

# Sharnbrook Primary Knowledge Organiser - Y6 History

**Key Question: How useful are historical sources?**

**Historical interpretation**

**What Should I Already Know**

Children will have contextualised knowledge of Romans (Y3), Anglo-Saxons & WWII (Y4), and the Tudors (Y5).

**Key Facts**

The Roman system of laws and punishments forms the basis of many laws we still use today.

The system of justice was quite well organised as England became a more united kingdom.

The Gunpowder Plot was a plan to blow up the Houses of Parliament on the 5th November 1605. We celebrate the failed plot by lighting bonfires and setting off fireworks.

Most offences which carried the death penalty were abolished between the 1820s and 1830s, leaving only murder and treason still resulting in this form of punishment.

The first police force was introduced in London in 1829 by Sir Robert Peel. The nickname 'Bobbies' or 'Peelers' given to police officers comes from his name.

Harrold Wilson, the incoming Prime Minister in 1965, introduced the Abolition of the Death Penalty Act.

**Significant People**



King James I



Guy Fawkes



John Howard



Sir Robert Peel



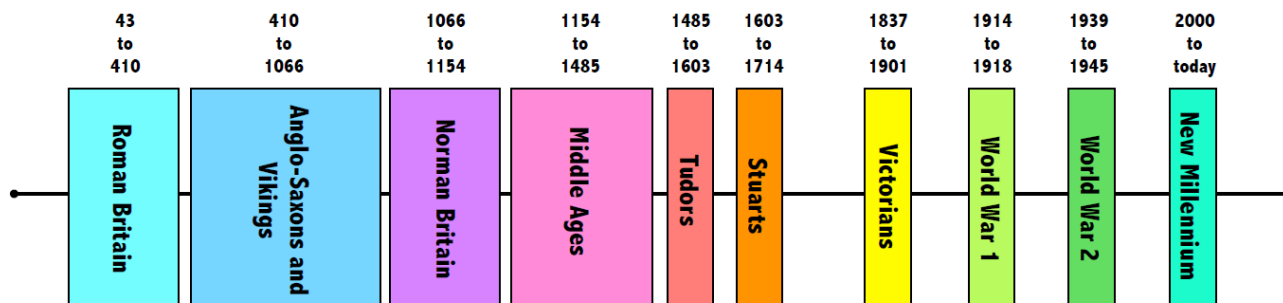
Harold Wilson

**Vocabulary**

Abolish/abolition	The action of scrapping a system, practice or institution.
Court of Law	A place where a trial takes place.
Government	A group of people with the authority to govern a country or state.
Judge	A public officer appointed to decide cases in a law court.
Jury	A group of people (usually 12) who give a verdict in a case based on evidence presented to them in court.
Justice	Fairness in the way people are dealt with.
Law and Order	Respect for, and obedience of, the rules of society.
Parliament	A law-making group in the United Kingdom.
Victim	A person who is harmed, injured or killed as a result of a crime, accident or other event.
Witness	A person who sees an event, such as a crime, take place.

**Timeline**

**How to be a Historian**



- Distinguish between a primary and secondary source.
- Think critically about the usefulness of historical sources and whether or not they are/are not biased.
- Draw conclusions from historical sources to learn about the past.