



Year 6

YEAR 6 – Crime and Punishment

How and why have ideas about crime and punishment changed over time?

Prior learning retrieved

Romans, Anglo-Saxons, monarchy/power and long-term chronology.

Disciplinary focus

• change & continuity • cause & consequence • sources & evidence • interpretations

Key vocabulary

justice, law, punishment, trial, prison, deterrence, rehabilitation, authority, interpretation

Careers link

Historian • lawyer/barrister • archivist • criminologist • museum curator. Gatsby BM4/BM5: connect legal history to law, archives and criminal justice careers.

SMSC / climate & sustainability

SMSC: justice, fairness, rights, responsibility and changing moral values. Sustainability: no direct link required.

Why this? Why now?

This Year 6 thematic study deliberately draws together prior knowledge of Romans, Anglo-Saxons and later periods to trace change and continuity across a long chronology. Pupils are ready to compare systems, explain why ideas changed and evaluate sources and interpretations. It consolidates disciplinary thinking before pupils leave primary school.

YEAR 6 — Crime and Punishment: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Ideas about crime, justice and punishment have changed across Roman, Anglo-Saxon, Tudor, Victorian and modern periods.
- Roman law used written rules, courts and varied punishments; Anglo-Saxon justice included compensation, oaths and local responsibility.
- Tudor punishments reflected authority, social order and deterrence, while public punishment was more visible.
- Victorian prisons increasingly emphasised discipline and reform alongside punishment.
- Modern systems place greater emphasis on legal rights, evidence, rehabilitation and proportionality, although continuities remain.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Change & continuity: identify patterns over a long chronology rather than a simple story of improvement.
- Cause & consequence: explain how government, beliefs, social conditions and ideas about justice contributed to change.
- Sources & evidence: evaluate what court records, prison records, images and accounts can reveal.
- Interpretations: compare representations of people such as Dick Turpin with evidence and context.
- Historical argument: judge significant turning points and distinguish short-term change from long-term continuity.

YEAR 6 — Crime and Punishment: Lesson Sequence

1 What did the Romans believe about crime and punishment?

2 How did modern British and Roman justice compare with Anglo-Saxon justice?

3 What punishment methods were used in Tudor times?

4 What can historical sources tell us about Dick Turpin?

5 What were the experiences of Victorian prisoners?

6 How do modern methods of crime and punishment compare with the past?

YEAR 6 – Maya Civilisation

What can surviving evidence tell us about Maya civilisation around AD 900?

Prior learning retrieved

Ancient Egypt/Greek civilisation; Anglo-Saxon/Viking Britain.

Disciplinary focus

• chronology • sources & evidence • similarity & difference • significance

Key vocabulary

Maya, city-state, codex, glyph, civilisation, ritual, maize, AD 900, archaeology

Careers link

Mesoamerican archaeologist • anthropologist • museum curator • conservator • epigrapher. Gatsby BM4: connect archaeology, languages, conservation and museums.

SMSC / climate & sustainability

SMSC: respect for different belief systems and societies; avoid judging one civilisation by another's standards. Sustainability: agriculture, maize, water and adaptation to local environments can be considered where supported by evidence.

Why this? Why now?

By Year 6, pupils have secure experience of ancient civilisations and can use this to study a non-European society without assuming European history is the norm. Positioning Maya civilisation alongside Britain around AD 900 strengthens chronological perspective and comparison. Pupils apply mature evidence skills to surviving material and written sources and recognise the limits of evidence.

YEAR 6 — Maya Civilisation: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Maya civilisation developed in Mesoamerica; around AD 900 many important Maya city-states flourished while Anglo-Saxon/Viking kingdoms existed in Britain.
- Maya society included rulers, nobles, priests, craftspeople, farmers and traders, organised through city-states.
- Maya belief shaped ritual, architecture and calendars; maize was economically and culturally important.
- The Maya developed sophisticated mathematics, including a place-value system and zero, and a complex glyphic writing system.
- Archaeology, inscriptions, surviving codices and environmental evidence reveal Maya life, but survival and interpretation of evidence are uneven.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Chronology: place Maya civilisation alongside contemporary Britain to strengthen global chronological perspective.
- Sources & evidence: combine archaeology, glyphs, codices and material evidence while recognising survival bias and limitations.
- Similarity & difference: compare Maya and Britain around AD 900 without treating either society as the norm.
- Significance: explain the importance of Maya achievements within their own context.
- Historical argument: construct cautious conclusions where evidence is incomplete.

YEAR 6 — Maya Civilisation: Lesson Sequence

1 Who were the Maya, when and where did they live, and what was happening in Britain at the same time?

2 What did the Maya believe and how does this compare with beliefs in Britain around AD 900?

3 How did the Maya number system work and how does it compare with other systems?

4 How did Maya writing and codices record information, and how does this compare with Britain at the time?

5 What foods did Maya people eat and why were some foods significant?

YEAR 6 – Herrington & Sunderland Local Study

Which developments have most shaped Sunderland and East Herrington?

Prior learning retrieved

Y5 mining study and earlier local significant people/events.

Disciplinary focus

• change & continuity • sources & evidence • interpretations • significance

Key vocabulary

industry, shipbuilding, glass, rope making, mining, heritage, development, interpretation, legacy

Careers link

Local historian • archivist • heritage planner • museum curator • conservation architect • journalist.
Gatsby BM4/BM5/BM6: use Sunderland archives, museums, heritage organisations and local workplaces.

SMSC / climate & sustainability

SMSC: local identity, belonging, community memory and whose stories are preserved.
Climate/sustainability: industrial landscape change, regeneration, reuse of former industrial land and changing economic/environmental priorities.

Why this? Why now?

This culminating local study draws together pupils' earlier local history, especially Year 5 mining, and applies their strongest source and interpretation skills to the place in which they live. Pupils investigate industrial change, community identity and historical representation across a range of evidence. It provides an authentic final enquiry in which pupils make and justify independent judgements about significance and legacy.

YEAR 6 — Herrington & Sunderland Local Study: Substantive & Disciplinary Knowledge

Core knowledge to secure in long-term memory and the historical thinking pupils learn through this specific enquiry.

SUBSTANTIVE KNOWLEDGE — pupils will know that...

- Sunderland's development was shaped by industries including glassmaking, rope making, shipbuilding and coal mining.
- Industry influenced population, employment, transport, buildings, neighbourhoods and the physical landscape.
- East Herrington changed from earlier rural/industrial patterns into the community pupils know today.
- Industrial decline and regeneration changed land use, employment and local identity.
- Local history is preserved and represented through buildings, archives, photographs, newspapers, museums, oral histories and digital sources.

DISCIPLINARY KNOWLEDGE — pupils will learn that/how...

- Change & continuity: trace developments in Sunderland and East Herrington across a long local chronology.
- Sources & evidence: corroborate local sources and evaluate what each can reveal and what may be missing.
- Interpretations: explain why newspapers, heritage displays and community memories may represent the past differently.
- Significance: use criteria such as scale, duration, impact and legacy to rank local developments.
- Historical argument: construct an evidence-informed judgement about which developments most shaped modern Sunderland.

YEAR 6 — Herrington & Sunderland Local Study: Lesson Sequence

1 What can documents, printed sources, photographs, buildings and digital sources tell us about Sunderland's history of rope making, glass, shipbuilding and mining?

2 How did East Herrington develop over time?

3 How has industry in Sunderland changed from then to now?

4 How can we check the accuracy of interpretations in newspapers and historical documents?

5 Why are aspects of the local past represented differently?

6 Which developments were most significant for Sunderland and how have they affected modern life?