

History – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 6 history planning placed in context of long-term knowledge growth.

	Historical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
YEAR 6 – Thematic Study: Crime and Punishment	What are the broad trends in crime and punishment from the Romans to the 21st century?	Government/ parliament/politics/ leadership/law and order	Influence of government/leadership on changes in crime and punishment Who enforced law and order in different societies	Y6 complete a thematic study revisiting some of the historical periods studied during KS2. By providing pupils with a broad chronological sweep of nearly a thousand years it makes a significant contribution to pupils’ grasp of the long arc of time. They have the opportunity to consolidate and extend knowledge, using the theme of crime and punishment to compare and contrast different historical periods. Y6 pupils will build on previous learning to undertake more in depth enquiries, participate in informed debate and relate issues to the present day. This topic makes a major contribution to pupils’ citizenship education and provides them with the opportunity to develop a deeper understanding of crucial historical concepts such as change and continuity; providing a secure foundation for Year 7 learning.	See links in previous units
	How do we know what punishments were like 800 years ago?		Change		
	What does the story of Robin Hood tell us about medieval justice?	Legacy	Which aspects of the crime and punishment theme remain present in modern times? Foundations of modern ideas of crime and punishment.		
	How did crime and punishment change between 1500 and 1750?	Conflict and resolution			
	Why did punishments become so bloody in the 1800s?	Trade			
	Why did so much change in crime and punishment in the 19 th century?	Religion	How religious beliefs influenced society’s view of criminals and what was deemed as suitable punishment.		
	Has the way we catch and punish criminals improved in the last 100 years?				
YEAR 6 – WWII	Why did Britain have to go to war in 1939?	Government/ parliament/politics/ leadership/law and order	Wartime coalition government. Role of propaganda War cabinet: Campaigns by departments to contribute to war effort. Government decision making in going into war	By Year 6 children will have a rich understanding of a range of concepts. During this topic, the concept of conflict will be the focus of study with children learning how conflict arises and evaluating how it may be resolved. They will use a wealth of sources to find out about the past and will consider the role of bias and propaganda. The role of government in mobilising the general public through numerous campaigns on the home front can be contrasted with forms of government studied in earlier British history topics.	Diaries, letters, postcards, photographs – Imperial War Museum Newspaper archives War memorials, plaques, cenotaphs, books of remembrance
	Why was it necessary for children to be evacuated?		Change		
	How was Britain able to stand firm against the German threat?	Legacy	Population changes, changing role of women United Nations. Remembrance		
	Why is it so difficult to be sure what life was really like on the Home Front?	Conflict and resolution	Treaty of Versailles; its contribution to WWII Reparations, Hitler’s rise to power and conflict within Germany Battle of Britain Dunkirk Landings-Operation dynamo The Blitz and how Britain responded		
	What was VE day really like? Advising the film producer				

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			Battle of ideologies		
		Trade	Blockade of Germany – attempt by Britain and France to restrict goods needed by Nazi Germany Attempt to become self-sufficient (eg Dig for Victory) when trade routes were disrupted. Growth of trade unions		
		Religion	Rise in discrimination against minority religious groups. Conscientious objectors		
YEAR 6 – Remembrance	Great Sheffield Flood 1864: Collapse of the Dale Dyke Dam <ul style="list-style-type: none"> • Location of the disaster • Why a new dam was needed • Cause of the collapse • Effects of the flooding • Links to local church 	Government/ parliament/politics/ leadership/law and order	Context of Victorian era	Children will already know some of the ways in which individuals and events are remembered. They will have a good understanding of the expansion of towns and industrial progress from the Year 5 Victorian topic so will be well placed to understand the context of the Dale Dyke disaster.	How do historians use records of events from WWI? Using letters, diaries and poems from the front line, photographs and visits to the local cenotaph.
		Conflict and resolution	Push for new infrastructure vs safety measures		
		Change	Expansion of towns and industry. Rising population. Building of new infrastructure.		
		Legacy	Remembrance		