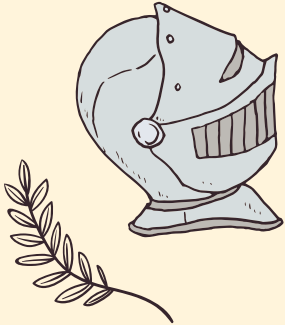




# Our History Curriculum

Northwood Primary School



# How do we approach History at Northwood?

We aim to give children an awareness of the past and how it was different from the present. We provide opportunities for children to develop a real sense of chronology and equip them with the ability to explore some of the ways historians find out about the past. The focus in our teaching is for children to know and understand history from the earliest of times to the present day.

As children go through school they will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; empires and their characteristic features as part of non-European societies.

Children will be taught to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

By the time children leave Northwood they will have an understanding of how their lives are affected by the events of the past; a knowledge of the sequence of key events; an understanding of historical concepts; an ability to question sources and accounts; as well as a thorough enjoyment of the subject.

# Substantive and Disciplinary Knowledge

In our History curriculum, knowledge is carefully sequenced to reveal the interplay between substantive and disciplinary knowledge. This ensures that pupils at Northwood not only know the 'History', they also know the evidence for it and can use this knowledge to become effective historians.

## Substantive – Established Facts

Substantive knowledge is the actual content that teachers teach as established fact which form the narrative of the curriculum, e.g. what life was like in Britain during WWII

## Disciplinary – Knowing how we know

Disciplinary knowledge is knowing how substantive knowledge was established, it's validity and how it continues to develop, e.g. knowing how historians gathered and selected evidence to support historical claims




# The power of storytelling

Storytelling is a powerful vehicle for learning. Historical stories are an effective way of teaching and embedding content in History. At Northwood we ensure that teachers draw pupils' attention to important content within the stories that link directly with the substantive knowledge from the period of time.

We always remember a good story!



# Our History Curriculum – The power of story

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	 The Gunpowder Plot	 The Great Fire of London	 The Uncovering of Skara Brae	 Howard Carter's Experience	 The Great Flood of Gun-Yu	 The Creation Story of the Maya
Spring	 The Invention of Lego	 The Wright Brothers	 The Bronze and Iron Age	 Romulus and Remus	 Robin Hood and His Merry Men	 King Alfred the Great
Summer	 Who was Grace Darling?	 North Road: Railway Heartland	 Greek Myths	 The Start and End of World War II	 How Trains Have Changed	 Dodger's Guide to Crime and Punishment



An illustration of several men in 17th-century clothing, including black hats, white collars, and patterned vests. One man in the foreground wears a purple tunic and a cross necklace. A white arrow in the top right corner points to the left.

# Year 1

## Autumn

Why do we remember  
the 5<sup>th</sup> November?

The power of storytelling: The  
Gunpowder Plot

# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- How a group of men, one called Guy Fawkes, tried to blow up the Houses of Parliament in London on 5<sup>th</sup> November 1605.
- Reasons for the gunpowder plot including the fact that the men were unhappy with how the king, King James 1st was treating them
- How that, in celebration of his survival, King James ordered the people of England to celebrate on 5th November each year.

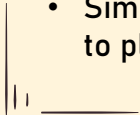


# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

- **Historical Interpretation:** Find and analyse a wide range of evidence about the past and develop their understanding of how historians and others investigate the past
- **Historical Investigations:** Select relevant sections of information to address historically valid questions and construct detailed, informed responses
- **Chronological Understanding:** Accurately use dates and terms to describe historical events and understand how some historical events/periods occurred concurrently in different locations.
- **Cause and Consequence:** Understand how one event can have multiple consequences that impact on many countries and civilisations
- **Similarities and Differences:** Explain and give examples to show that things may have been different from place to place at the same time and start to give reasons for these similarities and differences







Robert  
Winter

Christopher  
Wright

John  
Wright

Thomas  
Percy

Guido  
Fawkes

Robert  
Catesby

Thomas  
Winter



# Year 1

## Spring

How have toys  
changed?

The power of storytelling: How  
Lego was invented and  
developed.

## Key Substantive Knowledge

**The Key Substantive Knowledge that children will gain throughout this topic includes:**

- How toys were manufactured in the past and from what materials.
- How modern toys differ in how they are made and from what materials.
- The history of battery operated toys.

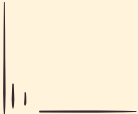


# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

- **Historical Interpretation:** Observe and use pictures, photographs and artefacts to find out about the past and start to use stories or accounts to distinguish between fact and fiction
- **Historical Investigations:** Observe or handle evidence to ask simple questions about the past and sort some objects/artefacts into new and old and then and now
- **Chronological Understanding:** Sequence artefacts and events that are close together in time; sequence pictures from different periods, and describe memories and changes that have happened in their own lives.
- **Presenting, Organising and Communicating:** Talk, write and draw about things from the past.









# Year 1

## Summer

### Who was Grace Darling?

The power of storytelling: The Forfarshire Rescue.



