**Y5/6 – Crime and Punishment**

**How has crime and punishment changed over time in Britain?**

**Year 1/2** – Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.

**Year 3** – Children will have looked at periods in time within the Stone Age.

**Year 4** – Children will have studied the Romans in Britain.

**Year 5** – Children will have studied the Anglo–Saxons.

**Previous Learning**

In this crime and punishment unit, children will build on their knowledge of periods in history that they have studied through KS2. Children will explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium.

**Overview Of Learning**

**Knowledge And Understanding Objectives**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught:

- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.

**KS3** – Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts

**Future Learning**

**crime**, **period**, **chronology**, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, **industrial**, promotion, unarmed, detective, prevention, detection, rehabilitation.

Words in bold relate to the themes, concepts and skills that run throughout the whole history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

**Key Vocabulary To Explain**

**Theme:** Power/Conflict and Disaster **Substantive concepts explicitly taught:** empire, monarchy, civilisation, rebellion

The children may think that the same crime that happens today, happened hundreds of years ago. Children may think that there has always been a police force. Children may think prisons are dungeons and that prisons have always been used as punishment, when they were originally used as holding cells before the punishment.

**Misconceptions**

**Theme and concepts**



[**www.grammarsaurus.co.uk**](http://www.grammarsaurus.co.uk/)

**Unit Overview**

**How has crime and punishment changed over time in Britain?**

**Lesson 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2** |  | **Lesson 4****Lesson 3** |  | **Lesson 6****Lesson 5** |  | **Lesson 8****Lesson 7** |  |
| **Key Question:** What is crime and punishment? | **Key Question:** What was crime and punishment like in Roman Britain? | **Key Question:** What was crime and punishment like in the Anglo-Saxon period? | **Key Question:** What was crime and punishment like in the Tudor period? | **Key Question:** What was crime and punishment like in the Stuart period? | **Key Question:** What was crime and punishment like in the Victorian period? | **Key Question:**How did the police force develop through the 20th century? | **Key Question:** What are crime and punishment like today compared with the past? |
| **Historical Skill:**Chronology | **Historical Skill:**Historical significance | **Historical Skill:** Evidence and Interpretation | **Historical Skill:** Change and continuity | **Historical Skill:** Evidence and Interpretation | **Historical Skill:** Evidence and Interpretation | **Historical Skill:** Change and continuity | **Historical Skill:**Similarity and difference |
| **Substantive concepts build on:**empire, monarchy, rebellion | **Substantive concepts build on:**empire, monarchy, rebellion, civilisation | **Substantive concepts build on:**empire, monarchy, rebellion, civilisation |
| **Cumulative Quiz:**Q 1 - 3 | **Cumulative Quiz:**Q 4 - 7 | **Cumulative Quiz:**Q 8 - 10 | **Cumulative Quiz:**Q 11 - 13 | **Cumulative Quiz:**Q 14 - 16 | **Cumulative Quiz:**Q 17 - 19 | **Cumulative Quiz:**Q 20 - 22 | **Cumulative Quiz:**Q 23 - 25 |



[**www.grammarsaurus.co.uk**](http://www.grammarsaurus.co.uk/)

**Stretch and Challenge ideas across the unit.**

* The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
* The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
* There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.

**Children could:**

* Reason about the reliability of sources presented to them.
* Compare sources and evaluate them, coming up with their own historical interpretation.
* Handle sources and create historical interpretations, based upon the knowledge they have learned.
* Create a case study on the Pendle Witch trials, focusing on the intricacies of the case.
* Explore what police do today, for the community and to prevent crime.
* Find draconian laws that are still in effect today, but no longer adhered to.

**Assessment**