

Knowledge Organiser History Year 4 Summer

How has Crime and Punishment changed over time?



St Elizabeth's Catholic Primary School
"Love one another as I have loved you"

Prior knowledge

- Understanding of Ancient British Chronology (Stone Age, Iron Age and Bronze Age)
- Understanding of what life was like in the Victorian era

Key words

Society: a group of individuals involved in persistent social interaction, or a large social group

Crime: an illegal act for which someone can be punished by the government

Punishment: the act of punishing, consequence for doing something wrong

Riot: a violent disturbance of the peace by a crowd

Transportation: the action of transporting someone or something

Smuggling: the illegal movement of goods into or out of a country

Hostile: showing or feeling opposition or dislike; unfriendly

Liberty: the state of being free within society from oppressive restrictions

Suffragette: a woman seeking the right to vote through organised protest

Discrimination: the unjust treatment of different categories of people because of their race, age, sex or disability

Democracy: government in which the highest power is held by the people and is usually used through representatives

Parliament: a formal group of people who hold discussion of public affairs

Historical knowledge and skills covered in this topic

- Children will demonstrate understanding about how and why Crime and Punishment has changed over time.
- Children will develop understanding of change and development over a long period of time.
- Children will explore a variety of sources of evidence to develop their knowledge and understanding of the different time periods.
- Children will explain their findings on some small case studies in more depth to understand triggers for change.
- Children will demonstrate understanding that some things remain the same over long periods of time.
- Children will develop a chronologically secure knowledge and understanding of British history.
- Children will establish clear narratives over periods of study.
- Children will note connections, contrasts and trends over time and develop the use of historical terms.
- Children will understand how our knowledge of the past is constructed from a range of sources.
- Children will address historically valid questions about continuity, and change and cause.
- Children will address and devise historically valid questions about continuity and change, similarity and difference, and significance.
- Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information.