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- When and where Grace Darling was born.
- How her father, William, was a lighthouse keeper.
- The role she took in the rescue of sailors from the shipwrecked Forfarshire.
- How Grace and her father were celebrated from their acts of heroism.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

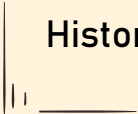
**Historical Interpretation:** Observe and use pictures, photographs and artefacts to find out about the past and start to use stories or accounts to distinguish between fact and fiction.

**Knowledge and Understanding of Events and People in the Past:** Know and recount episodes from stories and significant events in history

**Presenting, Organising and Communicating:** talk, write and draw about things from the past

**Cause and Consequence:** Understand that a consequence is something that happens as a result of something else

**Historical Significance:** Talk about why the event was important and what happened











# Year 2

## Autumn

### Why do we remember the Great Fire of London?

The power of storytelling: The events  
that happened once the Great Fire of  
London started.



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- When and where the fire started.
- What the cause of the fire was and how it was able to spread so quickly and easily.
- How the people of London tried to tackle the fire.
- How Samuel Pepys wrote a diary about the events of the Great Fire of London.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Interpretation:** Start to compare two versions of past events and explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past

**Chronological Understanding:** Order dates from earliest to latest on simple timelines

**Knowledge and Understanding of Events and People in the Past:** Describe significant individuals from the past and understand that there are reasons why people in the past acted as they did

**Similarities and Differences:** Recognise some similarities and differences between the past and the present

| Historical Significance: Explain reasons why someone might be significant









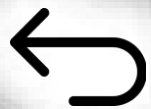


# Year 2

## Spring

How has transport  
changed?

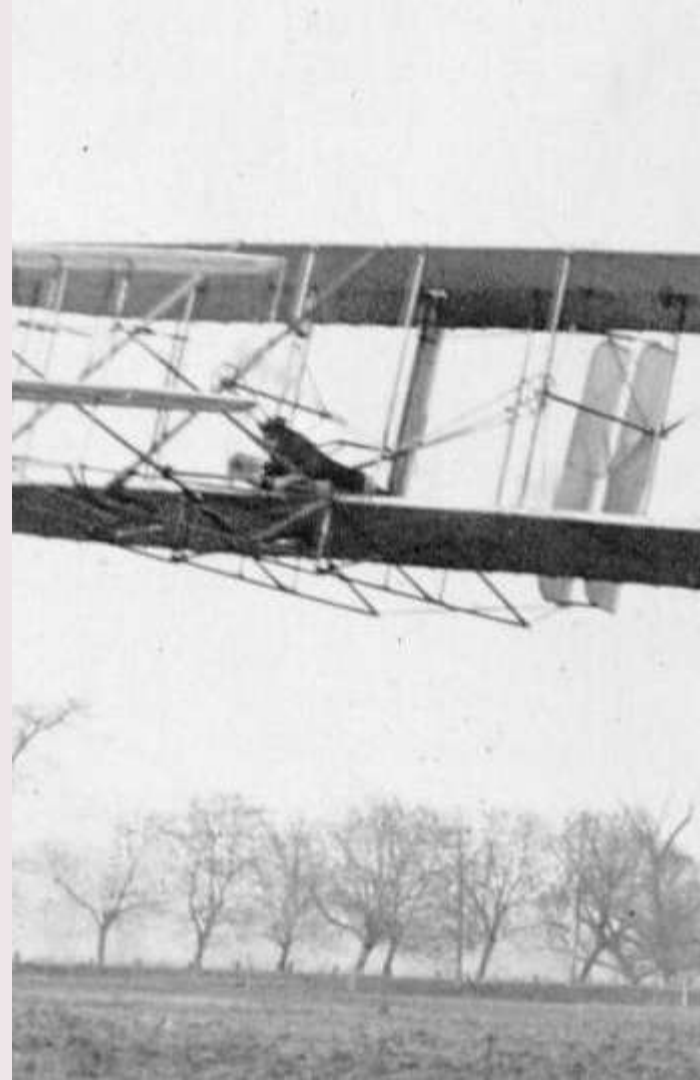
The power of storytelling: The  
Wright Brothers Story



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- When the first bicycle was invented
- When the first petrol car was invented
- How Robert Stephenson made a steam train called The Rocket
- How and when the Wright Brothers created the first aeroplane



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Investigations:** Observe or handle evidence to find answers to simple questions about the past as well as use the evidence to explain the key features of events.

**Chronological Understanding:** Order dates from earliest to latest on simple timelines and use applicable words and phrases to show the passing of time.

**Continuity and Change:** Begin to understand that some things change and some things stay nearly the same.

**Similarities and Differences:** Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.

**Historical Significance:** Explain reasons why someone might be significant.









# Year 2

## Summer

Who were the famous  
people of Darlington

The power of storytelling: North Road:  
Railway Heartland



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- How Edward Pease was a Quaker and is linked to the introduction of the railways.
- How George Stephenson was employed by Pease to design locomotives.
- Joseph Pease's involvement in the management of the Stockton and Darlington Railway.
- How James Bellasis gave Darlington a farm which is now the South Park.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Investigations:** Observe or handle evidence to find answers to simple questions about the past as well as use the evidence to explain the key features of events.

