The History Curriculum

Year 4

Intent	At Benjamin Adlard Primary School we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past, world history and the role of significant people that have influenced the world we live in today. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; changes in living memory and beyond living memory and learn about the lives of significant people of the past. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.
Implementation	At Benjamin Adlard we have chosen to use resources from Rising Stars to support the delivery of our History curriculum. We have chosen this scheme as it provides stimulating resources which support pupils to consider questions, as well as to acquire knowledge, and therefore to have a greater depth of understanding. In Key Stage 1 and 2 each year group undertakes three half-termly units in History and these are outlined in the long term plan. Each of these units is informed by a Medium Term Plan which outlines the key question, key learning and key vocabulary for each unit
Impact	Pupils will: • Have a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. • Have excellent knowledge of people, events and contexts from a range of historical periods and of historical concepts and processes. • Have the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. • Have a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics. • Have the ability to think, react, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • Have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Progression through the National Curriculum

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- This could include:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain
- This could include:
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- This could include:
- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study
- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year 4 – Autumn	Unit 1 – Ancient Egyptians

National Curriculum Objectives Covered

Pupils should be taught about:

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient Chin

Cross Curricular links

- Art: hieroglyphics – creating your own cartouche
- DT: making your own papyrus, investigating pyramid construction, making models of a shaduf
- English: researching information, writing a diary or newspaper account
- Geography: physical characteristics and climate, using maps, agriculture
- Maths: timelines
- RE: understanding and comparing beliefs, gods and afterlife
- Science: mummification processes – mummifying an object, e.g. an orange

Prior Learning

Year 1	Year 2	Year 3
Historical Knowledge – Constructing the past		
- In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. - Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.	- Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. - Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.	- Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.

History Programme of Study in Year 4
By the end of this unit, pupils will :

- Identify a range of details from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections.
- Begin to make some reference to other societies, but their reasoning may be undeveloped.

History Programme of Study
Next Steps – Progression through the history curriculum

Year 5	Year 6
Historical Knowledge – Constructing the past	
Can understand some features associated with themes, societies, people and events, e.g. use knowledge gained to demonstrate an understanding of aspects of the life within the Viking period, such as religion and food, but without links and grouping them into themes, e.g. social, cultural.	- Can provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Maya civilisation. - Will begin to make links and group them into themes, e.g. social, cultural.

Will be able to make some reference to and identify links with other societies studied, e.g. The Anglo-Saxons.	- Will be able to make links with themes in other societies studied, e.g. The Ancient Egyptians.

Unit Overview

In this unit, the children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The National Curriculum Programmes of Study for History require you to study Ancient Egypt in the context of three other early civilisations. These are the Shang Dynasty of Ancient China, Ancient Sumer and the Indus Valley civilisation. The first session introduces all 4 civilisations, and supports the children in understanding where they were located in time and place. It looks at some of the common features that made them so successful. The children could go on to study more about these cultures as part of extension or homework activities. It is also important to make comparisons with what was happening in Britain at the same time, linking back to prior learning in Year 3. This helps the children to understand why the achievements of the Ancient Egyptians should be regarded as so significant. There is a strong focus on sources of evidence within this unit, and this makes an excellent link to the Big Finish where the children collect their own sources to create a 21st century time capsule. If you plan to bury your time capsule, this is a brilliant opportunity to engage with your local community by inviting them to the ceremony.

Key knowledge acquired throughout this unit	**Key skills acquired throughout this unit**
- I can secure knowledge and understanding of British, local and world history. - I know how our knowledge of the past is constructed from a range of sources. - I know why the Nile was so important to the Egyptians. - I know why some of this evidence can be found in Britain and other countries. - I know a range of different roles and jobs carried out by the Egyptians. - I know the different roles in a hierarchy of importance. - I know how one of the different groups contributed to significant achievements. - I know why the Egyptians built the pyramids. - I know important details about Egyptian religion.	- I can use a timeline to locate Ancient Egypt and other ancient civilisations. - I can provide some reasons why the Ancient Egyptians were successful. - I can identify some of the main sources of evidence about Ancient Egyptian life. - I can make suggestions about how the pyramids were built. - I can explain why the Egyptians did certain things as part of their religion. - I can use artefacts and images to find out about Egyptian religion.

Subject knowledge and teaching guidance

Ancient Egypt existed some 5,000 years ago. Although the actual end date is uncertain, it is estimated that it lasted around 3,000 years as the leading nation in the Mediterranean world. It owes much of its success to the River Nile, whose flooding cycle and controlled irrigation allowed for fertile land and prosperous agriculture. There is a reasonable amount of surviving evidence through structures such as pyramids, temples, artefacts – especially grave goods – as well as writing. The Egyptians had a system of writing called hieroglyphics. The Egyptians had a well-structured and stratified society with pharaohs at the top, nobles, then scribes and priests, but most were farmers. There were also slaves. The status of women was relatively high in Egyptian society, with some becoming pharaohs. There were many famous pharaohs including Rameses III, Akhenaten, Cleopatra and Tutankhamun. Religion was very important to the Ancient Egyptians, and they had a strong belief in the afterlife – as evidenced by the often elaborate burial processes. This topic is an ideal one for a museum visit. Rich Victorians and Edwardians were fascinated by the Egyptian culture and collected Egyptian artefacts to decorate their homes. Many of these artefacts have now found their way into public collections, meaning many of our regional museums have extensive Egyptian collections. The British Museum houses the largest collection of Egyptian artefacts outside Egypt. Many museums offer workshops and some offer loan boxes of genuine or replica artefacts. If you would like to use artefacts, it is also worth asking parents and members of the school community, who may have had a holiday in the area and brought back souvenirs they are happy to loan or donate to your collection. There are many exciting cross-curricular opportunities resulting from this unit. However, it is important to use time outside your history allocation if, for example, you want to mummify an object or design and create your own shaduf. This unit also provides many opportunities for homework and extension activities.

A group of people can be regarded as a civilisation (the word comes from the Latin word ‘civis’ meaning someone who lives in a town) if they have some form of urban development (some of the population live in towns and cities, as opposed to living in tribes and isolated family groups as in the prehistoric period, etc.), if there is a system of government, if the people use the environment to provide them with food, id they have a common language and possibly religion and if they have their own culture (literature, art, architecture, etc.). The children may also know something about the Romans (to be studied in the Spring term) or the Ancient Greeks (to be studied in Year 6).

