

Gosfield Community Primary School History Curriculum

Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

Gosfield Primary School's History curriculum aims to ensure all pupils:

- All students understand where their history topics fall within a chronological narrative. From the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To understand significant aspects of the world's - ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain a rich vocabulary relating to their topics and to be able to use this in context such as, 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- To be able to use methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2.
- Key stage 2 are to gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Impact

History units are taught each term throughout key stage 1 and 2, apart from year six which works on creating in-depth research and debates from prior knowledge to ending their primary journey. The curriculum is on a rotation of topics, this is to ensure clarity. The curriculum is built to consolidate each year, creating a well-balanced and enjoyable curriculum for all pupils.

Ks1 Year A	Houses and Homes Great Fire of London Schools
Ks1 Year B	Castles Transport Toys
Ks2 Year A	Ancient Greece The Celt Invasion Romans in Britain
Ks2 Year B	Ancient Egypt Tudors Victorians
Ks2 Year C	WW2 Making of Modern Britain Local History
Y6	Crime and Punishment Life in Medieval Britain

History Progression of knowledge and skills Key Stage 1 CYCLE A

KS1. As a historian I can:

Year 1

Chronology

- ✓ To start to put key events into chronological order
- ✓ To make some links between the past and their own life/their family

Historical Enquiry

- ✓ To use photographs and other evidence to make judgements on why something happened

Historical Interpretation

- ✓ To understand why people did things/made certain decisions in the past

Continuity and Change

- ✓ To find simple differences between the past and present day

Causes and Consequence

- ✓ To start to explain the cause of a historical event

Year 2

Chronology

- ✓ To place dates and key events onto a timeline
- ✓ To use vocabulary such as before, after, change, history, past, present, future

Historical Enquiry

- ✓ To use 2 different resources to answer questions about a historical event

Historical Interpretation

- ✓ To find similarities and differences between evidence throughout history

Continuity and Change

- ✓ To describe how life was different in the past for some people
- ✓ To name important people from the past

Causes and Consequence

- ✓ To describe how a historical event happened and how it impacted change

Knowledge objectives.

Houses and Homes

- **To know how houses have changed over the years.**

<https://www.timetoast.com/timelines/the-evolution-of-housing>

Year 1 – children to have photographs/drawing of homes through out history. In small groups predict the timeline by asking and answering questions through discussion. Adult to share correct timeline – take photos of prediction before ordering houses on historical timeline

Year 2 – as above but also children write approx. dates on timeline and ‘era’ of history. Label key features and materials used to build house

- **To know about Celtic round houses and how they were built**

https://resourcesforhistory.com/Celtic_round_houses.htm#gsc.tab=0

<https://www.youtube.com/watch?v=XYoZcvqWE2g> really good intro video

Year 1 – explore practical mixing of mud and straw (daub) to create a simple ‘wall’ If time, make a simple model of a Celtic round house – clay and straw? Label it with post its – simple diary entry from a villager?

Year 2 – as year 1s but with a written piece about the features of the round house. Focus on ‘why’ the house is built in this way. Aim for a writing outcome of a simple diary entry from a Celt in the village – what is their house/life like?

- **To know about Saxon homes and how the village was formed**

<https://kidadl.com/education-learning/saxon-homes-fact-file-for-kids>

<https://www.lookandlearn.com/blog/34696/the-best-pictures-of-an-anglo-saxon-village/>

Year 1 – children to have pictures/photos of saxon home to label. Create a simple ‘bird’s eye’ map of the layout of a saxon village with labels. Use photos to answer ‘why’ a village was formed in this way

Year 2 – as above but with a comparison with a newer house and village. What is similar/different between homes? How was life different for people living in a Saxon home?