**Chronological Understanding:** Order dates from earliest to latest on simple timelines and use applicable words and phrases to show the passing of time.

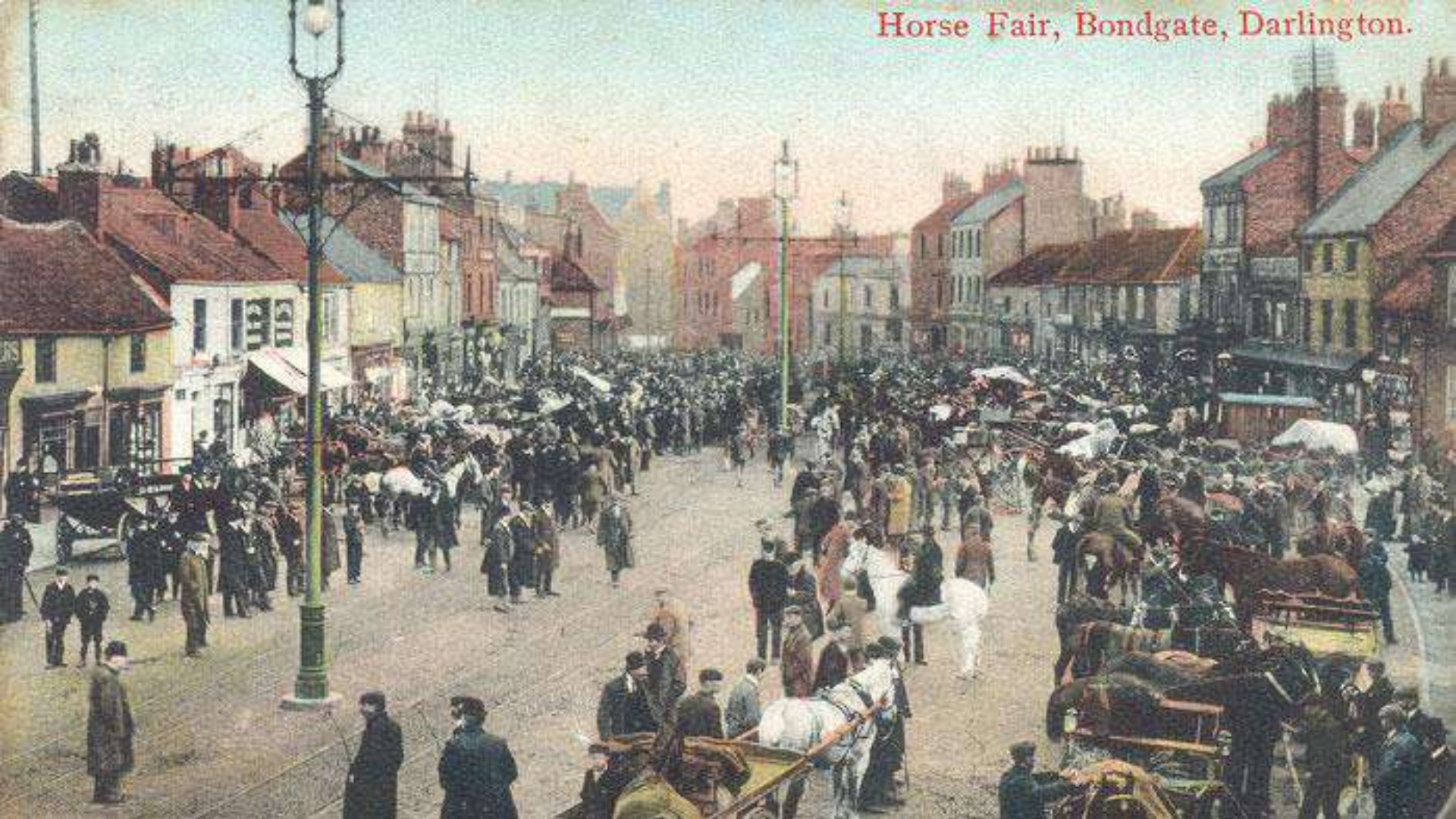
**Continuity and Change:** Begin to understand that some things change and some things stay nearly the same.

**Similarities and Differences:** Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.

**Historical Significance:** Explain reasons why someone might be significant.



Horse Fair, Bondgate, Darlington.