- Ancient Sumer grew up on the banks of the Tigris and Euphrates rivers in an area we know today as Iraq. It existed from 3200 BC to 1792 BC until it became part of the Babylonian Empire. The Sumerians are significant for developing some of the first cities, forms of writing and the wheel. It is thought that the civilisation came to an end as flooding rivers meant they could no longer grow enough food to feed all their people. As a result, the people began to move into rural areas, weakening the cities. Eventually they were invaded by their neighbours the Elamites, and the civilisation came to an end.
- The Indus Valley civilisation grew on the banks of the River Indus between 2600 BC and 1900 BC. The civilisation was in an area that now forms part of Pakistan and northwest India. It is significant for its towns including Mohenjo Daro, developing trading links and early forms of writing. It is unclear exactly why the civilisation ended, but there are several theories put forward by archaeologists. It may have been that they lost their main trading partner Mesopotamia, as that area was experiencing political problems. This would have meant there was a shortage of goods and the traders lost money. Or it could have been that they were invaded from the North and conquered. But most likely climate and geographical changes caused the Indus River to change its course and the land began to flood, ruining crops and starving the people.
- The Shang Dynasty grew on the banks of the Yellow River in China between 1760 BC and 1046 BC. It is best known for its early form of writing, developing a calendar and the quality of their craftsmanship. The Shang Dynasty ended when they were conquered by the neighbouring state of Zhou and a new dynasty was formed.

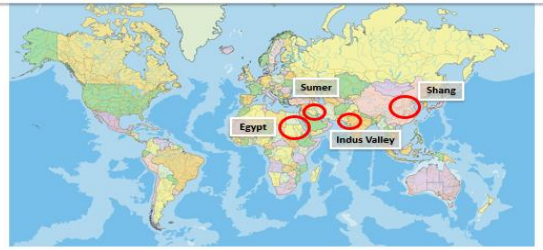
We know more about the Ancient Egyptian civilisation than the others because there is so much evidence left to tell us about who they were and how they lived. Also, what we have is often spectacular, like the finds in the tombs, and even monumental, like pyramids and sphinxes. Egypt has traditionally been more accessible than the other areas, and is now a popular holiday destination. We can view many Egyptian artefacts in our national and even regional museums.

The River Nile at 4,187 miles/6,738 kilometres long, is the longest river in the world. It is unusual because it flows from South to North. It is formed from two rivers – the White Nile and the Blue Nile – that join together. The White Nile rises near Lake Victoria in the South, and the Blue Nile rises near lake Tara. In ancient times, the rain that fell in Central Africa in May reached the Nile Valley in August. This made the river flood, and when it receded, it left behind black mud which made the land very fertile. This made the land very good for farming. However, farming was precarious as sometimes there was not enough rain and then the crops failed. Other times, there was too much water, and the crops and villages were washed away. In ancient times, the shaduf was invented to lift water from the river to irrigate the land. It consisted of a pole with a bucket and a counterweight. Today to make sure there is water all year round, the river is controlled by dams like the Aswan Dam.

The River Nile was important as it provided the Egyptians with fresh water, a supply of fish, somewhere for washing themselves and their clothes, papyrus for making paper grew on its banks and wildlife like ducks, geese and even hippopotami lived on the banks. The mud around the river could be used to make bricks to build houses. The river also provided a form of transport using rafts, barges and boats. The main crops grown around the Nile were emmer wheat for bread and barley for beer. Fruit and vegetables were grown, such as garlic, lettuce, leeks, beans, lentils, cucumbers, figs, dates, gourds, melons and pomegranates. The Egyptians worshipped the god of the Nile, called Hapy, and made sacrifices to him to ensure the waters rose every year.

There were three key periods in Ancient Egypt, called kingdoms. The key dates for these are the Old Kingdom: 2649–2150 BC, Middle Kingdom: 2134–1783 BC and New Kingdom: 1550–1070 BC. The Old Kingdom was much more peaceful than the later periods, and they did not even have a standing army. This was the time of the pyramid builders. In the Middle period, many things changed, particularly when Akhenaten was pharaoh when he moved the capital and changed their religious system to a single sun god. At this time, Egypt became a great trading nation. In the New Kingdom, Egypt's power began to decline and other societies began to take control. Eventually, they became a Roman province and part of the Roman Empire.

Where were these civilisations located in the world?

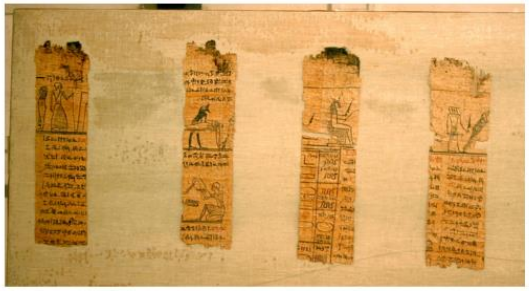


Why was the River Nile so important?

- At 4,187 miles, it is the longest river in the world.
- It stems from two rivers, the White Nile and the Blue Nile.
- The river would annually flood and recede, leaving behind excellent farming land.
- It also provided fresh water, fish, somewhere to wash, papyrus for writing, mud for building and transport options.
- The Egyptian god of the Nile was called Hapy.

The Rosetta Stone is named after the village where it was discovered. It was found in 1799 by French soldiers who were part of Napoleon's invading army. It is a huge slab of black granite weighing 762 kg. It is 28 cm thick, 114 cm high and 72 cm wide. It contains inscriptions in three different types of writing. The first script contains hieroglyphs, the middle script was demotic, which is the popular type of script found on papyrus documents and the third script is Greek, which could be translated. Jean-Francois Champollion finally cracked the code. He worked out that many of the hieroglyphs did not stand for objects or ideas but for phonic sounds. He found that the king referred to on the stone was Ptolemy V, who reigned in Egypt from 205 BC to 180 BC. He deciphered that the actual inscription was made on 27th March 196 BC on the first anniversary of Ptolemy becoming pharaoh. It refers to a special festival being held in Ptolemy's honour, as he was regarded as a god. When the British defeated the French in 1815, the stone was brought to London, and it has been exhibited at the British Museum ever since. Hieroglyphs can be read in any direction and there is no punctuation, which makes them very confusing. The direction of the faces helps to show the direction in which it should be read.

The Book of the Dead



It can be found in the British Museum in London.

The tomb of the pharaoh Tutankhamun was discovered in 1922 by the archaeologist Howard Carter while he was digging in the Valley of the Kings. Lord Canarvon funded his work. Carnarvon had become fascinated by Ancient Egypt when he had visited the country to improve his health. He funded Carter's work for seven years, and during this period very little was found. He was losing patience but agreed to fund one last season. Fortunately, at this time the steps down to the tomb were discovered. What made the discovery exciting were the intact seals on the door. This suggested that the tomb had not been ransacked by grave robbers. Carter's diary helps us to know much about the discovery, and photographs and newsreels from the time also support our understanding about the excitement the discovery caused in the 1920s. People continue to be fascinated by the story of the discovery, and many films and books are based on the event.

