



Pinner Wood School



Year Group	6	Term	Spring 1	Subject	History	Topic	Crime and Punishment
						Key Question	What does 1000 years of crime and punishment look like?
Prior Learning and other Curriculum Links	Looking at sources Year 5 - Mayan human sacrifices Year 1 - Homes in the past Year 2 - Gun powder plot Year 3 - Stone Henge & Romans Year 4 - Feuds in the Anglo Saxons RE - religious/spiritual beliefs and how this affects punishment of people PSHE - Year 5 punishments for crimes Year 5 - English Highwayman				Target Tracker statements (Skills)	<u>Chronological understanding</u> <ul style="list-style-type: none"> Successfully match simple iconic images to each of the periods studied. <u>Historical Interpretations</u> <ul style="list-style-type: none"> Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events. <u>Organisation and communication</u> <ul style="list-style-type: none"> When appropriate sees the need to refer to dates and to see importance of lengths of time e.g. when describing causes. Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing. Able pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. <u>Understanding of events, people and changes</u> <ul style="list-style-type: none"> Explain an event with reference to abstract ideas such as long and short-term or events building up. 	

			<ul style="list-style-type: none"> Starts to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think.
Fundamentals	<ul style="list-style-type: none"> Use historical information to create meaningful questions about change, cause, similarity and difference and significance and create their own ideas about historical events Understand how the knowledge of our past has been formed from a range of sources and use these for independent research Be able to make connections, contrasts and trends over time when talking about World and British history and show this on a timeline 	Key Facts/Sticky Knowledge	<p><u>Medieval and Tudor</u></p> <ul style="list-style-type: none"> Community-based crime prevention system Weregild was abolished. Instead people were mutilated, executed or fined for their crimes Trails by jury. Church if they recited a particular verse - Neck Verse - to avoid execution Anyone on the run from the law could claim sanctuary by going into a church Shaming punishment introduced - stocks and ducking stool Towards the end towns appointed their own officials called constables, watchmen or beadle and Justice of the Peace - first time law enforcement was a role of someone rather than the job of the whole community After Henry VIII there were lots of disagreements about religion - anyone who disagreed with the changes were burned at the stake. <p><u>Early modern period</u></p> <ul style="list-style-type: none"> Many women were accused of witchcraft and burned at the stake Smugglers became more common as did Poachers Highwaymen attacking coaches Punishments were very harsh. In 1688 only 50 crimes earned the death penalty, by 1800 it was 200! This system of law became known as the "Bloody Code" <p><u>Victorian Period</u></p>

			<ul style="list-style-type: none"> • Theft was still the most common crime • Smuggling died out and highwaymen were less common • More political crimes such as striking and rioting • Introduction of the police force by Sir Robert Peel • Public hangings continued until 1868 • Transportation to Australia was introduced. • Workhouses were introduced <p><u>20th and 21st centuries</u></p> <ul style="list-style-type: none"> • New crimes due to developing age • ASBOs, community service, probation and electronic tagging introduced
<p>Our Curriculum Journey</p>	<p>Stunning Start: An interactive workshop full of punishment demonstrations. Throughout the day, children will be on the hunt to find the witch amongst the group. Children will look at torture artefacts and have an executioner telling them all about their life.</p> <p>Journey: Children will look at how criminals were punished in Medieval times using Medieval texts. Children will find out about the legend of Robin Hood and what this tells us about Medieval justice. They will create their own storyboard. They children will explore how crime and punishment changed between 1500 and 1750 using sources to investigate. The children will use the poem The Highwayman to discuss crime such as highway and robbery. Following on from this, the children will consider why punishment became so bloody in the 18th century. They will do this by investigating a series of crimes and look closely at The Bloody Code. They will investigate why crimes punishable by death increased, and the number of executions went down. Children will use source information such as graphs to explain why so much change happened in crime in the 19th century. Finally, will look at different Victorian punishments and have the opportunity to present their knowledge on a day in a life of a prisoner through an extended piece of writing.</p> <p>Show stopper: Children will recreate a mini workshop for other children. They will become a workshop leader and create create an oracy presentation for another class. They will have an opportunity to dress up as an executioner (or other related character) and speak about historical punishments and how they have changed over time.</p>		
<p>Key Vocabulary (revisited)</p>	<p>Law, jury, court, Robin Hood, treason (Gun Powder Plot)</p>	<p>Key Vocabulary (new)</p>	<p>Crime, prison, gang, deterrence, retribution, sanctuary, benefit of clergy, heresy, treason, bloody code, transportation, vagabond, witchcraft, smuggling, town</p>

			<p>constables, night watchmen, highway robbery, decriminalisation, martyr, hard labour, reform, rehabilitation, Robert Peel, inhumane, prosecute, defend, sentence, Laws, rehabilitation, vindicate, reformation, evidence</p> <p>Trial, jury, rights, confinement</p>
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