# Year 3

## Autumn

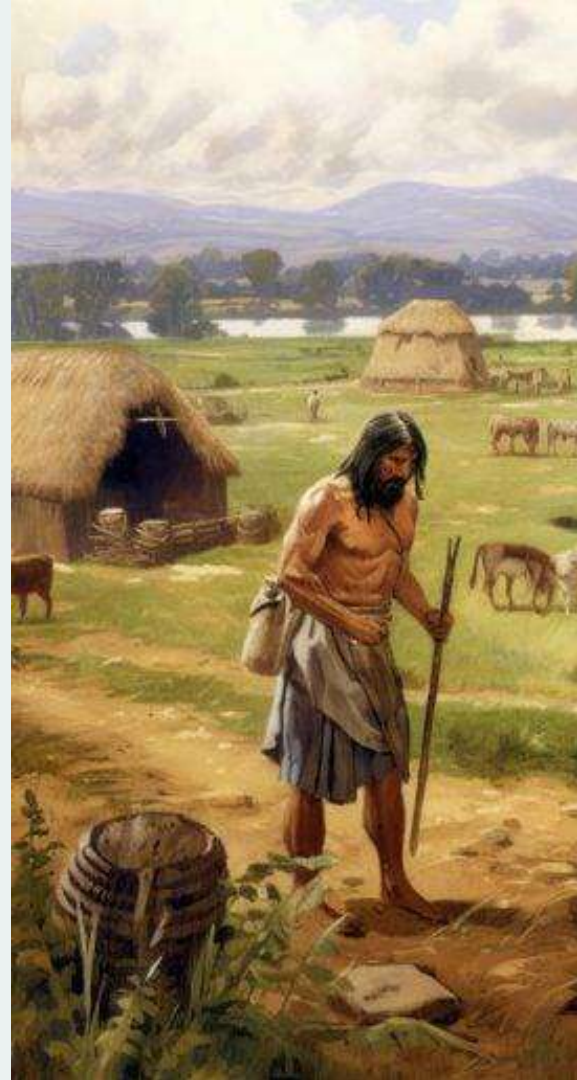
What was life like for  
Early Man?

The power of storytelling: The  
uncovering of Skara Brae

# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- How the Stone Age began around 2.5 million years ago and ended in 2500BC.
- The 4 different types of human in the Stone Age.
- Where Stone Age humans lived and how they decorated their homes with drawings.
- Farming and hunting in the stone age.
- Skara Brae was a stone built Neolithic settlement uncovered in 1850.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:


**Historical Interpretation:** Begin to understand some of the ways in which historians and others investigate the past

**Historical Investigations:** Use a range of primary and secondary sources to find out about the past and gather more detail from sources such as maps to build up a clearer picture of the past

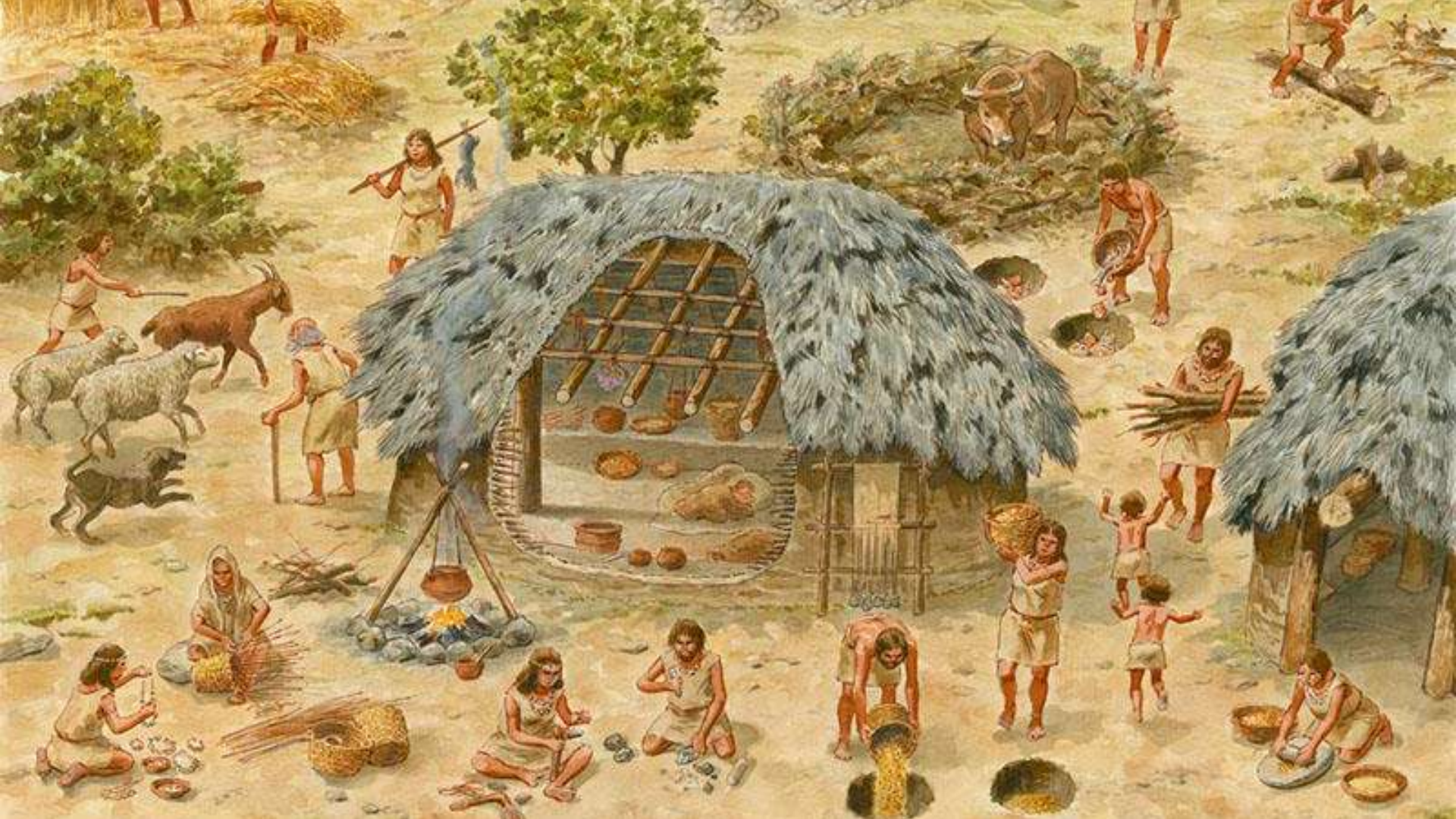
**Chronological Understanding:** Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