What was found in the tomb?

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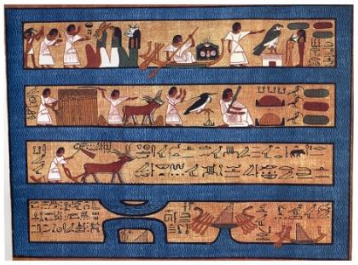
Agriculture was a vital part of Ancient Egyptian economy. The Nile valley had a warm climate and fertile soil for growing crops. The River Nile provided a regular water supply. However, care had to be taken to avoid the land flooding, and irrigation had to be used to ensure the water reached the crops. The farmers faced many problems such as flash flooding and plagues of insects, which could easily destroy their crops. They were skilled at farming and used cattle to pulls their ploughs. Many laborers worked on the land to support the farmers – they were especially important at harvest time to cut the crops by hand using a sickle. The wheat had to be winnowed before it was stored. This process separated the grain from the straw (chaff). Special fans were used so that the grain fell to the ground and the chaff blew away. Women often carried out this work.

The Ancient Egyptians grew many different crops, including emmer wheat for bread and barley for beer. Fruit and vegetables were grown, such as garlic, lettuce, leeks, beans, lentils, cucumbers, figs, dates, gourds, melons and pomegranates. The Egyptians also kept many types of animals including oxen, sheep, goats and cows. They also kept bees for honey. Honey was used as a sweetener because they did not have sugar.

Images that help us understand Ancient Egyptian farming



A pyramid was a tomb to hold the body of a dead pharaoh. Previously, the pharaohs had been buried in flat-topped tombs. The earliest pyramid is the Step Pyramid at Saqqara, which was built for King Djoser in 2650 BC. There are over 80 pyramids found across Egypt today. The most well-known is the Great Pyramid of Khufu (sometimes referred to as Cheops, the Greek name for Khufu). It was built around 2589–2566 BC, and it is thought that between 20,000 and 30,000 people were employed to build the pyramid. Earlier theories that slaves built the pyramids are now dismissed, and it is thought that mainly farm labourers built the pyramids during the flooding season. Later, historians misinterpreted the content in Herodotus' account and assumed that if the workers were not paid, they must be slaves rather than people choosing to work.
The Book of the Dead was a collection of magic spells placed in the tombs of wealthy people to give them a safe journey to the afterlife. The scenes in this unit are from the tomb of Ani in Thebes from 1275 BC. Ani was a scribe. They were donated to the British Museum by Sir Ernest A. T. Wallis Budge (he worked at the British Museum and had his own collection of Egyptian artefacts). Every person had to have their heart weighed against the feather of Maat (the goddess of justice and truth) before they could enter the afterlife. If the heart was heavier than the feather, they would be fed to a monster. If it was lighter or equal in weight to the feather, then Osiris would welcome them into the Field of Reeds (the afterlife). Osiris was the ruler of the land of the dead – his brother Set murdered him. Osiris' body was then embalmed and restored, and this led to the belief in mummification.

The word 'mummy' is from the Arab word for bitumen. This is a black tarry substance, and it was thought this was used for mummification because the mummies looked blackened.

Key vocabulary and definitions	
Ancient	Belonging to the very distant past and no longer in existence.
Civilization	A group of people can be regarded as a civilisation (the word comes from the Latin word 'civis' meaning someone who lives in a town) if they have some form of urban development (some of the population live in towns and cities, as opposed to living in tribes and isolated family groups as in the prehistoric period, etc.),
Shaduf	A hand operated tool used for lifting water out of a well or reservoir.
Hieroglyph	Means sacred cravings. Formal writing system used in Ancient Egypt.
Archaeologists	A person who studies human history.
Cartouche	A carved tablet or drawing representing a scroll with rolled up ends.

Antiquities	The ancient past, especially the period of classical and other human civilization before the Middle Ages.
Mummification	A mummy is a dead human or animal whose soft tissue and organs have been preserved by either intentional or accidental exposure to chemicals.
Hierarchy	A system in which members of an organisation or society are ranked according to their status.
Pyramid	A monumental structure with a square or triangular base and sloping sides that meet in a point at the top.
Shabti	Each of a set of wooden or stone, in the form of mummies, placed in an ancient Egyptian tomb to do any work that the dead person might be called upon to do in the afterlife.

Medium Term Planning

Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
To identify reasons why the Ancient Egyptians are considered a successful civilisation.	To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life.	To understand how different groups of people contributed to Ancient Egyptian achievements.	To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids.	To understand Ancient Egyptians beliefs about creation and the afterlife.	To be able to identify the most important achievements of the Ancient Egyptians.

Year 4 – Spring	Unit 2 – Roman Britain

National Curriculum Objectives Covered

Pupils should be taught about:

- the Roman Empire and its impact on Britain
- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Cross Curricular links

- Art: studying and creating Roman mosaics, Roman architecture, creating props for the Big Finish
- Computing: researching
- DT: creating models of Roman roads, aqueducts, catapults (trebuchet), writing tablets etc., designing coins, creating props for the Big Finish
- English: letter-writing, origins of words, Latin abbreviations, Latin etymology of English words
- Geography: researching Roman place names, map work, routes, transport systems
- Maths: investigating Roman numerals, the Roman calendar

Prior Learning

Historical Knowledge – Sequencing the past

Year 1	Year 2	Year 3
- Knows and is beginning to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent's pupilhood, e.g. now, then, new old, when, before, etc. - Demonstrate a secure understanding of the words used.	- Knows how to sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. - Knows why they have placed the items in this sequence and can explain why.	- Knows how to sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods. - Knows to valid reasons why they have chosen this time period for most of the images.

History Concepts – Significance and Interpretations

- Demonstrate through examples and discussion an understanding of the term 'significance'. - Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. - Will begin to make connections between significant events or people, e.g. the explorers studied.	- Can give a broad range of valid reasons why someone or something is significant. - Demonstrate a secure understanding of the term significance. - Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. - Can make valid connections and judgements between significant events or people, e.g. why one of our local	- Can select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which buildings are of particular significance within their locality. - Can give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.

	heroes is more worthy of study than another.	
Historical Enquiry – Planning and Carrying out a historical enquiry.		
- Can plan a small enquiry by asking relevant questions. - Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' - Can use appropriate historical vocabulary.	- Can pose a range of valid questions independently. - Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?' - Can use a range of appropriate vocabulary in both their questions and answers.	- Can independently devise a range of historically valid questions for a series of different types of enquiry. - Will answer them with detailed structured responses making reference to specific sources of evidence related to 'Why should we preserve our locality?'. - Will use a range of relevant historical terms.