- **To know about historical homes from around the world**

<https://www.britannica.com/place/Machu-Picchu> (can find others too but focus on historical rather than geographical)

Year 1 – research homes built in Machu Picchu and find out how these home are different from our homes. Why were they built this way? Use photos and old maps

Year 2 – as year 1s and then look at https://www.ducksters.com/history/inca/machu_picchu.php to create a simple presentation about Machu-Picchu

History Progression of knowledge and skills Key Stage 1 CYCLE A

KS1. As a historian I can:

Year 1

Chronology

- ✓ To start to put key events into chronological order
- ✓ To make some links between the past and their own life/their family

Historical Enquiry

- ✓ To use photographs and other evidence to make judgements on why something happened

Historical Interpretation

- ✓ To understand why people did things/made certain decisions in the past

Continuity and Change

- ✓ To find simple differences between the past and present day

Causes and Consequence

- ✓ To start to explain the cause of a historical event

Year 2

Chronology

- ✓ To place dates and key events onto a timeline
- ✓ To use vocabulary such as before, after, change, history, past, present, future

Historical Enquiry

- ✓ To use 2 different resources to answer questions about a historical event

Historical Interpretation

- ✓ To find similarities and differences between evidence throughout history

Continuity and Change

- ✓ To describe how life was different in the past for some people
- ✓ To name important people from the past

Causes and Consequence

- ✓ To describe how a historical event happened and how it impacted change

Knowledge objectives.

The Great Fire of London

○ **To know when and how the fire started**

Year 1 – simple pictorial timeline/cartoon of the main events of the fire starting and ending

<https://www.natgeokids.com/uk/discover/history/general-history/the-great-fire-of-london-facts/>

Year 2 – story board/time line of main events of the fire. Sentences to explain what happened

<https://www.natgeokids.com/uk/discover/history/general-history/the-great-fire-of-london-facts/>

○ **To know why the fire spread so quickly and how it was eventually extinguished**

Year 1 – use painting of Great Fire as stimulus. Explain why the fire spread quickly (wooden houses and close together, windy weather) Photo of water squirters and buckets to explain how it worked (physical lesson using buckets and chalk ‘fire’ – take photos for books)

Year 2 – as year 1s – write the problems of the method of extinguishing the fire taking too long and describe explosives used to form fire breaks

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-why-did-the-great-fire-of-london-happen/znp9r2p>

○ **To know the main important people involved in the fire**

Year 1 – focus on Pepys, Farriner, King Charles II – paintings/drawings – who were they and what was their role?

Year 2 – key people and write a simple diary entry from each person’s viewpoint – how were they similar and different?

<https://historyinnumbers.com/events/fire-of-london/people-involved/>

○ **To know the impact that the fire has had on modern London**

Year 1 – children to have photos/drawings of London 1666 and modern London – how is it different?

Draw St Paul’s Cathedral before and after – how is it different?

Year 2 – children to have a map of London then and now – how is it different? What has changed and why? What materials are used in building now?

History Progression of knowledge and skills Key Stage 1 CYCLE A

KS1. As a historian I can:

Year 1

Chronology

- ✓ To start to put key events into chronological order
- ✓ To make some links between the past and their own life/their family

Historical Enquiry

- ✓ To use photographs and other evidence to make judgements on why something happened

Historical Interpretation

- ✓ To understand why people did things/made certain decisions in the past

Continuity and Change

- ✓ To find simple differences between the past and present day

Causes and Consequence

- ✓ To start to explain the cause of a historical event

Year 2

Chronology

- ✓ To place dates and key events onto a timeline
- ✓ To use vocabulary such as before, after, change, history, past, present, future

Historical Enquiry

- ✓ To use 2 different resources to answer questions about a historical event

Historical Interpretation

- ✓ To find similarities and differences between evidence throughout history

Continuity and Change

- ✓ To describe how life was different in the past for some people
- ✓ To name important people from the past

Causes and Consequence

- ✓ To describe how a historical event happened and how it impacted change

Knowledge objectives

Schools

- **To know how schools have changed over the years.**

Year 1 – Talk to people in their own families – parents and grandparents (home challenge)

What are the main differences? (technology/subjects taught/punishments?) Make links between own experiences and those of their family members.

Year 2 – Use interviews with family members (home challenge) to write up facts about school in the past. (using different resources)

- **To know different types of punishments that have been used in schools.**

<http://www.victorianschool.co.uk/schoolday.php>

<https://thevictorianhistorian.com/school-education/>

Year 1 – draw picture of 3 different punishments and write simple sentences to explain what happened in the past.

What are their thoughts about this? (making judgements)

Year 2 - Use photographs of corporal punishment (smacking, dunce cap etc) Children discuss these punishments and make judgements. Teacher role play – act as ‘mean’ Victorian teacher. Opportunity for writing outcome – argument/persuasive writing

- **To know the differences in lessons taught in schools in the past**

<https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zvm3pg8>

Year 1 – sort subjects/lessons into past and present. How do we know that these subjects are old/new? Can child describe the differences between past and present?