**Knowledge and Understanding of Events and People in the Past:** Find out about the everyday lives of people in time studied compared with our life today, and identify key features, aspects and events of the time studied

**Historical Significance:** Begin to understand that historical significance is a decision that people living in modern times











# Year 3

## Spring

What was the impact of  
bronze and iron on early  
society?

# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The bronze age was about 2,300BC to 800 BC and was defined by the technology to make metal.
- The Iron Age was about 800BC-43AD and was defined by the technology to make iron using sedimentary rocks-it ended after the final Roman invasion of Britain.
- Iron replaced bronze as the main metal for making tools and weapons in Britain.
- Better tools for agriculture improved farming and this meant that the population began to rise.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Interpretation:** Begin to understand some of the ways in which historians and others investigate the past.

**Historical Investigations:** Use a range of primary and secondary sources to find out about the past

**Chronological Understanding:** Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

**Presenting, Organising and Communicating:** Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies)

**Substantive Concepts and Historical Vocabulary:** Build on prior knowledge to start to gain further understanding of substantive concepts

**Continuity and Change:** Identify key things that changed and stayed the same between periods  
- identify key things that changed between periods









# Year 3

## Summer

How have the Ancient  
Greeks influenced  
Britain?

The power of storytelling: Greek  
Myths





# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The first Ancient Olympic Games were held in Olympia in 776BC.
- Greek gods and goddesses were placed in temples. Parthenon is a temple in Athens built for the goddess Athena.
- A system of rules called democracy were introduced in 507 BC. Only men were allowed to vote.
- The Battle of Marathon happened in 490BC. King Darius wanted to take control of Athens.
- Shipbuilding was important in ancient Greece. This was used for communication and trade because many places could be accessed by the sea.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:


**Historical Interpretation:** Look at two versions of the same event or story in history and identify differences.

**Historical Investigations:** Use a range of primary and secondary sources to find out about the past and gather more detail from sources such as maps to build up a clearer picture of the past.

**Knowledge and Understanding of Events and People in the Past:** Find out about the everyday lives of people in time studied compared with our life today.

**Cause and Consequence:** Understand that a cause is something directly linked to an event and not just something that happened before it.

**Historical Significance:** Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past









# Year 4

## Autumn

What was life like in  
Ancient Egypt?  
The power of storytelling: Howard  
Carter's Experience





# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ancient Egypt started in 3150BC until 30BC-so it lasted for around 3000 years
- The Egyptians lived along the River Nile. They used the water to grow crops, to get food from and for transportation
- Pyramids and tombs were used for pharaohs. Howard Carter found the tomb of Tutankhamen in 1922.
- Mummification was the process they used for preserving bodies.
- Their alphabet was formed with 700 hieroglyphs. The word means 'sacred carving'



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:


**Historical Interpretation:** Begin to understand some of the ways in which historians and others investigate the past.

**Historical Investigations:** Regularly address and sometimes devise own questions to find answers about the past and begin to undertake their own research.

**Chronological Understanding:** Sequence several events, artefacts or historical figures on a timeline using dates.

**Knowledge and Understanding of Events and People Past:** Explain how people and events in the past have influenced life today.

**Cause and Consequence:** Begin to understand that historical events create changes that have consequences and that these consequences sometimes last long after the event is over.











# Year 4

## Spring

What impact did the  
Romans have?

The power of storytelling: Romulus  
and Remus

# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The Roman period started in 43 AD and ended in 410 AD. Hadrian's Wall was built to separate England from Scotland.
- The first invasion by Julius Caesar was unsuccessful. 100 years later Emperor Claudius was ruling, he won and took over the south of England.
- Roman roads were made from crushed stones. Bonfires were used to help build them as straight as possible.
- Romans loved to keep clean and bathing was a sociable experience.
- The Romans gave us new towns, plants, animals, a new religion and new ways of reading and counting. Even the word Britain comes from the Romans.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

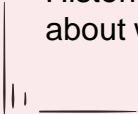
**Historical Interpretation:** Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

**Historical Investigations:** Regularly address and sometimes devise own questions to find answers about the past and begin to undertake their own research.

**Knowledge and Understanding of Events and People Past:** Explain how people and events in the past have influenced life today.

**Similarities and Differences:** Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs

**Historical Significance:** Identify historically significant people and events from a period of history and give some detail about what they did or what happened









# Year 4

## Summer

How did World War II  
change Britain?