History Programme of Study in Year 4
By the end of this unit, pupils will:

Historical Knowledge – Sequencing the past

- Knows how to accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates and terms, e.g. they can accurately construct a timeline of Roman Britain and with some accuracy link this with a timeline of the Bronze to Iron Age (or other relevant topics previously studied).
- Knows to provide detailed valid reasons why they have sequenced the events/objects in this way.

Historical Concepts – Significance and Interpretations

- Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans.
- Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important.
- Will begin to understand that some things will have long or short-term significance e.g. the developments introduced by the Romans and their relevance today.

Historical Enquiry – Planning and Carrying out a historical enquiry

- Can independently devise significant historical enquiries based on a range of valid questions, e.g. related to 'What happened when the Romans came to Britain?'.
- Can answer the questions in some detail using a range of relevant and varied sources to support points made.
- Work will be clearly structured with contrasting viewpoints considered.
- Use a broad range of relevant historical terms.
- Will work independently and with confidence.

History Programme of Study
Next Steps – Progression through the history curriculum

Year 5	Year 6
Historical Knowledge – Sequencing the past	
- Knows how to sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across topics covered using appropriate dates, period labels and terms, e.g. place many of the important developments, people and events in the Anglo-Saxon period on an annotated timeline. - Knows and begins to make some links between this sequence to the events and people within other time periods studied.	- Knows how to sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates, period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. - Knows how to accurately identify links between this sequence and the events of other periods studied.
History Concepts – Significance and Interpretations	
- Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g the developments made by the Anglo-Saxons. - Can give a range of valid reasons why they have selected a particular aspect as being	- Can confidently explain the reasons why particular aspects of a historical event, development, society or person were of particular significance, e.g. they will describe and then critically evaluate the significance of various achievements made by the Ancient

most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. - Will understand that some will have long-term significance and others only short-term significance, e.g. the spread of Christianity.	Greeks. - Can introduce a hierarchy of importance and explain while some aspects continue to be relevant, others may be dismissed as no longer being relevant and not having long term significance, e.g. within the achievements made by the Ancient Greeks the significant impact of establishing democracy and its importance in society today.
Historical Enquiry – Planning and Carrying out a historical enquiry.	
- Can confidently and independently devise significant historical enquiries based on a broad range of valid questions, e.g related to 'Was the Anglo-Saxon period really a Dark Age?'. - Can answer the questions in detail using a broad range of relevant and varied sources to support points made. - Work is clearly structured with contrasting viewpoints considered. - Will use the evidence to reach a valid and substantiated overall conclusion. - Will use a broad range of relevant historical terms throughout. - Will follow a clear structure appropriate for presenting an argument. - Will work independently and with confidence. - Will begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.	- Can independently plan and produce quality, detailed responses to a wide range of historical enquiries. - Will make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the sub-question and build towards reaching an overall conclusion. - Will reach a valid overall conclusion, e.g. 'Which of the world wars had the greater impact on their community?' with clear reference made to the preceding arguments and evidence. - Will confidently use a broad range of challenging, relevant historical terms throughout. - Will critically evaluate their enquiry and consider ways in which it could be improved or developed.
Unit Overview	
In this unit, the children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did. Wherever possible, take opportunities to link to prior learning undertaken in Year 3 Unit 2: The Bronze Age and the Iron Age. You may decide to incorporate a visit to a local Roman site or museum into the unit, and some ideas have been included on potential locations. The Big Finish is a practical opportunity for the children to apply their knowledge of the Romans in a fun and engaging way. They will investigate how the Roman army was organised, before role playing a reconstruction of a Roman army drill. This session is included as the final learning experience within the unit, but you could cover this earlier if you prefer	
Key knowledge acquired throughout this unit	**Key skills acquired throughout this unit**
- I know why the Romans wanted to invade Britain. - I know that there were differing viewpoints about invading Britain. - I know when and how the Romans conquered Britain. - I know what life was like for a Roman soldier on Hadrian's Wall. - I know why the Vindolanda tablets are such an important piece of evidence. - I know where and why the Romans built their roads - I know how Roman roads were built. - I know the consequences of building the roads for different groups of people. - I know what the Romans did which is still of significance today. - I know that some Roman developments are of more importance now than others. - I know information about the Roman army. - I understand the limitations of a re-enactment as a representation of the past.	- I can describe some of the details about the Roman invasion. - I am aware of the range of evidence available to find out about how the Celts were defeated. - I can use evidence to present a valid argument on whether life was hard for a soldier on the wall. - I can use a variety of resources to obtain information about the achievements of the Romans. - I can use evidence to inform my re-enactment of being a soldier.

Subject knowledge and teaching guidance

The Romans first came to Britain in 55 and 54 BC when Julius Caesar decided to teach the Britons a lesson for supporting the Gauls. However, they did not stay in Britain until Claudius invaded in 43 AD. In a few years, the Romans had control of much of southern England and, in 30 years, much of the west and Wales. However, their dominance was much less in the north, especially in Scotland. Overall, the Romans had control of about three-quarters of Britain. After some temporary successes further north, the border was the 73-mile Hadrian's Wall. Although there were Roman governors and administrators, many local rulers were left in charge as 'client kings'. They were largely left alone, provided they accepted the emperor of Rome and paid their taxes. There were rebellions – the most famous being that of Boudicca in 61 AD – although later troubles were often as much intrigues against the government in Rome. The army was dominant and much effort was directed to supporting it. Only Roman citizens could serve in the legions, but there were also many auxiliaries – many of them not actually from Rome. Although most people lived in the countryside, towns were established – some of them well laid out with walls, grid patterns and public buildings. These were either new or built on former Iron Age settlements such as Colchester, Silchester and London. Some were built largely for retired soldiers, e.g. Lincoln. Richer Romans lived in villas but this is not how many people lived at the time. Roman Britain also had a sizeable number of slaves, and the treatment of women was often poor. Roman Britain reached its height in c. 160 AD. By the early 5th century, many Romans had left, and the links with Rome were largely severed by 410 AD. This unit has a clear focus on the achievements of the Romans in Britain. It is intended that the children develop a strong understanding of how intelligent, organised and resourceful the Romans must have been to invade and occupy Britain for so long, and change things so radically. The unit offers the opportunity to personalise your curriculum and use local sites where possible. The Historic England and Portable Antiquities Scheme websites are both invaluable in developing this aspect of your study. It is also worth contacting your local museum for support. To further enrich the children's studies, it may be possible to organise a visit to a local site or museum. The unit is fully resourced with images of artefacts, but you may wish to introduce replica items where they are available. Contact your local museum to enquire if they loan boxes of artefacts, or provide workshops where the children can handle genuine artefacts. Local university archaeology departments may also be willing to support you in developing this aspect of the unit.

