

<u>Curriculum Rationale</u>	Curriculum Big Question: <i>How has crime and punishment changed over time?</i>	Targeted phase: Year 6
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	Curriculum Content	
What prior knowledge needs to be used? Pupils will be able to draw upon prior knowledge of the earlier historical eras studied during KS2 and changes identified over time. They will be able to accurately recount specific chronological events and place them in order. Pupils will draw upon specific knowledge gained from studies about Ancient historical times and the impact these had. Some pupils will have additional knowledge around more recent historical eras developed from their own interests.	Chronology	Communicating History
About the Unit	<p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils place different periods in time on a timeline, discussing their chronology in relation to one another.</p>	<p>Use historical terms and vocabulary (<i>including tier 2 vocabulary and tier 3 vocabulary</i>).</p> <p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p>
What knowledge and procedures need to be learnt by the end point? By the end of the unit, pupils will understand what is meant by the terms ‘crime’ and ‘punishment’ and how societies’ views have changed over time. Pupils will recognise similarities and differences between what is considered a crime and identify how the level and severity of punishment has changed over time. Pupils should begin to understand how the tolerance and attitudes towards crime and punishment are linked with changes in different societies and can be linked to social status within the historical periods. These changes will be recorded chronologically and with accuracy. Pupils will be able to consider the scale of punishment assigned to similar crimes over time and evaluate the impact and fairness of the punishment levied. Finally, pupils will bring their learning together to be able to analyse how the nature and impact of crime and punishment has changed over time.	Investigating the past	Thinking like a historian
Why are these important? It is important that pupils are aware of the links that can be made between different time periods but also the many changes that have come about with time and advancements in technology. It is also important for pupils to have an awareness of how the impact of conflicts changed from a local to global scale and the consequences this had for the modern era. Exploring this topic will also lead to discussions about the most current conflicts which are still taking place around the world as well as discussions about Remembrance services and how we still look to the past to teach ourselves important lessons for the future.	<p>Interpretation of evidence through analysis of historical sources from the time.</p> <p>Making inferences from sources about what they tell us about the past.</p> <p>Conduct historical enquiry about the reliability of sources.</p>	<p>Change and continuity - pupils will consider changes in what constitutes a crime and the associated punishments that have been identified in different time periods. Similarities and differences will be explored and identified between the different time periods and an understanding developed to show how and why the changes came about.</p> <p>Cause and consequence - pupils will consider the cause and impact of varying punishments in relationship to the crimes and consider the consequences, if any, on crime prevention.</p> <p>Significance - pupils will consider the significance of the crime within society and whether the level of punishment was reflective of the crime. Consideration will be made around the significance of changing attitudes.</p>
Which threshold concepts need to be emphasised?	Wider Curriculum Links:	
<ul style="list-style-type: none"> ● Chronology ● Communicating history ● Investigating the past ● Thinking like a historian 		

<p><u>How will you assess if the knowledge and procedures have been secured?</u></p> <ul style="list-style-type: none"> Recap each lesson (3 questions - 3 minutes) Understanding and use of historical techniques throughout unit Knowledge retrieval quiz Chronology task to place all periods studied in time Assessment piece at the end of the unit which will link all aspects taught. <p><u>How will this create readiness for subsequent units?</u></p> <ul style="list-style-type: none"> Reinforces understanding of chronology and gaining a deepening understanding of how periods of time interlink and fit together. Deepens understanding of the importance of ‘sources’ and historical enquiry for painting a picture of the past. Embeds the use of historical vocabulary and terminology within explanations. Deepens understanding of the comparisons/ links that can be made between different historical eras. A development in pupil’s critical thinking skills, through analysis of sources and making judgements about the reliability of the evidence 	<p>Career: Historian, researcher, teacher, archaeologist, lawyer, police officer, member of the judicial system,</p>	<p>PSHE: pupils given the opportunity to have discussions and construct arguments, giving their own opinions. Develop a growing understanding of how attitudes around what constitutes as a crime have changed over time and how the punishments reflect changes in society over time. A sense of right and wrong will be developed.</p>