The power of storytelling: The start  
and end of WWII



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- World War II lasted from September 1939 until September 1945. The outbreak of war was announced in Britain by the Prime Minister-Neville Chamberlain-via a radio broadcast.
- During World War II, people were evacuated from the cities to the countryside. Over 3.5 million children were evacuated during World War II.
- Rationing started in May 1941 and lasted until 1954. This was a system to make sure people had equal access to food, clothes and fuel.
- In December 1941 women were conscripted for war work. All unmarried women aged 20-30, (later extended to 19-43), had to either join the armed forces, work in a factory or work on the land with the Women's Land Army
- There was a need to keep safe from the threat of German attack-especially by air from the Luftwaffe. Bomb shelters, blackouts and gas masks were introduced as a form of protection.





# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

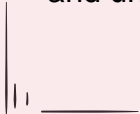
**Historical Interpretation:** Begin to understand some of the ways in which historians and others investigate the past.

**Historical Investigations:** Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.

**Knowledge and Understanding of Events and People Past:** Explain how people and events in the past have influenced life today.

**Continuity and Change:** Explain the impact of some changes that have happened throughout different periods of time and start to understand that there are times in history when change happens suddenly.

**Cause and Consequence:** Explain a series of directly related events that happened in the lead up to a historical event and understand that a consequence is something that happens as a direct result of something else.





# Year 5

## Autumn

What was life like  
during the Shang  
Dynasty?

The power of storytelling: The  
Great Flood of Gun-Yu





# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The Shang Dynasty was a family who ruled in ancient China from around 1600BC until 1046 BC (the same time as the Bronze Age in Britain)
- The Shang Dynasty ruled in a region in North China along the Yellow River Valley-often called 'Mother River'
- Oracle bones provide the first evidence of any society in ancient China. These were made of the shoulder blades of animals such as oxen or from turtle shells
- The king had absolute power. The nobles owned the farmland for farmers to farm. Under nobles were priests, then merchants, then craftsmen, then farmers and finally slaves. This is called a social pyramid.
- Most people in ancient China were peasants. They led simple lives. Most children did not go to school. People learned skills such as crafting or mining.

湯  
順天應人 本平仁義  
以質耀忠 匪曰求異  
盤銘一德 桑林六事  
人紀肇修 垂千萬世



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Interpretation:** Start to understand the difference between primary and secondary evidence and start to question its reliability.

**Historical Investigations:** Begin to undertake their own research and use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.

**Knowledge and Understanding of Events and People in the Past:** Identify and note connections, contrasts and trends over time in the everyday lives of people.

**Similarities and Differences:** Explain and give varied examples of how life was similar and different in the past.

**Historical Significance:** Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.





殷墟宫殿宗庙遗址  
YIN XU





# Year 5

## Spring

What impact did the  
Anglo Saxons have?

The power of storytelling: Robin Hood  
and his Merry Men

# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The Anglo Saxon period covered six centuries from 410AD to 1066AD.
- Anglo Saxons came from Germany, Netherlands and Denmark and crossed the North Sea in wooden boats.
- Saint Bede wrote a religious book called The Reckoning of Time which the Anglo Saxons used to study.
- Lindisfarne (Holy Island) was significant in the introduction of Christianity in Britain. This was the biggest impact the Anglo Saxons had on Britain.
- Anglo Saxon villages were often named after the Chieftain. These places often have the letters 'ing' or 'folk' somewhere in their name. 'Ton' means enclosed village, farmstead or manor.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

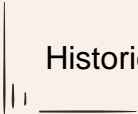
**Historical Interpretation:** Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past and consider different ways of checking the accuracy of interpretations

**Chronological Understanding:** Order an increasing number of significant events, movements and dates on a timeline using dates accurately

**Substantive Concepts and Historical Vocabulary:** Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts

**Cause and Consequence:** Examine in more detail the short and long-term causes of an event being studied and understand that some causes may be more significant than others and that some causes are less significant.

**Historical Significance:** Understand that what we consider to be significant can change throughout different periods











# Year 5

## Summer

How have the railways changed?

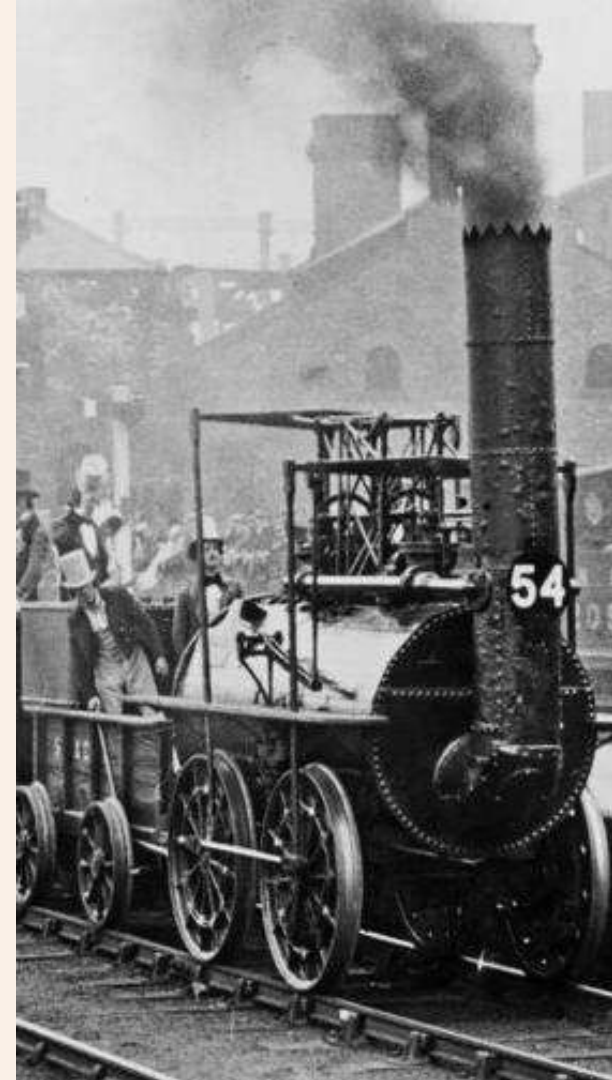
The power of storytelling: How trains have changed over 200 years.