It is believed that the city of Rome was founded in 753 BC. It became a republic in 509 BC and the empire was established in 27 BC with the first emperor, Augustus. At its most powerful, the empire controlled over one-fifth of the world's population.

Julius Caesar had attempted to invade Britain in 55 BC and 54 BC. On the first occasion, he was forced back by bad weather, treacherous terrain and the fierce Celts. The second attempt started well. Evidence suggests he got as far north as the River Thames, but he had to return due to problems at home.

In 10 BC, Claudius became Emperor and, as well as wanting to seize the British resources, he also needed a victory to strengthen his position at home. He was particularly worried as his predecessor, Caligula, was murdered. He also claimed that the Celts had been helping his enemies, the Gauls. He used an appeal for help from one of the leaders of a Celtic tribe called the Verica, as an excuse to invade. In 43 AD, an army of over 40,000 Romans landed in Richborough. The Catuvellauni tribe was defeated and the Romans seized the tribal capital of Colchester. They now had a solid base to invade the rest of Britain. The last tribes were defeated, and Britain became part of the empire by c. AD 77. The Romans remained in Britain until 410 AD.

Map of the Roman Empire

What was the reaction of the Romans to the invasion?

- **The senate ordered two triumphal arches to be built after the conquest.**
- **What does this tell us about their reaction?**

The inscription praises Claudius as having "received into surrender eleven kings of the Britons conquered without loss and he first brought the barbarian peoples across the Ocean under the authority of the Roman people".

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In 43 AD, over 40,000 Romans, led by Aulus Platius, landed in Richborough. They chose to land there because they thought there would be little opposition, as the tribes in this area had traded with them in the past. Some of the tribes fought back against the Romans while others worked with them, led by 'client kings' (kings who were technically in charge but reported to Rome). Platius defeated the Catuvellauni tribe led by Caratacus (son of the king) and seized the tribal capital of Colchester. They defeated the Celts because they were far more disciplined, with better leadership and weapons. They now had a strong base to begin to conquer the rest of the country.

The head of the Iceni tribe, Prasutagus, had made a treaty with the Romans. When he died, they seized his land. It is said that they went on to attack his wife Boudicca and her daughters. She was determined to seek revenge, and set about destroying Roman towns and killing the occupants. She met with little resistance, as the army was away in Wales. She quickly destroyed Colchester, St Albans and London. When they returned, they defeated Boudicca and her forces. The Roman army contained only 10,000 men while Boudicca is believed to have had a huge force of 100,000. The Iceni tribe had been so confident that they would win the battle that they had brought their families with them to watch the proceedings. Tacitus (the Roman historian) wrote that 80,000 Britons were killed in the battle and only 400 Romans. It is thought that their wagons stopped the Britons from escaping and resulted in many of them being killed. No one is quite sure where the battle took place, but it was possibly at Mancetter in Warwickshire. Afterwards, Boudicca is thought to have killed herself.

Tacitus was writing in the 1st–2nd century AD, and Dio Cassius in the 2nd–3rd century AD – therefore both some time after the events had taken place. There is a difference in the course of the events between the two accounts. Tacitus' account is the nearest in time, and therefore likely to be the most accurate, but it was written at a time of trouble, so it probably includes some anti-Celt propaganda. This may mean that Dio Cassius' account is more balanced. The lavish funeral within this account is thought to be fictional. The speech is their idea of what Boudicca would have said, not what she actually said. It is more likely that the speech delivered by Suetonius is more accurate because someone probably recorded it at the time.

Hadrian's Wall was built to help control the Picts who lived in the north of England. It is 84 miles in length and took 14 years to build. It was between five and six metres high, and about three metres wide. It was made from dressed stone on the outside but had a core of rubble. A fort with 500 to 1,000 men was built every 5 miles. Towns grew up around these forts. Mile castles were built between these towns, with 30 soldiers at every mile. There were also turrets along the wall that acted as lookout posts. The soldiers stationed on the wall were mainly auxiliaries from different parts of the empire, and some even came from Britain.

The Vindolanda tablets were comprised of over 750 letters written to and from the people living at the fort. The tablets were preserved in the oxygen-free parts of the remains of the fort.

Vindolanda today

The Romans built their roads as straight as possible to ensure speed of travel, and to avoid bends where ambushes could occur. They used a variety of methods to choose the straightest route. These included using an instrument called a groma and (more unusually) observing the flight of carrier pigeons and lighting beacons. The roads were often built to run along a raised bank to avoid flooding. Large stones formed the foundation, with a layer of small stones placed on top. On top of these were more large stones. The surface was built with a slight curve

(called a camber) for better visibility, and so water could drain into the side ditches. In some places, we can still detect the roads by seeing the ditches and raised areas, and the milestones. There are about 100 of these stones left in Britain. They indicated the distance to the next settlement. Some modern roads follow the route of the Roman roads. The most famous is probably the Fosse Way from Lincoln to Exeter.

What is left of Roman roads?

Over the years, many were retained as roads because of how straight they were.

Roman milestone

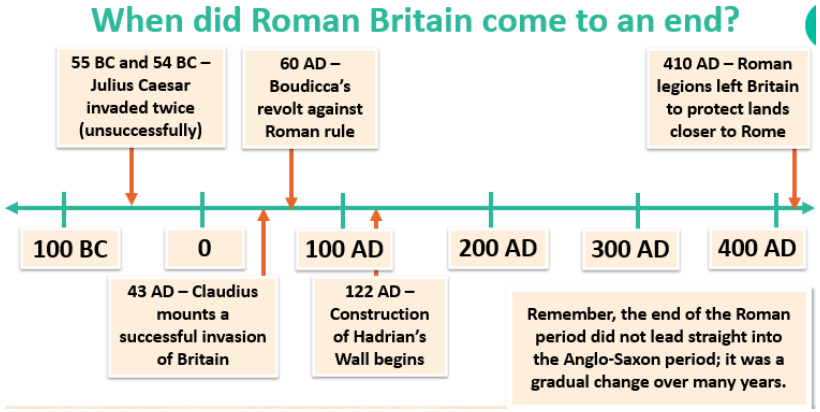
From 300 AD, the Roman army began to withdraw from Britain to protect Rome from the 'Barbarians' (anyone outside the empire). Roman generals in Britain were also fighting between themselves to gain power. By 410 AD, all of the legions had left, although other Romans stayed behind farming and running businesses for many years. The Britons appealed to the Emperor Honorius for help against raiders, but no help came. In 449 AD, a British leader asked the Anglo-Saxons for protection against other raiders. They helped him, but liked Britain so much that they decided to settle. In some places, the British lived side-by-side peacefully with the Saxons, but in other places, they argued and fought.