Year 2 – Use vocabulary of before/past/change/present etc to write about subjects from past and present. Create an information leaflet/poster about subjects in schools

- **To know how Gosfield Primary school was different in the past**

(Use Mrs Jarvis and Mrs Mitchell as they were both past pupils – blue booklet about Gosfield)

Year 1 – go on a ‘school walk’ with Mrs Jarvis – draw/list the differences between past and present. Draw a simple map/label floor plan with changes

Year 2 - go on a ‘school walk’ with Mrs Jarvis – draw/list the differences between past and present. Describe how school life at Gosfield was different for Mrs Jarvis

History Progression of knowledge and skills Key Stage 2 CYCLE A

KS2. As a historian I can:

Year 3

Chronology

- ✓ To place dates, events, artefacts and historical figures on a timeline.

Historical Enquiry

- ✓ Begin to use primary evidence to ask questions and find answers about the past.

Historical Interpretation

- ✓ Compare different versions of the same event

Continuity and Change

- ✓ Make links between main events, situations within and across periods of time.

Causes and Consequence

- ✓ Identify the consequences of events and situations.

Year 4

Chronology

- ✓ To place dates, events, artefacts and historical figures on a timeline. Using more complex vocabulary e.g. BC, AD, century.

Historical Enquiry

- ✓ Begin to use primary and secondary evidence to ask questions and find answers about the past.
- ✓ To start to use more than one source of evidence to gain a more accurate picture.

Historical Interpretation

- ✓ To make comparisons and know why more than one version of an event is recorded.

Continuity and Change

- ✓ Give some reasons with evidence of why changes occur.

Causes and Consequence

- ✓ Give reasons for the cause and consequences of events and situation.

Year 5

Chronology

- ✓ Start to reference chronological similarities and differences in a given time -period, local, British, worldwide.

Historical Enquiry

- ✓ Devise historical questions about the period they are studying based on primary and secondary sources.
- ✓ To understand that no single source of evidence gives the full answer to questions about the past.

Historical Interpretation

- ✓ Consider the reliability of interpretations and evaluate their usefulness.
- ✓ Link sources and consider how conclusions were arrived at.

Continuity and change

- ✓ Identify and explain change and continuity within and across periods.

Causes and Consequence

- ✓ Draw contrast and spot trends when exploring cause and consequences.

Knowledge objectives.

Ancient Greece

○ To know about significant Greek cities and how they were ruled.

Year 3: Athens and how it is ruled

Picture of democracy (history.com). National geographic website (Greek cities).

Year 4: Athens and Sparta compare how they are ruled

Picture from above/painting of 'Greek Police' (Greekreporter.com).

Year 5: Athens. Sparta and Corinth look for similarities and differences on how they are ruled. Think about democracy and the impact on government in modern day Europe

○ To know about the origins of the Olympics.

Year 3: when did the Olympics start and how have the games developed over time?

<https://www.history.com/topics/sports/olympic-games>

Year 4: Focus on Olympics from Ancient Greece and the events of this time. What did the athletes compete in?

<https://olympics.com/ioc/ancient-olympic-games/the-sports-events#:~:text=The%20ancient%20Olympic%20Games%20were,boxing%2C%20pankration%20and%20equestrian%20events.>

Year 5: How did Olympics start and why? What did a typical day of events look like?

https://www.britishmuseum.org/sites/default/files/2019-09/british_museum_olympic_games.pdf

○ To know about the ancient gods and what they represent.

Year 3: Zeus, Athena, Dionysus, Hera and Aphrodite (Gods on Olympus)

<http://art-now-and-then.blogspot.com/2015/02/painting-greek-gods.html>

Year 4: The Battle of the Titans (Zeus, Hades, Hercules) Can use Disney Hercules film

<https://greektraveltellers.com/blog/the-greek-gods#:~:text=Zeus%2C%20Poseidon%2C%20Hera%2C%20Hestia,%E2%80%9Cthe%2012%20Olympian%20Gods%E2%80%9D.>

Year 5: Focus on Olympus vs The Underworld – who were the gods and why were they different?

○ To know how the Trojan war started and ended.

