history in Leicester.

Key History Skills:

- Place current historical topic on a time line in relation to other historical events.
- Use relevant dates and terms.
- Sequence up to ten events on a time line.
- Compare beliefs and behaviour with another study period.
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past.
- Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.

Launch: Can children match the pictures to their use. Discuss and share what they think the objects are used for. Class detective work on what they think is the right punishment for each crime. Discuss and share with class. Introduce the topic question – “Does the punishment fit the crime?” What is the correct punishment, who decides and how do we know if it is fair?

Outcome: Children to understand how punishments for crimes have changed over the years/time periods and eras. They will create their own mock justice system with jurors, judges and lawyers. Does the punishment given by the judge fit the crime committed?

MAYFLOWER PRIMARY SCHOOL



Year 6 Project Based Learning

Why Do People Settle in Leicester?

Key focus: Geography
Faculty: Humanities

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc) to present fieldwork data and findings graphic organisers, dual coding
direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials.

Sustainable Development Goals Focus:

11 Make Cities human settlements inclusive, safe resilient and sustainable (improve road safety sustainable transport))
5 Zero Hunger (Food banks)
8 Decent work and economic growth

RSE: What are our responsibilities and what are our human rights?

How healthy is Leicester? How health is Evington?

Obesity/diabetes rates?

RRS – Respecting environment

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy.

"I can think of few better ways to help young people become more knowledgeable, engaged with and perhaps respectful of their local environments and communities than to get them studying their local area –from its historical geography to the current social, environmental and economic processes shaping the places they live in." D

International link: Interview Ugandan Asian who was kicked out 50 years ago by Idi Amin – why did they settle in Leicester?

Diversity Focus:

Immigration- settler groups from different communities Migrant or refugee?

How diverse is Leicester Is diversity a strength of Leicester?
– Evington? How has diversity shaped our city?

Different ethnic and religious groups- reasons for settlement
Immigration- settler groups from different communities Migrant or refugee?

Different ethnic and religious groups

Outdoor learning: Fieldwork in our local High street (Evington Road)
Planned walk to neighbouring Evington Village
Walk around the local are up to Evington Village

<p>Essential Questions:</p> <p>Explore changes in the geography of our local area.</p> <ul style="list-style-type: none"> • What challenges do refugees face? • Why do they settle in Leicester? • Why do they settle in Evington? • What are the differences between Uganda and England? • Can we identify and describe the human and physical features in our local area? • What are the key differences when comparing urban (Evington) and rural (Evington village/Great Glen)? • What has happened to our High Street? • How has Evington Road changed better/worse spoilt, make improvements? 	<p>Summary of the project:</p> <p>Children will be investigating why people come to settle in the city of Leicester</p> <p>They will also be studying the key physical and human features within Leicester-specifically Evington looking at maps</p> <p>They will be comparing Leicester to Uganda</p> <p>They will be comparing Evington ward to neighbouring rural Evington Village/Great Glen</p> <p>Children will look at the advantages of Leicester City – what is it about the city that is appealing?</p> <p>Look at census data – what is the population of the city? Is it a diverse city?</p> <p>Is this what makes it appealing to people?</p> <p>They will look at local attractions – museums, stadium</p>
<p>Key Vocabulary:</p> <p>immigration migrant refugee community growth- congestion population</p> <p>Settlement= villages, towns cities. Suburb Urban = Urbanisation</p> <p>Inner city Shopping centre</p> <p>Settlement pattern: shape spacing -linear , dispersed nucleated</p> <p>Function of settlement; Residential, (Housing types detached semi-detached terraced) industrial Commercial (shopping centre) recreation land use public spaces</p>	<p>Prior Learning:</p> <p>Compare maps with aerial photographs</p> <p>Beginning to use atlases to find out other information.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area</p>
<p>Key Geography Skills:</p> <p>Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use atlases to find out data about other places.</p>	

Launch: Visitors in school so the children can interview them about their experience in Uganda and why they chose to settle in Leicester.	Outcome: Do an exhibition of their findings to parents /members of the community. Display boards showcasing their work, small groups of children talking to visitors to the exhibition.
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MAYFLOWER PRIMARY SCHOOL



Year 6

Project Based Learning

Did Early Islamic civilisation invent it all first?