The Roman style of architecture (arches/columns) is still evident on some of our public buildings, particularly those built in Victorian times. Britain inherited some new foods via the Romans which are still popular today – for example, some vegetables and fruits including carrots, apples, onions and grapes/wine.

Latin is still used in legal and scientific circles. Many of our words are derived from Latin (for example circus, diary, victory, school, lavatory, genius). Some months of the year have their origins in Rome, for example July (Julius) and August (Augustus). The Roman calendar is similar to ours as it had 365 days and a leap year every four years, as well as 12 months a year. Many abbreviations, including 'p.s.' (post scriptum), 'a.m.' (ante mondiem), 'p.m.' (post meridiem) and 'n.b.' (nota bene) are derived from Latin.

Some of our modern roads follow the pattern of the old Roman roads, especially the Fosse Way running from Lincoln to Exeter. Underfloor heating is a Roman invention, and was used in their villas. The Romans also introduced the postal service. Mail was carried by despatch riders or in horse-drawn carriages.

When did Roman Britain come to an end?



Testudo formation:

Forming fours (**quattoir ordines facite**) – rows of four facing forward, holding shields on left side.

Give order for attention – **intente!**

Testudo facite – front four put shields in front, the rear four break off and two move forward down each side. They hold shields to protect sides. The rest of the soldiers place their shields above their heads. They begin to move slowly forwards.

Command testudo discredite – shields go back into position and get back into fours.

Drill:

dexrrosum verite = right turn

Sinistrorsum verite = left turn

Consistite = halt

Testudo (tortoise) formation

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Key vocabulary and definitions	
Invasion	An instance of invading a country or region with an armed force.
Conquer	Overcome or take contract of a place by military force.
Republic	A state of the classical Roman civilization, run through public representation of the Roman people.
Emperor	Ruler of the Roman Empire during the imperial period.
Fort	A fortified building or strategic position.
Camber	A tilt build into a road at bend or curve
Groma	A surveying instrument.
Auxiliaries	A unit composed by troops who shared a ethic identity.
Testudo	A protective screen formed by a body of troops holding shields above their head.

Centurion	The commander of a century in the ancient Roman army.

Medium Term Planning					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
To understand the reasons why the Romans wanted to invade and settle in Britain.	To understand why the Romans were able to defeat the Celts.	To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall.	To be able to reach a valid conclusion on whether Roman roads were a positive development.	To use evidence to decide which of the Roman developments has the greatest significance today.	To use evidence to re-enact experiences in the Roman army.

Year 4 – Summer	Unit 3 – Crime and Punishment

National Curriculum Objectives Covered

Pupils should be taught about:
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Cross Curricular links

- Art: make a wanted poster for Dick Turpin using old techniques, e.g. printing blocks
- English: write a ballad about Dick Turpin, write the diary of a Victorian school child
- Maths: statistics
- PSCHE: equality, citizenship, rules and laws, doing the right thing, British values

Prior Learning

Historical Concepts: Change of development/similarities and differences

Year 1	Year 2	Year 3
- Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.	- Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. - May begin to demonstrate an understanding of which are the most important differences and why.	- Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages. - Can see links between changes, and begin to identify types of change. - Will demonstrate an awareness of the significance of change and its impact.
History Concepts – Cause and Effect		
- Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.	- Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. - Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.	- Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period. - Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.
Historical Enquiry – Using sources as evidence		
- Knows how to extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.	- Knows how to select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. - Knows that some sources are more useful than others in providing information to answer a historical question.	- Knows how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?' - Knows that some sources may be more useful than others in answering certain historical questions.

History Programme of Study in Year 4
By the end of this unit, pupils will:

Historical concepts: Changes and Development/Similarities and Differences

- Can explain why certain changes and developments were of particular significance within topics and across time periods.
- Can provide a comprehensive list of the changes of Crime and Punishment within the period studied.
- Will identify links between the changes.
- Will provide a clear rationale for why one change could be considered to be more important than others.

May provide insightful ideas about whether some things did not change very much within a period and why.

Historical Concepts: Cause and Effect

- Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform.
- Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.

Historical Enquiry – Using sources as evidence

- Knows the possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like.
- Knows how to use the sources to compile a detailed description of what Dick Turpin was like.
- Knows that some sources may be more useful than others by commenting on the importance of some of the sources.

History Programme of Study
Next Steps – Progression through the history curriculum

Year 5	Year 6
Historical Concepts: Changes and Development/ Similarities and Differences	
- Can independently and confidently provide a comprehensive list of the changes within the period studied. - Can independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic, e.g. decide why one or more changes in the Anglo-Saxon period is of particular importance. - Will identify a range of links between the various changes. - Can provide insightful ideas about whether some things did not change very much within a period and why this occurred.	- Can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. - Will confidently identify a range of links between the various changes, e.g. the change in women's roles during the war with changes in women's rights. - Will begin to understand and explain how some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality.
History Concepts: Cause and Effect	
- Can explain the role of different causes and effects of a range of events and developments, e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. - Can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain. - Can make a link between the causes or effects of events within one period with those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain.	- Can independently provide a comprehensive list of valid detailed reasons why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. - Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. - Will make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. - May be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term.
Historical Enquiry – Using sources as evidence	

- Knows, from a range of sources provided, to accept and reject sources based on valid criteria when carrying out particular enquiries, e.g. 'How useful is written evidence in finding out about the Anglo-Saxons?' - Knows why they have made that selection, possibly with some references to utility and reliability.	- Knows the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. - Knows why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.

Unit Overview

In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.

Key knowledge acquired throughout this unit	Key skills acquired throughout this unit
- I know how laws and punishments change over time. - I know why different groups in society view laws in a variety of ways. - I know that views on what is a major crime have changed over time. - I know when and why the police force was introduced. - I know that there have been various types of law enforcer over time. - I know that there are differing views at different times on what is a suitable punishment. - I know that people may have differing views at the same time on what is a suitable punishment. - I know why the suffragettes took action. - I know how and why attitudes towards the suffragettes' action have changed over time.	- I can give valid reasons why some laws change and some remain the same. - I can reach conclusions about the police force using a variety of sources as evidence. - I can use a variety of sources to obtain evidence to support my views. - I can present a viewpoint on whether the suffragettes were justified in taking their actions.

