

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

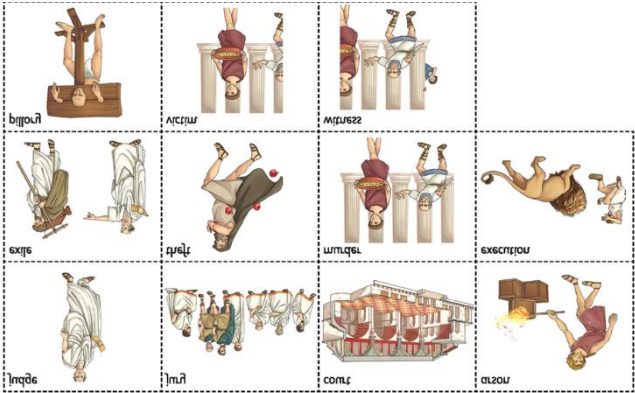
Subject	Topic	Year Group	Term	Time Allocation
History	Crime and Punishment	6	Spring 1	12+ hours

End of Key Stage objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge of British history across time. • Use historical terms to describe Crime and Punishment over time. • Use a range of sources to understand how our knowledge of the past is constructed. • Discuss changes in an aspect of social history, such as crime and punishment from the Anglo Saxons to the present. • Understand how our knowledge of the past is constructed from a range of sources. • Note connections, contrasts and trends over time and develop the use of historical terms. • Address and devise historically valid questions about change, cause, similarity, difference and significance.
End of unit objectives.	<ul style="list-style-type: none"> • I can define crime and punishment and describe how this has changed over time. • I can correctly match/define meanings of words used in the British Justice System. • Jury • Judge • Trial • Lawyer • Magistrate • Transportation • Pillory

- I can explain crime and punishment and key facts during Roman, Anglo Saxon, Viking Norman, Middle Ages, Tudors Victorians and Modern Day by explaining how criminals were tried and some of the common punishments during these periods.
- I can compare crimes and punishments throughout different periods of time.
- I can name crime and punishments from different periods in time.
- I can match crimes to punishments.

Visit- Nottingham Crime Museum or Shrewsbury Prison

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hour	<p>What is Crime and Punishment?</p> <p>Key Vocabulary: Crime, Punishment, Legal System, Continuity and Change, Prevent, Detect Jury, Judge, trial, Lawyer, magistrate, transportation, pillory</p>	<p>What is crime and punishment?</p> <p>Why do we have a legal system?</p> <p>Can children name any crimes and punishments today? How we detect and/or prevent crime nowadays, and how we punish it.</p> <p>How do you think crime and punishment has changed over time?</p> <p>What words or phrases are associated with our criminal system?</p> <p>• Do you know what each of these words means? Ask children to match some of the main vocabulary they will come across in this unit with the correct definition, then check on the slides</p>	Vocabulary associated with crime and punishment

Lesson 2	1 hour	<p>How has crime and punishment changed over time?</p> <p>Key Vocabulary Crime, Punishment, Legal System, Continuity and Change, Prevent, Detect</p>	<p>Show children the timeline displaying the different periods in history we will be looking at over the next few lessons. Discuss what life was like at each of those time periods and introduce some ideas about the broad trends in crime and punishment. Children will revisit these in later lessons</p>	 <p>What do the words mean? Sort into people /crime/punishment</p> <p>Give children a set of Sorting Cards in groups of two or three and ask them to try to match up the crime, how it was detected and the punishment. then Write a sentence about crime and punishment in each of the time periods.</p>
Lesson 3	1 hour	<p>What was crime and punishment like in the Roman Period?</p>	<p>Can you remember when the Roman period was? Recap on the Romans and where they lived and when they came to Britain.</p>	<p>Crime and Punishment in Ancient Rome - BBC Bitesize</p> <p>What kind of crimes did Romans deal with?</p> <p>What did the Romans think about how to tackle crime?</p>