Key focus: History (Art and Design, ICT, English, RE, Maths)

Faculty: Humanities

Thinking Skills Focus: Memory Strategies

Sustainable Development Goals Focus: Good jobs and economic growth
Sustainable cities and communities

RSE: What makes us enterprising?

International link: British Museum video link to view Islamic antiquities on display

Diversity Focus: What can the Islamic Golden Age teach us about migration and diversity? *Ruling caliphates open to people of all cultures and religions bringing and sharing of knowledge ensured period of intellectual growth and progress within society*

British Values- Respect and Tolerance

Outdoor learning: Visit to local mosque

Essential Questions:

How different was Baghdad to London around 900AD?
What was in the House of Wisdom?
Who was Ibn Battuta and how did his Rihla help us?
Who was Al-Zahrawi and what could we learn from Muslim medicine?
What did early Islamic civilisation leave behind?
What was Early Islamic Civilisation?
What do we already know about the Early Islamic Civilisation?
When and where in the world did this civilisation exist? What was special about it?
Where is Baghdad? What do we know about it? Why is it a significant place?

Summary of the project:

Children will be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still. They will learn about some of the differences in way of life between citizens of Baghdad and the UK. AD 900. Links will be made with other cultures that contributed to the formation of theories that are still used within modern day Britain. Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies. There will be a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

Our final outcomes will be an 'Inventors Fair' exhibition showcasing a selected invention and a biography on one of their favourite inventors.

<p>What are some significant discoveries and concepts developed by early Islamic scholars?</p> <p>Islamic art – how was this an important part of Islamic civilisation?</p> <p>What part did it play in the art, culture and life?</p> <p>How has Early Islamic Civilisation shaped the world we live in today?</p> <p>What effect has Early Islamic Civilisation had on the west? How do the children think the Early Islamic civilisation compares to other early civilisations?</p>	<p>This will be showcased and open for all year groups to visit. Parents will also be invited.</p>
<p>Key Vocabulary:</p> <p>Islam, Muhammad, Mecca, Allah, Medina, Hijrah, pilgrimage, prophet, caliph, caliphate, empire, mosque, hidath, house of wisdom</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Crime and punishment through different periods of time • Romans • WW2 • Ancient Egyptians • Vikings <p>Prior Key History Skills Learning:</p> <ul style="list-style-type: none"> • Chronology – places events on a timeline (Yr 1 – toys from the past, Year 2 – The Great Fire of London, Yr 3 – The Stone age Yr 4 – Romans) • To make connections and comparisons of life today. • To devise historically valid questions about change. • To gain a chronologically secure knowledge. • To understand how our knowledge of the past is constructed from a range of sources. • To recognise a link to local history in Leicester.

Key History Skills:

- Place Islamic Civilisation on a time line in relation to other historical events.
- Use relevant dates and terms.
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
- Confidently use textbooks and the internet for research
- Communicate their knowledge and understanding through discussion, drawing pictures, making models, writing and ICT.

Launch:

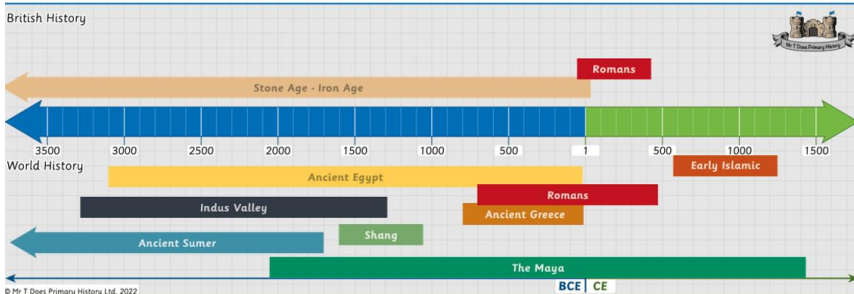
Research different inventions from the past 20 years. Now consider how long ago the Early Islamic Civilisation was. What do you think was invented during this period?

Outcome:

Our final outcomes will be an ‘Inventors Fair’ exhibition showcasing a selected invention and a biography on one of their favourite inventors. This will be showcased and open for all year groups to visit. Parents will also be invited.

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Year 6 - Why should we study the Maya?