<https://www.bbc.com/culture/article/20200106-did-the-trojan-war-actually-happen>

Year 3: <https://www.britannica.com/event/Trojan-War> focus on key events and create a timeline

Year 4: **Tiepolo, Giovanni Domenico: *The Procession of the Trojan Horse into Troy*** – use painting to write about how and why the war began – how did it end?

Year 5: Focus on the viewpoint of Achilles during Trojan War – what is his role? What happened to him?

<https://www.greekmythology.com/Myths/Heroes/Achilles/achilles.html>

History Progression of knowledge and skills Key Stage 2 CYCLE A

KS2. As a historian I can:

Year 3

Chronology

- ✓ To place dates, events, artefacts and historical figures on a timeline.

Historical Enquiry

- ✓ Begin to use primary evidence to ask questions and find answers about the past.

Historical Interpretation

- ✓ Compare different versions of the same event

Continuity and Change

- ✓ Make links between main events, situations within and across periods of time.

Causes and Consequence

- ✓ Identify the consequences of events and situations.

Year 4

Chronology

- ✓ To place dates, events, artefacts and historical figures on a timeline. Using more complex vocabulary e.g. BC, AD, century.

Historical Enquiry

- ✓ Begin to use primary and secondary evidence to ask questions and find answers about the past.
- ✓ To start to use more than one source of evidence to gain a more accurate picture.

Historical Interpretation

- ✓ To make comparisons and know why more than one version of an event is recorded.

Continuity and Change

- ✓ Give some reasons with evidence of why changes occur.

Causes and Consequence

- ✓ Give reasons for the cause and consequences of events and situation.

Year 5

Chronology

- ✓ Start to reference chronological similarities and differences in a given time -period, local, British, worldwide.

Historical Enquiry

- ✓ Devise historical questions about the period they are studying based on primary and secondary sources.
- ✓ To understand that no single source of evidence gives the full answer to questions about the past.

Historical Interpretation

- ✓ Consider the reliability of interpretations and evaluate their usefulness.
- ✓ Link sources and consider how conclusions were arrived at.

Continuity and change

- ✓ Identify and explain change and continuity within and across periods.

Causes and Consequence

- ✓ Draw contrast and spot trends when exploring cause and consequences.

Knowledge objectives.

The Celtic Invasion

- **To know who the Celts were and when they settled in Britain. Who were the Celts and where did they come from? When did they begin settling in Britain? Who the main Celtic tribes?**

https://www.britainexpress.com/History/Celtic_Britain.htm

- <http://www.primaryhomeworkhelp.co.uk/celts.htm>
- <https://www.theschoolrun.com/homework-help/celts>

Year 3 – first Celts (Goidelic Celts 750BC)

Year 4 – Goidelic Celts, Brythonic Celts and Belgic Celts (3 main tribes in UK)

Year 5 – across whole of UK 2 tribes from each of the 4 UK countries

- **To know about aspects of life in Celtic Britain. Where did the Celts live? What were their homes like? What did they eat and wear? What was so important about farming for Celts?**

Year 3 – food, housing and clothing – opportunity to explore food dying fabric – write up comparison?

Year 4 – as year 3 plus farming and agriculture

Year 5 – as above plus music and art

<http://www.primaryhomeworkhelp.co.uk/celts/clothes.html>

- **To know some key inventions during this historical era (Celtic invasions) What did the Celts invent? How did this change lifestyle choices? What impact did these inventions have on modern life?**

Year 3 – armour, chainmail and soldier protection

Year 4 – iron ploughs and farming tools

Year 5 – musical instruments (bagpipes, fiddle, harp)

Children to work in small groups to find out about their invention and present their findings to whole class. (computing link) Other children to make notes on other groups for their own knowledge

- **To know about the importance of Bouddica in the fight against the Romans**

<https://kidadl.com/education-learning/boudicca-facts-for-kids> - simple website with fact video

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j>

Who was Bouddica and why was she important? What is the importance of the town Colchester in this period of history? Use photo of the bronze statue of Boudica

Year 3 – research the fight of Bouddica against the romans. How did she die?

Year 4 – find out about battle of boudica – cause and effect of this battle – what were the consequences?

KS2. As a historian I can:

Year 3**Chronology**

- ✓ To place dates, events, artefacts and historical figures on a timeline.

Historical Enquiry

- ✓ Begin to use primary evidence to ask questions and find answers about the past.

Historical Interpretation

- ✓ Compare different versions of the same event

Continuity and Change

- ✓ Make links between main events, situations within and across periods of time.