		<p>Key Vocabulary: Roman Empire, Citizens, Non-Citizens, Law, Curse Tablets</p>	<p>Show children the map of the Roman Empire when it was at its greatest extent.</p> <ul style="list-style-type: none"> • Explain that by the time the Romans got to Britain, they had already developed a very detailed legal process. Citizens were covered by Roman law while non-citizens (most of the population) were covered by local law. <p>Explain the process of catching and trying a criminal and some of the main punishments. In practice, this meant that many crimes went unpunished, so people also asked for divine help. Show the curse tablets from Bath.</p> <ul style="list-style-type: none"> • Explain that the Roman system of law has had a huge influence on the modern practice of law. 	<p>What punishments did Roman's use? How did people catch criminals? What happened if you couldn't catch the culprit?</p>
Lesson 4	1 hour	<p>What was crime and punishment in Anglo-Saxon and Viking period?</p> <p>Key Vocabulary:</p>	<p>Can you remember when the Anglo-Saxons and Vikings came to Britain? Show children the timeline on the slides and then the map of where the Anglo-Saxons and Vikings lived.</p> <ul style="list-style-type: none"> • Explain that after the Romans left Britain, the Anglo-Saxons and then the Vikings invaded. They had not been ruled by the Romans and so had their own ways of dealing with crime. 	<p><u>Crime and Punishment in Anglo-Saxon times - BBC Bitesize</u></p> <p>Read information about different crimes children have to decide the punishment for the crimes mentioned using information from Anglo Saxon times. When finished, children to answer the questions about Anglo Saxon crimes and punishments.</p>

		Compensation, Society, Crime, Law, Justice System	Instead of a punishment, most crimes were dealt with by compensation (weregild). The amount of compensation a person got depended on their standing in society. • Go through the information on the slides about how crime and punishment were dealt with by the Anglo-Saxons and Vikings. • What do you think of this system of law? Why? Children to discuss ideas.	
Lesson 5	1 hour	Who is William Wallace? Key Vocabulary: Hung, Quartered, Punishment, Crime	Who was William Wallace? Where and when was born? What was his crime? How was he punished? What does hung, drawn and quartered mean?	William Wallace - BBC Bitesize 1. Explain in a paragraph... Why William Wallace was hung, drawn and quartered by Edward 1. 2. Then explain the 3 stages of being hung, drawn and quartered. 3. Why do you think William Wallace's limbs were sent to Newcastle, Berwick, Stirling and Perth?
Lesson 6	1 hour	What was crime and punishment like in the medieval and Tudor periods?	Show children the timeline and explain that today we will be covering crime and punishment from 1066 to 1603. • The Normans invaded in 1066 and brought a new system of laws with them. Although the Normans had	Crime and Punishment in Tudor times - BBC Bitesize Children sort statements on worksheet into two boxes: one for the start of the medieval period and one for the Tudor period.

		<p>Key Vocabulary: Compensation, Fines, Mutilation, Court, Trials, Jury</p>	<p>originally been Vikings, they had settled down and taken on the laws of the French people around them. People didn't pay compensation for crimes any more, though people were still outlawed. Now people were often fined or mutilated for crimes. The lord of the manor would be a judge at regular courts and many trials would have juries too. • Go through the information about forest law, church courts and the need for new systems by the end of the medieval period. • Go through the information about the Tudor period and how there were specific crimes that now needed to be dealt with because of the changes in religion. • What do you think of the justice system for the medieval and Tudor periods? How has it changed since Anglo-Saxon and Viking times? Discuss ideas as a class.</p>	<p>Match images to the punishments and then the crimes.</p>
Lesson 7	1 hour	<p>What was crime and punishment like in the early modern period?</p>	<p>Explain that today we will be studying the early modern period which covers from the Stuarts until 1800. Show children the timeline on the slides. • Explain that the period started off with a plot to blow up the Houses of Parliament. Go through the information about the Gunpowder</p>	<p>Can you identify crimes and why they became more common during this period</p>