Curriculum Objectives	Vocabulary				Links across the curriculum
<ul style="list-style-type: none"> Non-European society that provides contrast with British history. 	civilisation	chutuns	maths	culture	Geography – maps, Year 4 – rainforests Maths- What numbers did the Maya use in Maths? Measuring liquid/capacity. PSHCE - diversity RE- Islam, Judaism, the Maya all have different ways to mark the passage of time Science/ DT- chocolate; Earth and Space- The story of the Jaguar day and night' god is very similar to the Greek myth of Helios English/RE- myths and folktales RE- gods, how do the Maya explain their universe? Art/ICT- create own mythology comics PE- learn about the ancient Maya ball game and its cultural significance and compare it with other spectator sports past and present.
	Maya	glyphs	currency	creation	
	writing	Sacred and solar year	calculations	archaeologist	
	rainforest	Maya calendar round	societies		
	bajos	Maya Long Count Calendar	resources		
	cenotes	trade	myth		
SDG 4: Quality Education SD5: Gender Equality					
Lesson Sequence	Key Knowledge				Key Skills
1. What is a civilisation? When did the Mayan civilization live? When did the Maya live?	<ul style="list-style-type: none"> Know where Mayan civilisation fits on the overall narrative timeline. Understand interaction and concurrence. 				<ul style="list-style-type: none"> Place current historical topic on a time line in relation to other historical events. Know and sequence key events of time studied. Use relevant terms and period labels. Relate current historical topic to previous topics. Make comparisons between different times in history.
2. Where in the world did the Mayan civilization live? Where did the Maya live? How well adapted to life in the	<ul style="list-style-type: none"> Know where the Guatemalan rainforest and Belize is on a world map/map of Central America/ Mexico. Understand what type of environment the Maya lived in. Understand the difficulties of sustaining a civilization in a rainforest environment. 				<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact, fiction or opinion Be aware that different evidence will lead to different conclusions

rainforest were the Maya?	<ul style="list-style-type: none"> • Know what a rainforest environment is like and what wildlife lives there. • Understand the terms 'bajos', 'cenotes', 'chultuns' (water storage) and their importance for the Maya. 	<ul style="list-style-type: none"> ○ Confidently use textbooks and the internet for research
3. What was Maya writing like?	<ul style="list-style-type: none"> • Understand the Maya writing system and its rules. • Know the similarities and differences between the Maya writing system and ours (For the Maya, writing and painting were virtually identical and within the glyphs themselves there is a strong link between text and picture). • To know what the hieroglyphs tell us of Maya culture and society. 	<ul style="list-style-type: none"> ○ Recognise primary and secondary sources ○ Use a range of sources to find out about an aspect of time past. ○ Suggest omissions and the means of finding out ○ Bring knowledge gathering from several sources together in a fluent account ○ Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. ○ Information to produce structured work, making ○ appropriate use of dates and terms. ○ Use Historically accurate terms to talk about the passing of time e.g. BCE/CE/CENTURY
4. How did the Maya tell the time?	<ul style="list-style-type: none"> • Understand and use the Maya Calendar round (made up of the sacred year and solar year). • To know how to write your birthdate in the Maya calendar system. • To understand the Maya Long Count Calendar system. • To know that there are different ways to measure time- Islam, Jews, the Maya all have different ways to mark the passage of time. 	
5. What numbers did the Maya use in maths?	<ul style="list-style-type: none"> • To know about Maya trade goods. • To know the Maya trade route and what goods were traded. • To know how the Maya cities were fed. To know where the food came from. • To know that cacao beans were used as currency. To know the advantages and disadvantages of using cacao beans as currency. • To understand the Maya numerical system. • To know some of the similarities and differences between the Maya and UK mathematical system. 	<ul style="list-style-type: none"> ○ Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. ○ Recognise primary and secondary sources ○ Use a range of sources to find out about an aspect of time past.
6. Did the Maya play football like us? Why was the Ball Game so important to the Maya?	<ul style="list-style-type: none"> • To understand the Maya and their culture. • To know about the Maya myth of creation in the Popul Vuh (a sacred book of the Maya). • To know why the Maya have so many gods and why the Maize God was so important to the Maya. • To know about the ancient Maya ball game and its cultural significance and be able to compare it with other spectator sports past and present. • To know the rules for the Ball game and what happens to the winners and losers. • To know what the ball game tells us about the Maya. 	<ul style="list-style-type: none"> ○ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. ○ Compare beliefs and behaviour with another study period.