Causes and Consequence

- ✓ Identify the consequences of events and situations.

Year 4**Chronology**

- ✓ To place dates, events, artefacts and historical figures on a timeline. Using more complexed vocabulary e.g. BC, AD, century.

Historical Enquiry

- ✓ Begin to use primary and secondary evidence to ask questions and find answers about the past.
- ✓ To start to use more than one source of evidence to gain a more accurate picture.

Historical Interpretation

- ✓ To make comparisons and know why more than one version of an event is recorded.

Continuity and Change

- ✓ Give some reasons with evidence of why changes occur.

Causes and Consequence

- ✓ Give reasons for the cause and consequences of events and situation.

Year 5**Chronology**

- ✓ Start to reference chronological similarities and differences in a given time -period, local, British, worldwide.

Historical Enquiry

- ✓ Devise historical questions about the period they are studying based on primary and secondary sources.
- ✓ To understand that no single source of evidence gives the full answer to questions about the past.

Historical Interpretation

- ✓ Consider the reliability of interpretations and evaluate their usefulness.
- ✓ Link sources and consider how conclusions were arrived at.

Continuity and change

- ✓ Identify and explain change and continuity within and across periods.

Causes and Consequence

- ✓ Draw contrast and spot trends when exploring cause and consequences.

Knowledge objectives.

Romans in Britain○ **To know who the Romans were and how they invaded Britain (The Roman Empire)**

Who were the Romans? Where did they come from? When did they invade Britain?

Year 3 – place main events from Roman Empire onto a blank timeline starting with Bouddica (link to prior learning)

Year 4 – Once main events are placed onto timeline, give reasons why changes occurred eg how different leaders made decisions

Year 5 – once timeline is created, link events to other historical events (prior learning)

○ **To know that Rome was led by Emperors**

<https://www.dkfindout.com/uk/history/ancient-rome/roman-emperors/> **Who are the most famous Roman leaders? Why?**

Allow children ipads/laptops to explore the ‘busts’ of the leaders. Children to choose one to research and explore. Share findings with rest of the class. Give children pictures/screen shots of these sculptures for children to use to write facts around. Writing opportunity – diary entry of leader/soldier/villager

Year 3 – Focus on Julius Casear. What was his leadership style? How did he die?

Year 4 – Make comparisons between 2 Roman Emperors – how were they similar different?

Year 5 – Research different Roman leaders. How were they different? Use a variety of resources – know that no single source answers all questions about the past

○ **To know that many inventions were created by Romans that are still used today**

What inventions have Romans made that we still use now?

<https://www.tes.com/teaching-resource/what-have-the-romans-ever-done-for-us-6405789> - really good teaching resource.

Display the posters in the classroom. Children to consider how these inventions are still used.

Link to continuity and change – how have the inventions been adapted over time? Yr4 – give reasons why they have changes Yr5

– explain changes and continuity across further time periods

○ **To know about the Roman war tactics and how it made them successful.**

<https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-army-tactics/zb2sppg8>

<https://www.ancienthistorylists.com/rome-history/top-roman-military-tactics/>

Children to act out and position themselves in the shapes of military tactics from Roman times. Take photos and children write paragraph about how this tactic works in battles.

Year 3 – use photographs/diagrams from past and the photographs taken in lessons to find answers about the past – how was this tactic used?

Year 4 – Use the photographs of tactics to write using historical vocabulary – link to specific dates/battles on timeline – when and how was this tactic used? Was it successful?

Year 5 – Look at the tactics and explore the cause and consequence of specific battles and the tactics that were chosen to be

History Progression of knowledge and skills YEAR 6

Y6. As a historian I can:

Knowledge objectives.

Chronology

- ✓ To use historical dates and vocabulary accurately to order events on blank timeline discussing the main changes in a period of history

Historical Enquiry

- ✓ Create own historical question to answer and give more than one reason or opinion using evidence to back up answer
- ✓ To compare and contrast various sources of information and discuss the similarities and differences

Historical Interpretation

- ✓ Show awareness of historical propaganda and the importance of using reliable information

Continuity and change

- ✓ To consider and explain reasons of significant change throughout history and give opinions using primary and secondary sources of evidence
- ✓ To link changes in history to life in Modern Britain and make detailed comparisons

Causes and Consequence

- ✓ To explore the cause of a major event in history and discuss the consequences from different viewpoints

Life in Medieval Britain

- **To know when the medieval period was and how long it lasted.**

When was the medieval period in Britain? How long did it last? What were the main events during this time? Who were the important people during this period? <https://www.english-heritage.org.uk/learn/story-of-england/early-medieval/#:~:text=The%20medieval%20period%20is%20the,the%20country%20the%20Normans%20conquered.>

Children to use the website to find out about the Medieval period and how long it lasted. What were the main events during this period of history? (Teacher to create a simple quiz using the website for children to read and find answers.)