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Steam engines were first developed by Thomas Savery in 1698 and was based on the workings of a pressure cooker.
- The Stockton to Darlington Railway opened on 27th September 1825 and was the first passenger railway to use steam trains to transport passengers.
- The world's first underground railway was built in London in 1863. It was called the 'Metropolitan'.
- Between 1940 and 1960, electric and diesel trains replaced steam powered trains in most countries. Some locomotives collected electricity from overhead cables.
- The fastest trains can travel up to 200mph. They are diesel electric trains. The train of the future is the maglev train which runs on magnets and can reach speeds of up to 325mph.





# Disciplinary Skills and Knowledge

The disciplinary skills and knowledge that children will develop throughout this topic include:

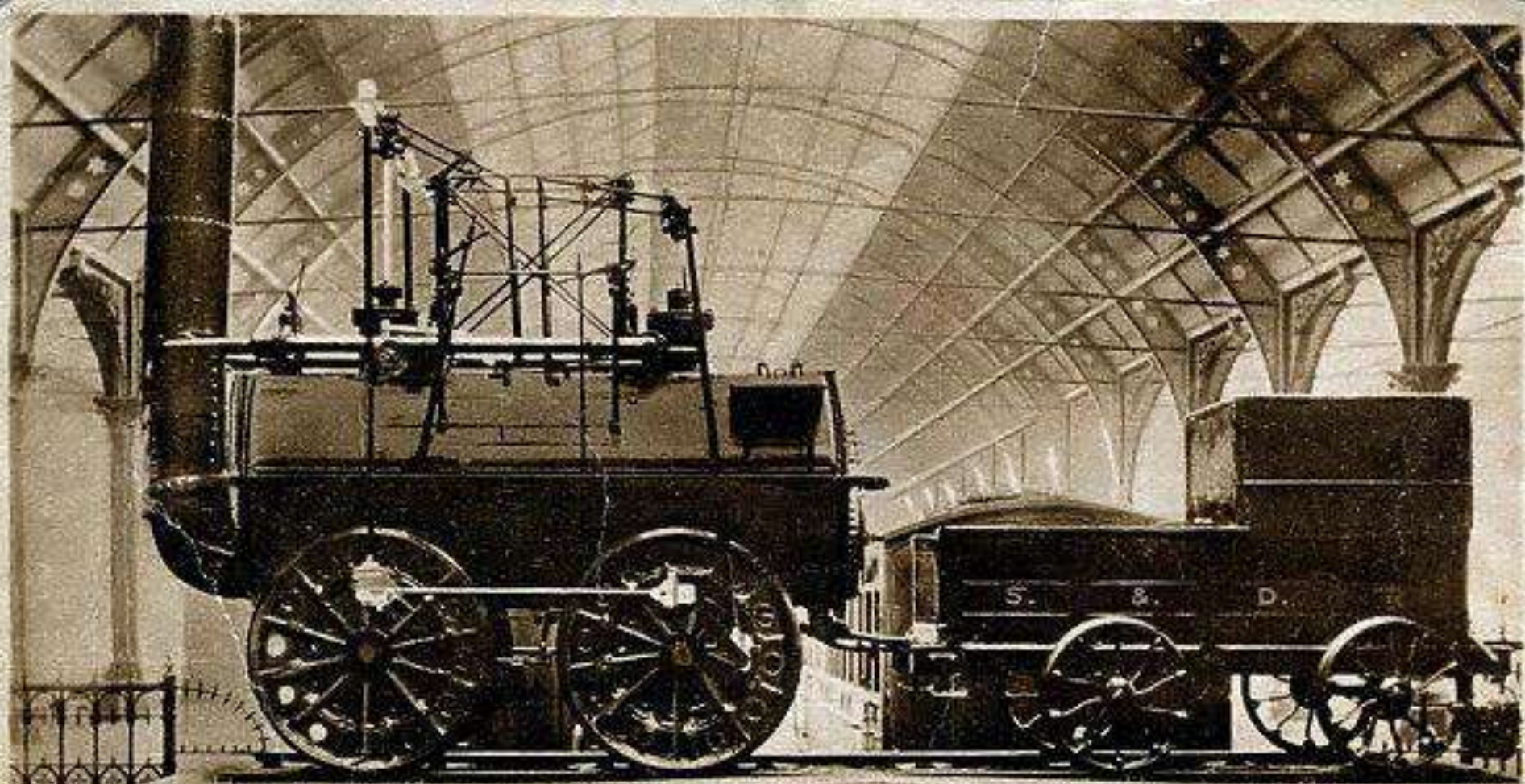
**Historical Interpretation:** Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.

