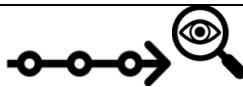


**Year 6 Medium Term History Planner**  
**Crime and Punishment - Spring**

<p><b>NC link</b>  Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p><b>Key Vocabulary: non-negotiable vocabulary highlighted</b>  Criminals, <b>crime</b>, <b>punishment</b>, deterrent, committed, guilty, <b>trial</b>, <b>court</b>, hue and cry, trial by combat, capital punishment, whipping, fines, humiliation, <b>imprisonment</b>, <b>outlaw</b>, <b>justice</b>, sheriff, vagrancy, witchcraft, branding, hanging, smuggling, poaching, plotting, <b>treason</b>, stocks, highwayman, ducking stool, scolds bridle, execution, bloody code, transportation, prisons, prison reforms, policing, car crime, cyber crime, drugs, race.</p>		
<p><b>Enquiry Question 1:</b>  <b>How were criminals punished 800 years ago and how do we know?</b></p>	<p><b>Enquiry Question 2:</b>  <b>What does the legend of Robin Hood tell us about medieval justice?</b></p>	<p><b>Enquiry Question 3:</b>  <b>Have crimes changed over time? How did crimes and punishments change between 1500 and 1750?</b></p>	<p><b>Enquiry Question 4:</b>  <b>Why did punishments become so bloody in the 18<sup>th</sup> century?</b></p>
<p><b>Key learning:</b>  Punishments were harsh and public, such as whipping, stocks, or even execution, and trial by ordeal was still used until 1215. We know about them from old court records, chronicles, and surviving artefacts, which show us how different justice was compared to today.</p> <p><b>Consider:</b>  What crimes do you think were being committed most frequently 800 years ago? What was happening in the world around the same time? (timeline). How were people living at the time? If so many people were committing crime, why were so few found guilty?</p> <p><b>Historical skills:</b>  Chronological Understanding  Historical Enquiry</p>	<p><b>Key learning:</b>  Many people in medieval times felt justice was unfair. Laws often favoured the rich and powerful, while the poor could be punished harshly for small crimes.</p> <p><b>Consider:</b>  Who was Robin Hood? How was law and order enforced and policed? What could be a punishment? How were people deterred from committing crimes?</p> <p><b>Historical skills:</b>  Historical Enquiry  Sources</p> 	<p><b>Key learning:</b>  Some crimes, like poaching or theft, became more common, and punishments became harsher, including public executions, whipping, and the use of the pillory. Over time, society moved towards more organized courts and laws, reflecting changing ideas about justice and order.</p> <p><b>Consider:</b>  How crime changed over time to include witchcraft, moral crimes such as religion and vagrancy. Would being a highwayman be a tempting prospect for a man in that period of time?</p> <p><b>Historical skills:</b>  Historical interpretation  Cause and consequence</p>  <p><b>Retrieval:</b></p>	<p><b>Key learning:</b>  In the 18th century, punishments became very bloody and severe to scare people and deter crime, because crime rates were rising and authorities wanted to maintain order. Harsh public punishments like hanging, whipping, and the pillory were used to show the power of the law and make an example of criminals.</p> <p><b>Consider:</b>  What was the 'Bloody code'? How do we know about this? Did the crime often fit the punishment in your opinion? Why were the punishments so extreme?</p> <p><b>Historical skills:</b>  Similarities and differences  Historical Enquiry  Sources</p> 

**Retrieval:**

How did homes affect people's safety and the work of those keeping law and order? We are going to consider some previous learning. Think about when you learnt about castles & homes in Year 1...

- Strong walls kept people safe from attackers

Victorian/Industrial homes in Year 4 & 5...

- Overcrowded urban housing led to crime and poor hygiene.

Battle of Britain in Autumn...

- People used shelters like Anderson shelters to stay safe during air raids.

How did jobs relating to law, order, or protection change over time? We are going to consider some previous learning. Think about when you learnt about ancient greece in Year 5...

- Citizens and soldiers enforced laws and protected cities

the Romans in Year 3...

- Soldiers and local leaders maintained order

Anglo-Saxons/Vikings in Year 4...

- Local leaders, village elders, and warriors enforced laws

The GFoL in Year 2...

- Watchmen and volunteers helped control chaos

Victorians & Industrial Revolution in Year 5...

- Police forces and prison staff became more organised

Battle of Britain in Autumn...

- Air raid wardens, soldiers, and volunteers helped protect civilians

**Enquiry Question 5:  
Has the way we catch and punish criminals changed that much in the last 100 years?**

**Key learning:**  
Policing has become more organized, with detectives, forensic science, and modern investigations. Punishments now focus more on rehabilitation, fines, or community service rather than public executions or harsh physical punishments.

**Consider:**

What was happening socially and politically in the 19<sup>th</sup> century? What was the main reason for crime in the

**Assessment/Oracy lesson**  
**How and why have crimes and punishments changed throughout history?**

Show a timeline with the four historical periods (medieval, Robin Hood, 1500–1750, 18th century).

Children record/discuss what they know about crime and punishment in each period. Provide following sentence starters:

**Notes:**

<https://staging.royalarmouries.org/learning-resources/crime-and-punishment/>

**School Trip ideas**

Ripon's police and prison museum will loan boxes of artefacts related to crime over time including Victorian workhouse clogs and gunpowder flasks - £40 for two weeks. Need to be collected and returned to the museum (50mins away) – also do school visits.

[https://riponmuseums.co.uk/explore/loan\\_boxes/](https://riponmuseums.co.uk/explore/loan_boxes/)

[https://riponmuseums.co.uk/explore/learning/key\\_stage\\_2/](https://riponmuseums.co.uk/explore/learning/key_stage_2/)

first half of the century? How did punishment change - transportation? How did policing change? What would life have been like for a young offender?

**Historical skills:**

Similarities and difference  
Cause and consequence



**Retrieval:**

How did transport overtime allow authorities to respond to crime? We are going to consider some previous learning. Think back to your learning of the romans in Year 3...

- Roman roads were straight and well built, so soldiers and messengers could travel quickly to deal with trouble, protect towns, or spread warnings.

Industrial revolution in Year 5...

- Trains, canals, and better roads allowed police, doctors, and officials to travel more quickly between towns, helping them deal with accidents, fires, or crime faster.

Vikings and Anglo-Saxons in Year 4..

- Vikings used fast longships to attack or travel quickly. Anglo-Saxons mostly walked or rode horses, so their leaders responded more slowly to raids or emergencies.

Battle of Britain in Autumn...

- Authorities used cars, bicycles, and aircraft to deliver warnings, guide people to shelters, and fight

**One thing I learned about how punishments have changed is...**

**One source that helped me understand this is...**

Class debate:  
Which period had the most unfair or harsh punishments?

“I agree/disagree because...”

Provide sources of evidence to support arguments.

enemy planes, helping them respond quickly to danger.