Subject knowledge and teaching guidance

Some of the content of the unit, particularly that related to imprisonment and some of the punishments, may be sensitive for children in your class. It is important to consider this prior to commencing the topic, to allow time for exploring other options within the unit. The selected approach is intended to avoid dwelling upon the cruelty and pain inflicted upon people in the past, and the tendency among some schemes for desensitising these occurrences. The children are supported in understanding why people acted in a certain way, and encouraged to avoid seeing them as just cruel, or mocking them as stupid. You may choose to leave out some episodes related to punishments if you consider the content too challenging for the children. As the children will be introduced to a number of different time periods during their 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 1700 to the present day. You can personalise the unit by adding examples of your own from the locality, for example a popular local villain as a substitute for Dick Turpin or a local suffragette to supplement your studies in week 5. The children will engage with a large number of primary sources within the unit. The language and messages of some of these will be challenging for this age group. Where possible, adaptations have been introduced to make them more accessible. The children should be made aware that this has occurred.

Not everyone agrees that a certain action should be regarded as a crime. Below are a couple of examples.

In the 18th century, laws were passed banning poaching (e.g. The Black Act 1725) – hunting deer, rabbits and hares was punishable by death. Many thought that these laws were there just to protect the big landowners, and to stop hungry poor people from obtaining what should be free to everyone.

During the 1700s, high import duties pushed up the price of imported goods, and these were very unpopular. To avoid paying the duties, smugglers brought goods into the country illegally by sea. People were eager to buy the cheaper goods, and so did not regard this as a crime. Smuggling became punishable by death (a capital offence).

Crimes over time: the answers


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Murder – Always

Murder has probably been illegal forever; 'Thou shalt not kill' is one of the Ten Commandments in the Bible.

Witchcraft – 1542–1951

In 1542, Witchcraft was made illegal, punished by death. In 1736, they changed the punishment to a fine or a year's imprisonment. The last person to be jailed for witchcraft was Helen Duncan in 1944. The law was not removed until 1951!


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Pickpocketing – 1535–present day

Pickpocketing has probably always been illegal, but it was made a capital offence (punished by death) in 1535.

Christmas – 1644–1660

In 1644, Oliver Cromwell's parliament banned the celebration of Christmas. King Charles II reinstated Christmas in 1660.

Crimes over time: the answers


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Poaching – 1660s–present day

Poaching has been a crime since the 1600s, and is still a crime now.


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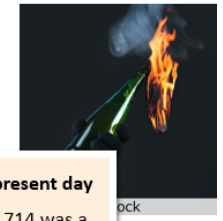
Smuggling – 1700s–present day

In the late 1600s and throughout the 1700s, the British government taxed any goods that came in to the country. This led to a huge rise in people smuggling goods in more cheaply.



Rioting – 1714–present day

The Riot Act of 1714 was a law that allowed police to punish a crowd of 12 or more people. Although the law has changed since (and the punishment is less strict), rioting is still a crime.

Crimes over time: the answers

Car theft – 1880–present day

Cars were invented in France and Germany in the 1880s, so we can assume that stealing a car became a crime soon after that.

Vandalism – 1861–present day

Vandalism is criminal damage, and has been illegal since 1861.

Highway robbery – Middle Ages–1800s

Highway Robbery has existed since the Middle Ages, but became a problem in the Industrial Revolution of the 1700s, when better roads made travel, and robbery, more possible. The last series of prosecutions of Highway Robbery at the Old Bailey was in the 1830s.

In 1688, there were 50 crimes punishable by death. In 1765, this had risen to 160 crimes and by 1815, there were over 200 crimes carrying the death sentence. There were a variety of reasons for 'the Bloody Code', including a change in what was viewed as a crime (e.g. smuggling, poaching and vagrancy – all were unpopular with the rich, who were responsible for making

the laws and upholding them). Also, the spread of information (via early newspapers) led to a popular belief that crime was increasing, which worried many. At the time, the methods of catching criminals were ineffective, so the rich believed that the punishments needed to be so terrible that they would act as the main deterrent.

Wealthy landowners passed the laws, and they wanted to protect their interests. Killing the convicted was carried out by public hanging. Although more crimes were punishable by death, the number of executions decreased. Juries often considered the punishment of death to be too great, and would look for an alternative. The last public hanging in England was in 1868. The death penalty was permanently abolished in 1969 and the last criminal to be executed was in 1964.

Highway robbery was not a new crime, but in the 1700s, it became more frequent as people were travelling more and the rich often carried large amounts of money and expensive items with them. Dick Turpin is one of the most famous highwaymen, and gained a very romantic popular image. Many factors led to the decline in highway robbery. One was the development in transport and better roads; as a result, there were fewer opportunities for highwaymen to carry out their crimes. Attempts to deter and capture highwaymen increased with the introduction of mounted patrols and the use of rewards for informing and capture. Developments in banking meant that people no longer carried large quantities of money around with them, making robbery less attractive.

Prior to the establishment of the police force, some towns employed watchmen to patrol the streets after dark. In others, they used unpaid part-time parish constables who were either elected or volunteered. As towns grew in size, crime became more and more of a problem. When there was a big problem with unrest or gangs, the army was used. This was very unpopular with the people.

Hue and Cry was a newspaper set up in 1773 by the magistrate John Fielding, and it contained details of crimes, criminals and stolen property to aid bringing the criminals to justice. In the 1750s, Fielding set up the Bow Street runners. These were paid constables patrolling the streets of Central London at night. In 1822, Sir Robert Peel, the Home Secretary, extended Fielding's work, and the Bow Street runners now carried out a day patrol. In 1829, he extended this further and created the Metropolitan police force. This was a force of around 3,000 men paid for by the government using taxes. Peel had to make sure they did not look like soldiers, as people feared that the new force would take away their freedom. Early on, they mostly did routine tasks to maintain order in the crowded streets, rather than catching criminals. Their presence may have worked in deterring some criminals. One problem was their low pay, which meant they did not always attract high-quality applicants.

In 1842, a detective branch was created – it was easier for plainclothes policemen to detect and catch criminals than policemen in uniform. By 1856, it was compulsory for all districts to have a police force. Traditionally, the police force has not been armed (apart from in Northern Ireland). Only about 5% of the police force today is qualified to use firearms, but following terrorist attacks, more police are now seen in public areas with firearms. Pepper sprays (incapacitant sprays) and tasers are now used alongside truncheons.

Transportation was popular until the early 1800s as a way of removing criminals from the country, in the belief that the number of crimes would then go down. At first, convicts were sent to America, but when the country gained independence in 1776, the government had to find an alternative. While they were trying to find a solution, they imprisoned convicts in prisons and hulks (disused ships). The first ships to Australia sailed in 1787. Little was known about Australia as James Cook had only landed there in 1770. It was thought that this lack of knowledge would be a deterrent, as convicts would be frightened of getting sent into the unknown. Transportation was believed to make the convict into a better person through working hard and acquiring new skills. The process would also help the colonies by providing them with cheap labour. The government favoured the idea of transportation as it was a cheaper alternative to imprisonment. It was also seen as a way of punishing people for lesser crimes where hanging was too severe.