**Historical Investigations:** Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites

**Presenting, Organising and Communicating:** Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives

**Continuity and Change:** Identify why some changes between different periods of time have had more significant consequences than others and explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity.





S. S. D. R. N° 1. 1825.



A vibrant, stylized illustration depicting the Maya creation story. It features a central figure, likely a deity or ancestor, with a large, ornate headdress and a long, flowing beard, blowing a long, white, smoke-like substance. To the right, another figure in a red tunic and a blue headdress is shown in a dynamic pose, possibly dancing or performing a ritual. The background is filled with swirling, flame-like patterns in shades of yellow, orange, and blue. The entire scene is framed by a decorative border of colorful, stylized elements.

# Year 6

## Autumn

What was life like for the  
Maya?

The power of storytelling: The  
creation story of the Maya.



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- By 900AD the Maya were a very advanced society who made significant advancements in maths, architecture and astronomy
- They lived in a place called Mesoamerica which was made of Mexico and parts of Central America. They lived in Guatemala, Belize, Honduras, Yucatan Peninsula and El Salvador
- 60 cities were built by the Maya. They had one ruler per city and believed the ruler was given power by God.
- The Maya had a writing system where they used hieroglyphics. There were up to 800 hieroglyphs in this system.
- The Maya had many different Gods and Goddesses. Chaac was the God of rain and storms. Itzamna was the patron of learning. Awilix was the Goddess of night and moon.



# Disciplinary Skills and Knowledge

The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Interpretation:** Find and analyse a wide range of evidence about the past as well as continue to develop their understanding of how historians and others investigate the past.

**Historical Investigations:** Select relevant sections of information to address historically valid questions and construct detailed, informed responses and investigate their own lines of enquiry by posing historically valid questions to answer.

**Knowledge and Understanding of Events and People in the Past:** Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

**Cause and Consequence:** Understand that one event can have multiple consequences that impact on many countries and civilisations and address and devise historical questions about cause and consequence







# Year 6

## Spring

What impact did the  
Vikings have?

The power of storytelling: King Alfred  
the Great



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The Vikings sailed huge distances from their homes in Scandinavia between 800AD to 1066 to raid other countries.
- There were seven separate kingdoms in England, each ruled by a separate king. The kings battled to try and become the most powerful ruler and kingdom.
- Vikings were expert boat builders and sailors. Their longboats were designed to float high in the water making landing on beaches easy.
- The Vikings worshipped Gods. The main ones were Odin, Thor and Frey who lived in Asgard-the inner world of their universe.
- There are 24 runes in the Viking alphabet. Runes were not used as we use writing now. They were originally used to mark items of great importance.



# Disciplinary Skills and Knowledge



The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Interpretation:** Find and analyse a wide range of evidence about the past and continue to develop their understanding of how historians and others investigate the past.

**Historical Investigations:** Select relevant sections of information to address historically valid questions and construct detailed, informed responses.

**Knowledge and Understanding of Events and People in the Past:** Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children

**Cause and Consequence:** Understand that one event can have multiple consequences that impact on many countries and civilisations

**Historical Significance:** Start to explain the importance of an event using the following criteria:  
significant individually, regionally, nationally or globally.









# Year 6

## Summer

How has crime and  
punishment changed?  
The power of storytelling: Dodger's  
guide to crime and punishment



# Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- In Roman times, Vigiles dealt with criminals. The most common punishment was whipping and flogging.
- In Anglo-Saxon times a system called Tithing was introduced. A group of ten men (over 12 years old) were made responsible for each other's behaviour. If one of them broke the law, the other members of the group had to bring them to court to be punished.
- In Tudor times, being branded and locked in stocks were forms of punishment. These punishments were held in public so others could see what was happening, it was hoped this would prevent people from carrying out crimes.
- During Victorian times, the police force was introduced and prisons became the main form of punishment. In 1854, special youth prisons were introduced to deal with children who broke the law.
- During World War II, fines and prison sentences continued. Looting was a big problem due to the number of bombed properties in towns and cities. Murder during this time carried the death penalty in England.





# Disciplinary Skills and Knowledge

The disciplinary skills and knowledge that children will develop throughout this topic include:

**Historical Interpretation:** Find and analyse a wide range of evidence about the past. Show an awareness of the concept of propaganda as well as know that people in the past represent events or ideas in a way that may be to persuade others

**Historical Investigations:** Select relevant sections of information to address historically valid questions and construct detailed, informed responses as well as investigate lines of enquiry by posing historically valid questions to answer

**Knowledge and Understanding of Events and People in the Past:** Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time

**Continuity and Change:** Start to categorise some types of changes into political, economic social and technological and understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history