	<p>British Values: Tolerance, liberty, respect, justice</p>	<p>Virtues: Pupils gain an understanding and appreciation of the past and how it has shaped life today, helping pupils make sense of the present.</p>

<u>Sequential components of learning</u>	Ancient crime and punishment: The Romans!	Anglo - Saxon changes in crime and punishment	Medieval Britain changes: 1066-1485	Early Modern Britain 1485-1750	Industrial and Victorian Britain	Modern Crime and punishment	Assessment task: <i>Crimes have remained unchanged over time, while punishments have changed. Discuss.</i>
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
<p>Ancient crime and punishment: The Romans!</p> <ul style="list-style-type: none"> Society Conflict Power Settlement 	<p>Big Q: <i>Did the punishment levied during Roman rule match the crime committed?</i></p> <ul style="list-style-type: none"> ➤ Chronology Placing the Roman era correctly on a timeline and knowing which eras preceded and followed this one. ➤ Communicating history Use correct terminology to show the past, such as; years ago, different century, during the era, AD/BC, 	<p>Starter: Timeline activity. Pupils to place a selection of historical ages onto a timeline in the correct chronological order. Differentiated tasks can be achieved through use of timelines with dates on or some periods already labelled. This could be A3 size and should be added to during each lesson.</p> <p>Main teaching: Recap through questioning what pupils remember about the Romans. The Romans were excellent inventors and credited with introducing many things to Rome and the wider Empire. In talk partners, see how many answers you can correctly identify to answer: <i>What can you remember as being some of the inventions that the Romans were said to have introduced?</i> If not identified, refer pupils to the fact that the Romans introduced an early form of the Justice System to punish identified crimes. Infact, the</p>	<p>Time line and matching cards as required</p> <p>Matching activity - images and descriptions of punishments/criminal status.</p> <p>Sentence structure and writing scaffolds,</p> <p>Word banks.</p> <p>Questions to support answers.</p> <p>The use of talking tins could have</p>

	<p>decades.</p> <ul style="list-style-type: none"> ➤ Investigating the past Analysis of images and words. Recognise similarities to events during Roman times from different subject studies - such as RE. ➤ Thinking like a historian Recognise similarities and difference between societies in different time periods. <p>Ask questions to delve into the reasons behind events - some that may not be immediately answerable.</p> <p>Understand how, and perhaps why, crimes and punishments have changed over time.</p>	<p>Roman system of law and punishment is the basis of many laws that we still use today. Advise that the Romans had an established law and order that was built upon key principles but as there was no police force, other systems had to be used to keep 'order'.</p> <p>Q: What sort of crimes were committed in Rome and why do you think they were committed? - see slides.</p> <p>Task 1: Pupils to describe what they believe each crime is and give reason why the crime may happen. Have pupils consider the similarities to today's crimes - has much changed?</p> <p>Ask pupils what they thought would happen if a crime was committed? Obviously a punishment would be given. The Romans used punishments to deter crime and were based around specific laws.</p> <p>Introduce the idea that different punishments were used for different groups of people and the level of punishment used was meant to reflect the severity of the crime committed.</p> <p>Emphasise the knowledge that the Roman Empire was made up from Roman Citizens, had many slaves, as well as citizens who were free men and women. They were often treated differently if they broke the law.