- **To know the origins of the battle of Hastings and the importance of the Bayeux Tapestry**

<https://www.historyforkids.net/bayeux-tapestry.html> When was the Battle of Hastings? Who was involved? What are the main events of the battle? How did it end? Discuss the main events of the Battle from different viewpoints (opportunity for writing – recount from Norman/English viewpoint) Create a timeline of the events of The Battle of Hastings <http://www.normaninvasion.info/timeline-battle-hastings.htm>

- **To know how the death of Edward the Confessor led to the end of the Anglo-Saxon era.**

<https://www.bbc.co.uk/bitesize/guides/zwbdhv4/revision/1> Use the picture and facts from the website to explore the events of the death of Edward. Give opinions on this significant change in history. Research the 4 claimants to the throne – create ‘trump cards’ or info pages about each of the 4 claimants. Who was Edward the Confessor and how did he die? What happened when he died? Who thought they should be king afterwards? What happened next and why?

- **To know how everyday life in medieval Britain compares to everyday life now**

Children to create their own question to research that compares medieval and present lifestyles – choose an area to find out about eg clothing, food, lifestyle, jobs. Use a variety of sources of evidence to create own presentation to share with whole class (computing link/group work challenge) Groups to share facts and take notes on other groups findings. What do I want to find out? How can I find this out reliably? What sources could I use? How will I share my findings with the rest of the class?

History Progression of knowledge and skills YEAR 6

Y6. As a historian I can:

Knowledge objectives.

Chronology

- ✓ To use historical dates and vocabulary accurately to order events on blank timeline discussing the main changes in a period of history

Historical Enquiry

- ✓ Create own historical question to answer and give more than one reason or opinion using evidence to back up answer
- ✓ To compare and contrast various sources of information and discuss the similarities and differences

Historical Interpretation

- ✓ Show awareness of historical propaganda and the importance of using reliable information

Continuity and change

- ✓ To consider and explain reasons of significant change throughout history and give opinions using primary and secondary sources of evidence
- ✓ To link changes in history to life in Modern Britain and make detailed comparisons

Causes and Consequence

- ✓ To explore the cause of a major event in history and discuss the consequences from different viewpoints

Crime and Punishment

- **To know how the Tudors dealt with more serious crimes (Henry VII's death penalty).**

<https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/z26w4xs>

https://www.readingmuseum.org.uk/sites/default/files/downloads/Fact%20Sheet%20-%20Tudors_compressed.pdf

Use a painting of Tudor punishment eg hanging – children to write facts about punishment and compare sources of information – **what were the main punishments used in Tudor times? How did punishments change throughout this era?**

- **To know how the police force was created in Victorian times.**

<https://schoolhistory.co.uk/early-modern/19th-century-police-force/>

Children to research the development of the police force and the importance of Robert Peel. Create a time line to show how the police force was formed and developed. Make detailed comparison to modern police officers and punishments. **Who was Robert Peel and what was his significance in this area? How did the police force develop? How was it different to modern police?**

- **To know the link between crime (punishment) in the 19th century and the transportation of criminals to Australia.**

<https://www.historic-uk.com/HistoryUK/HistoryofBritain/British-Convicts-to-Australia/>

Use picture 'The Landing of Botany Bay' to discuss moving criminals to Australia. Consider different viewpoints and create a debate/argument for each viewpoint. **Why were criminals deported to Australia? Who were the significant people involved in this deportation? What effect did it have on Britain/Australia?**

- **To research the origins of Newgate Prison and its significant event**

<https://www.historic-uk.com/HistoryMagazine/DestinationsUK/Newgate-Prison-Wall/>

Look at criminal records from New gate prison – what was significant about the prison? Compare different sources of information about the prison. Give opinions of the prison system using different sources of information