		<p>Key Vocabulary: Parliament, Civil War, Smugglers, Highwaymen, Transportation, Punishment</p>	<p>Plot on the slides. • There was also a Civil War during this period, which was also partly due to religion. There were lots of crimes related to religion at this time, such as witchcraft.</p> <ul style="list-style-type: none"> • Go through the information on the slides about crime and punishment at this time, e.g. the increase in the number of smugglers, highwaymen and poachers and the reasons behind this. Explain that punishments became harsher and that a new punishment of transportation was introduced. • What do you think was the biggest change in crime and punishment during this period? Invite children to share their ideas. 	
Lesson 8	1 hour	<p>What was crime and punishment like in the Victorian period?</p> <p>Key Vocabulary: Laws and Legislations, Society, Railways,</p>	<p>Do you know when the Victorian era was? Children to share ideas, then show them the timeline on the slides. Explain that this was a period when the population was growing fast and Britain had a huge overseas empire. Why smugglers, traitors and highwaymen became less common and what new crimes became common due to changes in society (e.g. child safety laws, railways, etc.). • Explain that one of the biggest changes was the creation of the police</p>	<p>Crime and Punishment in Victorian times - BBC Bitesize</p> <p>A Victorian prison - The National Archives</p> <p>What were the hard labour tasks. What was life like as a Victorian prisoner. Write a diary</p> <p>KS2 All About Sir Robert Peel Information PowerPoint (twinkl.co.uk)</p>

		Smuggler, Highwaymen, Police Force	<p>force. This started in 1749 with the Bow Street Runners but then in 1829 the Metropolitan Police Act was passed. • There were lots of changes in punishments during this time. Go through the information on the slides, including details of how transportation changed from being to America to Australia, and how prisons, workhouses and reform schools were set up. • What do you think of crime and punishment in the Victorian period? How is it different or similar to crime and punishment today? Children discuss ideas.</p> <p>Who was Robert Peel? Find out about him.</p>	
Lesson 9	1 hour	<p>What was transportation?</p> <p>Key Vocabulary Transportation, British Colonies, Exile, Crime, Punishment</p>	<p>Recap on crimes and punishments covered already.</p> <p>What is transportation? Discuss</p> <p>Why do you think it was used? What do you think of it and why?</p> <p>What were the negatives and positives?</p> <p>Look at evidence from different sources.</p>	Writing a diary as one of the prisoners

<p>Lesson 10</p>	<p>1 hour</p>	<p>WALT- recap the history of crime and punishment and compare it to today.</p> <p>Key Vocabulary: Crime, Punishment, Debate, Judge, Juries, Prevention, Timekeeper, Chairperson</p>	<p>Show children the timeline on the slides showing each of the periods we have studied. What can you remember about crimes, prevention and punishment in each of these periods? Spend some time discussing each period as a class. • Go through the information on the slides about crime, prevention and punishment today. How is crime and punishment different today to how it was in the past? Where do some of the aspects of modern crime and punishment come from (e.g. judges and juries date all the way back to the Roman period, prisons as punishment is a Victorian idea)? Discuss ideas as a class.</p> <p>Tell children that today they are going to have a debate around the motion 'There is less crime now than in the past'. • Appoint children as judges, propositional speakers, oppositional speakers and floor speakers, as well as a timekeeper and a chairperson. Hand out the Debate Characters sheet to make sure children understand their role. • Follow the steps on the Debate Help Sheet to carry out the debate. Make sure the judges have Judging Sheet A to make notes on and if</p>	
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Lesson 11	1 hour	<p>What is crime and punishment like today?</p> <p>Key Vocabulary: Laws, Legislations, Judge, Police, CCTV</p>	<p>Nowadays, we have many more ways to find criminals and send them to prison. We also use many methods to stop people from carrying out a crime.</p> <p>Can you think of any?</p> <p>Look at different prevention and detection systems. Which are which? Sort them.</p>	