</p> <p>Talk partner work: what type of punishments do you know that were given in Rome during the Roman era? Show BBC bitesize clip https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zq36qfr before discussing other forms of punishment.</p> <p>Task 2: Pupils to be given a range of crimes and they have to match the potential punishment - including the same crime by people of different status. This could be images on the whiteboard or actual images and matching cards. Source analysis of mosaic/images.</p> <p>Task 3: Pupils to complete an extended piece of writing to show their understanding of why Romans used the punishments they did. They are to answer:</p> <p>Using examples of crimes committed and subsequent punishments, describe how the Romans attempted to prevent crimes.</p> <p>This should be differentiated by the use of sentence scaffolds, picture images, associated word banks, questions set to prompt pupil responses.</p>	<p>directions and prompts recorded to support learners with additional needs.</p> <p>https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zq36qfr</p>
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<p>Anglo - Saxon changes in crime and punishment</p> <ul style="list-style-type: none"> ● Beliefs ● Society ● Conflict ● Power 	<p>Big Q: <i>How did crime and punishment change following the settlement of Anglo-Saxon societies?</i></p> <ul style="list-style-type: none"> ➤ Chronology Know where Anglo-Saxons fit onto a time line in relation to other time periods ➤ Communicating history Use correct terminology to show the past, such as; years ago, different century, during the era, AD/BC, decades. Use appropriate terminology such as ‘tithings’, ‘hue and cry’ and ‘Wergild’. ➤ Investigating the past Use of source analysis and relevant research sites to find reliable facts. Know that not all research sites give factual information about the past and be able to say why. ➤ Thinking like a historian Establish continuity between time periods and identify differences. Analyse and evaluate the impact of the Anglo-Saxons in achieving order through the use of punishments. 	<p>Starter:</p> <p>Task 1: Complete a quick quiz to revisit prior knowledge about the Anglo-Saxons and then add this era to the time line started in lesson one:</p> <ul style="list-style-type: none"> ● Who were they? ● Where did they come from? ● When did they come to England? ● What were the settlements like? ● How did the beliefs of Anglo-Saxons change over time? <p>Main teaching: Introduce the fact that medieval England had a hierarchy within society that played a role in crime and punishment over the changing centuries. Show images of the King, the Church, Nobles and Peasants. Explain their role of the beliefs of the society members. Introduce the concept that the villages grew into kingdoms and a similarity existed between each kingdom with regards to holding the peace. Use the slides to show how Saxons had a number of ways to try and prevent crime. Introduce the terms ‘Blood Feuds’, ‘Wergild’, ‘The hue and cry’ and ‘Tithing’ before moving onto trials and punishments. In talk partners, children to see if they can deduce what each prevention method was before providing explanations for these. Use the following to explain trials by ordeals. Show Horrible histories Children to make notes from what they watch.</p> <p>Task 2: Pupils will sort statements to decide if the Saxon system was fair or not - see slide. Once sorted, pupils to record their views and then explain why they have come up with this decision using correct historical terms. This can be done in talk partner work or independently.</p>	<p>Power point slides.</p> <p>Quiz questions on paper for discussion and answers.</p> <p>Horrible histories video to show Trials by ordeal.</p> <p>Statements to sort in fair/unfair columns.</p> <p>Word banks.</p>
<p>Medieval Britain changes: 1066-1485</p> <ul style="list-style-type: none"> ● Society 	<p>Big Q: <i>How did the Norman invasion change attitudes to crime and punishment during medieval times ?</i></p> <ul style="list-style-type: none"> ➤ Chronology 	<p>Starter: Update the timeline to show where Anglo-Saxons fit and predict where the Normans and Medieval Britain would fit.</p> <p>Main teaching: Introduce the Normans using the Bayeux Tapestry. Ask children what they know about this tapestry of the Battle of Hastings.</p>	<p>Timeline activity.</p> <p>Copies of the Bayeux Tapestry for closer inspection.</p> <p>Sources printed and laminated.</p>