7. Who had the power in Maya society?	<ul style="list-style-type: none"> To know who were the better-off and the worse-off members of society. To know how diverse the Maya world was. 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another study period.
8. How do we know about the Maya?	<ul style="list-style-type: none"> To understand what an archaeologist does. To know what we can find out about the Maya from archeology. To understand the difficulty of making conclusions about the past using only material remains. To know that there are still lots of discoveries to be made about the Maya. To know why it took so long to discover many of the Maya cities (around 900BCE around 90% of Mayans disappeared from their major cities) 	<ul style="list-style-type: none"> Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past.
Golden Threads: city religion/gods civilisation society country trade legacy trade route power	Second order concepts: Similarities and differences, Sources and evidence, Cause and consequence, Change and continuity	Links across the history curriculum Year 3 - Maya are a Stone Age society- how similar and different are they to Stone Age Britain? How did the Maya make best use of the resources available to them? Year 3 - Earliest civilisations (Ancient Egypt). What are the similarities and differences between Ancient Egyptian writing/hieroglyphs and Maya writing? Which is which? Can you tell the difference? Can Year 3 read the Maya writing? Year 4 – Romans- Is the way the Maya explain their universe similar to, or different from, the way other societies do? Year 5 – Greeks - The story of the 'Jaguar day and night' god is very similar to the Greek myth of Helios. Is the way the Maya explain their universe similar to, or different from, the way other societies do? Local history: Chocolate making/ Cadbury/ Bourneville

Year 6 History – Early Islamic Civilisation

Did Islamic Civilisation invent it all first?					
Curriculum Objectives	Vocabulary				Links across the curriculum
<ul style="list-style-type: none"> Non-European society that provides contrast with British history. 	civilisation				Geography - maps
					maths
					PSHCE - diversity
Lesson Sequence	Key Knowledge				Key Skills
1. What is a Civilisation? Where and When in the world did Early Islamic civilization exist?	<ul style="list-style-type: none"> Know where Islamic Civilisation fits on the overall narrative timeline Understand interaction and concurrence Know where it is on a modern map and find Bagdad China/Islamic Empires as the driving force of 'civilization' in this period, successor to the Greeks (Y5) and the Romans (Y4) 				Place current historical topic on a time line in relation to other historical events. Know and sequence key events of time studied. Use relevant terms and period labels. Relate current historical topic to previous topics. Make comparisons between different times in history.
2. How had it managed to establish itself as a major power?	<ul style="list-style-type: none"> Understand the internal narrative of Early Islamic Civilisation 				
3. Where is Baghdad? What do we know about it? Why is it a significant? How different was Baghdad to London around 900BCE?	<ul style="list-style-type: none"> Know where Baghdad is on a map of the world Understand the reasons for studying Baghdad - importance of Baghdad as a centre of culture and learning (schools, libraries, universities, scholars). Understand everyday life in Baghdad Understand the difference between aspects of life in Baghdad and London from 622 - 1258 				
4. What was in the House of Wisdom?	<ul style="list-style-type: none"> Know what the House of Learning was and what went on there Understand how diverse a society Baghdad was – trading successes 				
5. What are some of the significant discoveries of that time? What concepts were developed by early Islamic scholars? Who was Al-Zahrawi and what	<ul style="list-style-type: none"> Understand why Muslim medicine was so advanced compared to European medicine Know how Islamic ideas about medicine have spread across the world Know how ideas about medicine have changed over time Know whether Al-Zahrawi's ideas would work today 				

could we learn from Muslim medicine? Ibn Battuta travel logs (rihla)					
6. What did Early Islamic Civilisation leave behind? What was its legacy? Has history forgotten the impact of the discoveries and achievements in Early Islamic Civilisation? Why?(DEBATE)	<ul style="list-style-type: none"> Understand how Islamic learning reached Europe by various methods and routes Know what other artefacts can tell us about Baghdad 				
Golden Threads	Where these are covered:				Links across the history curriculum
					Year 4 – Romans
					Year 5 - Greeks

Year 6 - Crime and Punishment Does the punishment fit the crime?