The journey to Australia was a horrific ordeal, and the conditions were so poor that one in three prisoners died on the way. They were sentenced to 7 or 14 years, or even a lifetime of hard labour in Australia. When they got there, they worked in gangs on farms or constructing roads, etc. Most of the convicts chose to stay in Australia once they had served their sentence. Even if they had wanted to return home, most could not afford the cost of the journey. Transportation became unpopular when the government realised how much it was costing them. Also, some were choosing to travel to Australia, particularly after the gold rush of 1851, so the prospect of being sent there was no longer a deterrent. People living in Australia did not like having

criminals sent to their country, and began to oppose the practice. Prisons in England were now more plentiful, better run and a cheaper alternative to transportation. Local people were also opposed to having to support convicts' families who had been left behind in England. Transportation was ended in 1868. It could be argued that transportation was a success because most of those sent to Australia went on to live a peaceful and useful life in that country.

Prisons are still a popular form of punishment because they remove a person's freedom and protect people from criminals. Over the years, they have also been regarded as an opportunity to educate and reform the person while they are imprisoned. Prisons only became popular in the 1800s. Before then, they were very poorly run. As the gaolers (those running the jails) received payment from the prisoners rather than a wage, the treatment of the prisoners was not equal. There was a huge problem of disease, and prisoners often learned more about crime from other prisoners while in jail, which meant they were more likely to reoffend once released. John Howard's book *State of the Prisons in England and Wales* was published in 1777. This provided reformers with evidence of just how bad the prison system was. At this time, more prisons were built as an alternative to the increasingly unpopular option of transportation. The conditions in the new prisons were improved with better diets, hygiene, paid staff and medical attention.

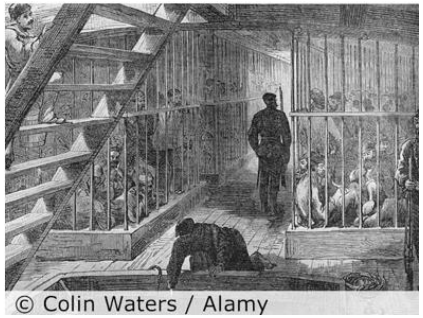
After 1860, prisons changed and the systems became much harsher. This was possibly a reaction to highly publicised crimes. They operated two systems that had become popular in America. One was the separate system, where the prisoner was kept in continuous solitary confinement. This was very costly as each prisoner needed their own cell. The other was the silent system, where prisoners had to carry out continuous hard labour in silence. Tasks included walking on a treadmill or cranking a handle often for no purpose at all. They also had to pick oakum, which involved separating strands of old rope to use again. Punishments in the prisons became harsh, with bread and water diets, whipping and even electric shocks. The wheel and crank was abolished in 1902.

Alexander Paterson was behind many of the prison reforms during the first half of the 20th century. He did not believe that prison deterred people from committing a crime. Instead, he thought it was the certainty of getting caught that would stop them. He also thought that imprisonment itself was the punishment, and to further punish people once inside was unfair. Instead, he believed that the aim should be on reforming the person.

Transportation

Transportation was a popular punishment until the early-1800s.

It was believed that removing criminals from the country and sending them somewhere else would reduce crime.



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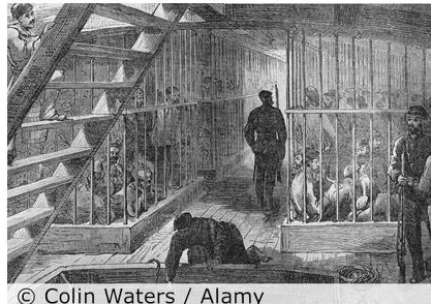
Transportation

When people were transported, they would go to one of the colonies (America, and then Australia after American Independence).

People would complete hard labour when they arrived, and then be released into the colony when their sentence was served.



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The campaign for women's suffrage gained momentum from the 1860s onwards, with committees all over the country organising meetings and petitions. In 1897, the National Union of Women's Suffrage Societies was created, led by Millicent Fawcett. Women began to get tired of being continually ignored, and in 1903, Emmeline Pankhurst set up the Women's Social and Political Union and advocated 'Deeds not words'. This group became known as the suffragettes. At the end of 1912, they began to use more militant tactics. This was partly a protest in response to Prime Minister Herbert Asquith not carrying out his promise to sign the bill giving women the vote. He probably did not sign the bill as he was worried that women would vote against him in the next election. He also did not want to appear to give in, as this could encourage other groups to use violence to get what they wanted. At the outbreak of the First World

War, the suffragettes ceased militant action to support the war effort. After the war, women over 30 were given the right to vote, but they still did not have equal terms with men until 1928. In 2018, a statue of Millicent Fawcett was placed in Parliament Square. She is the only woman given that honour.

You could also introduce other protests over time and how the government dealt with them, particularly if these have a local link, and how most people view these protestors very differently. For example, the Swing Riots, the Tolpuddle martyrs, the Chartists, strikers (including the General Strike) and the conscientious objectors in the First World War.

"Terrorism is the use or threat of action, both in and outside of the UK, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial or ideological cause.

Examples include:

- serious violence against a person or damage to property
- endangering a person's life (other than that of the person committing the action)
- creating a serious risk to the health or safety of the public or a section of the public
- action designed to seriously interfere with or seriously disrupt an electronic system.

It is important to note that in order to be convicted of a terrorist offence, a person does not actually have to commit what could be considered a terrorist attack. Planning, assisting and even collecting information on how to commit terrorist acts are all crimes under British terrorism legislation."

Women over 30 received the vote in 1918, and women were finally granted equal voting rights in 1928

After the First World War had ended in 1918, all men aged 21 and over were granted the vote whether they owned property or not.

A decade later, in 1928, the Representation of the People Act was passed where voting rights became equal.

Key vocabulary and definitions	
Rules	One of a set of explicit or understood regulations or principles governing conduct.
Punishment	The infliction or imposition of a penalty as a retribution for an offence.
Crime	An action or omission which constitutes an offence and is punishable by law.
Witchcraft	The practice of magic, especially black magic; the use of spells.
Riot	A violent disturbance of the peace by a crowd.

Execution	The carrying out of a sentence of death on a condemned person.
Suffragettes	A women seeking the right ot vote through organized protest.
Smuggling	The illegal movement of goods into or out of a country.
Terrorism	Terrorism is the use or threat of action, both in and outside of the UK, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial or ideological cause

Medium Term Planning					
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
To understand how and why laws and punishments change over time.	To understand how attitudes towards crime have changed over time.	To understand how and why the police force has changed over time.	To understand that views on what is a punishment have changed over time.	To understand how and why attitudes towards the suffragettes have changed over time.	To share our knowledge about the changes in Crime and Punishment.