<ul style="list-style-type: none"> ● Beliefs ● Conflict ● Power ● Settlement 	<p>Know where Medieval Britain continues to fit onto a time line in relation to other time periods</p> <p>➤ Communicating history Use correct terminology to show the past, such as; years ago, different century, during the era, AD/BC, decades.</p> <p>Use appropriate terminology such as <i>Murdrum, Forest Law, Trial by Combat, Justice of the Peace.</i></p> <p>➤ Investigating the past Source analysis and enquiry depicting demonstrates pupil understanding and ability to ask questions.</p> <p>➤ Thinking like a historian Comparing similarities and differences between the Anglo Saxon and Norman crime and punishment tactics..</p>	<p>Advise this was the latest invasion that brought about changes to British rule. Obviously, as with all previous invasions, there would be changes in society and rule; including the justice system.</p> <p>Task 1: Children to make a predication about how much change the Normans made to Saxon justice by considering if there was:</p> <ol style="list-style-type: none"> 1. Complete change that removed all prior systems. 2. Some change but also some important continuities. 3. Complete continuity with no Norman influence. <p>Give reasons for the decision. Can children draw on past historical events to back up reasoning?</p> <p>Task 2: Source analysis. Share William the Conqueror’s confession with the children. What does this tell you? Does this make you change your opinion around task 1?</p> <p>Discuss answers before moving on to discuss what stayed the same and what changed.</p> <p>William had to ensure that he was in total control of its people. In order to gain control he did a number of things including building castles, surveying the whole country in the Domesday Book and changing many of those in positions of power to loyal Norman lords - see slide. Explain how the change in rule brought about changes in the justice system. Use the slides to explain this and point out how the early n=basis of the current justice system is beginning to be seen before completing the final task. Pupils to make notes throughout.</p> <p>Task 3: Children asked to identify as many practices as possible that continue Anglo-Saxon practices or those that changed them. Once listed, the children have to explain what they believe to be the reasons for continuity or the causes for change.</p>	<p>Copy of William the Conqueror’s confession for source analysis.</p> <p>Word banks and for Task 3 additional possible matching activity for LA/SEND.</p>
<p>Early Modern Britain: 1485-1750</p> <ul style="list-style-type: none"> ● Society ● Beliefs ● Conflict 	<p>Big Q: <i>How did modern early Britain change and how did this influence crime and punishment?</i></p> <p>➤ Chronology Examining Early Modern Britain’s</p>	<p>Starter: In talk partners, children to identify at least three ways in which crime and punishment has remained unchanged and three ways in which it has changed.</p> <p>Main teaching:</p>	<p>https://www.youtube.com/watch?v=y_oQmuKSskSk</p> <p>Crime and Punishment in Tudor times</p>

<ul style="list-style-type: none"> ● Power ● Settlement 	<p>place in time in relation to the other time periods studied in this unit.</p> <p>➤ Communicating history Use of key historical vocabulary to show a change in attitudes towards crime and punishment, such as vagabond, social crimes, witchcraft, the Bloody Code.</p> <p>Use of phrases such as “years ago, a long time ago, decades ago, in AD/BC” to discuss</p> <p>➤ Investigating the past Interpreting and analysing sources depicting the influence of landowners and a changing society.</p> <p>➤ Thinking like a historian Evaluating and explaining why attitudes change during this time as the power begins to shift and inequalities grow.</p>	<p>Using the slides, share the changes that were seen during this time period. Show how the period was divided between two main ruling houses for background information. Ask children to consider the impact on society as a result of this changes.</p> <p>Introduce new crimes and discuss using the slides and information provided. Show vagabonds video (a crime introduced during the Tudor reign) before moving onto how this crime was punished. Crime and Punishment in Tudor times</p> <p>Task 1: What contributing factors do you think led to the increase in vagabonds during this period? Discuss children’s viewpoints and show reasons behind the increase in vagabonds before showing the different Acts that were introduced to deal with the ‘problem’.</p> <p>Move through the slides to show the different crimes and laws that were established and the resultant punishments, including social crimes, and complete the tasks as indicated.</p> <p>Task 2: Watch the following clip and see how many facts you can identify. Remember to make notes!</p> <p>Task 3: What is happening in the images below? Why are these considered social crimes? Emphasis the fact that during this period there is still no formal police force but that law enforcement was beginning to take shape. Introduce these and compare to hue and cry etc. Punishments were also beginning to change. Use the slide to introduce early prisons, the bloody code and transportation.</p> <p>Task 4: Children are to think about the crimes described and punishments levied and complete a table/list to answer their views about:</p> <ul style="list-style-type: none"> ● Were these fair?. ● Give examples to back up your opinion. ● State whether it is a change or continuation. <p>Differentiate the task by giving an empty format, partial completion of responses, matching activity.</p>	<p>Selection of images to introduce different crimes.</p> <p>Word banks.</p>