Curriculum Objectives <ul style="list-style-type: none">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (social history)	Vocabulary <table><tr><td>civilisation</td><td>Periods</td><td>Oath-keeper</td><td>Prevention</td></tr><tr><td>Romans</td><td>Timeline</td><td>Torture</td><td></td></tr><tr><td>Tudors</td><td>Punishment</td><td>Vagrancy</td><td></td></tr><tr><td>Victorians</td><td>Execution</td><td>Treason</td><td></td></tr><tr><td>Modern</td><td>Legionaries</td><td>Peelers</td><td></td></tr><tr><td>Britain</td><td>Tithing</td><td>Isolation</td><td></td></tr><tr><td>Era</td><td>Wergild</td><td>Separation</td><td></td></tr></table>				civilisation	Periods	Oath-keeper	Prevention	Romans	Timeline	Torture		Tudors	Punishment	Vagrancy		Victorians	Execution	Treason		Modern	Legionaries	Peelers		Britain	Tithing	Isolation		Era	Wergild	Separation		Links across the curriculum <p>Geography - maps Maths – timelines / scaling PSHCE – diversity / society / punishment Literacy – Holes complexity of justice</p>	
civilisation	Periods	Oath-keeper	Prevention																															
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SDG 5:Gender Equality SDG 10: Reduced Inequalities SDG 16: Peace, Justice and Strong Institutions																																		
Lesson Sequence	Key Knowledge			Key Skills																														
1. How does this period fit into my historical timeline? What are law? Why do we need them? What happens when they are broken?	<ul style="list-style-type: none">Understand the overall narrative timeline of history taught. <p>Revise where on the timeline the periods studied sit. What comes before/after? Interaction and concurrence.</p> <ul style="list-style-type: none">Know the purpose of laws and the prison system (link to Year 5)			<ul style="list-style-type: none">Place current historical topic on a time line in relation to other historical events.Know and sequence key events of time studied.Use relevant terms and period labels.Relate current historical topic to previous topics.Make comparisons between different times in history.																														
2. How did the Anglo Saxons/Tudors/Victorians treat criminals? Impact on modern day life	<ul style="list-style-type: none">Understand different crimes and punishments across time periodsUnderstand the impact of wealth and gender on punishmentsKnow about the formation of the policeKnow that laws evolve and change.Know about the punishments that children received			<ul style="list-style-type: none">Compare beliefs and behaviour with another study period.Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation.Link sources and work out how conclusions were arrived at																														
3. How does this compare to modern day punishment in the UK?	<ul style="list-style-type: none">Understand the similarities and differences between crime and punishment in the past and nowUnderstand the modern UK justice system			<ul style="list-style-type: none">Consider ways of checking the accuracy of interpretations – fact, fiction or opinion																														

		<ul style="list-style-type: none"> ○ Be aware that different evidence will lead to different conclusions ○ Confidently use textbooks and the internet for research ○ Recognise primary and secondary sources ○ Use a range of sources to find out about an aspect of time past.
4. Have different groups of people been treated differently?	<ul style="list-style-type: none"> ● Understand that people are treated differently by the legal system – wealth, gender, race 	<ul style="list-style-type: none"> ○ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
5. Does punishment work? Does it make you good and obedient? What is the difference between punishment and reform?	<ul style="list-style-type: none"> ● Understand that methods of punishment are evolving and that each country makes a choice. ● Know that there are other ways of deterring people from committing crimes 	<ul style="list-style-type: none"> ○ Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. ○ Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. ○ Select and organise information to produce structured work, making appropriate use of dates and terms.
6. How could crime be deterred in the first place?	<ul style="list-style-type: none"> ● Understand the aims of punishment ● Know that there are other ways of deterring people from committing crimes 	
Golden Threads: Society Civilisation Democracy Laws rules rights	Second order concepts: Cause and consequence, Sources of evidence, Historical interpretation	Links across the history curriculum Year 4 - Romans Year 5 – Anti-Jewish laws/ anti-Semitism Year 5 - Homophobia Local history links: Ismail Dale – primary Leicester sources, Local prison, parliament, Southwell Workhouse in Nottingham