<p>Industrialisation and the Victorian era</p> <ul style="list-style-type: none"> ● Society ● Beliefs 	<p>Big Q: <i>How did changes in industrialised Britain lead to new crime and punishment?</i></p> <p>➤ Chronology Examining the Victorian era and</p>	<p>Starter: Discuss background notes about industrialisation in Britain and have children make a prediction about how they think this might impact upon rates and types of crime. If time allows, this could be a research opportunity or a prior homework task.</p>	<p>Background information about Industrial Britain for reference purposes.</p> <p>Range of sources from Education Crime and Punishment.</p>

<ul style="list-style-type: none"> ● Conflict ● Power ● Settlement 	<p>industrialisation period in time in relation to the others studied in this unit</p> <p>➤ Communicating history Using key historical vocabulary such as industrialisation, prison, transportation, hulk, silent system, police.</p> <p>Use of phrases such as “years ago, a long time ago, decades ago, in AD/BC” to discuss this eras place in time.</p> <p>➤ Investigating the past Interpreting and analysing sources depicting the punishments for crime during this period.</p> <p>➤ Thinking like a historian Compare and evaluating the causes that bring about change and to show similarities or differences across time in relation to crime and punishment.</p>	<p>Main teaching: Using the slides, show how society changed during the Victorian era and industrialisation. As a result of changes in society, so there evolved changes in crime.</p> <p>Task 1: Using the sources found at Education Crime and Punishment have children decide: Is this crime the same as crimes committed for hundreds of years? Is this crime just a new opportunity for an old crime? Is this an entirely new crime? Consider what the punishment might be and also discuss the context. (Make copies of the sources to be used and add the final hint/question onto the back.)</p> <p>Explain how this increase in crime was considered linked to changes in society and the growth of the populations. Using the slides, have children think about how law enforcement was maintained in previous eras. Explain how this shows cause for change and continuity/change across time.</p> <p>Show slides to introduce the creation of the police force and show children each step and new areas of early policing.</p> <p>Task 2: In talk partners, children to discuss ‘Why would there be mixed reactions to this new law enforcement approach?’. Key questions: Why was there a need for this? Why might it have been unpopular? Challenge them by asking how they feel when something changes and they are not used to it. See base of slide for responses.</p> <p>Explain how crime prevention was s a strong motivator and in attempts to deter crime, punishments changed. Using the slides, show continuity and change in regards to transportation and prisons.</p> <p>Task 3: Watch the clip about transportation and then answer questions about this to show understanding.</p> <ul style="list-style-type: none"> ● Why were criminals transported to Australia? ● Was this a new punishment? ● Do you think the punishment fits the crime? <p>Task 4: Children are to write an essay to explain a perceived change during the industrialisation of Britain. The essay could answer one of the following:</p> <ul style="list-style-type: none"> ● How did policing change during the Victorian era? ● What changes happened when transporting criminal and why did these changes happen? 	<p>Video about transportation.</p> <p>Word banks, writing scaffolds, sentence starter prompts.</p>
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<p>Modern Britain</p>	<p>Big Q: <i>What new factors are affecting crime and punishment today?</i></p> <ul style="list-style-type: none"> ➤ Chronology Examining crime and punishment in the 20th century and to date. ➤ Communicating history use of key historical vocabulary such as 'racism, terrorism, car crime, drugs, sexism, homophobic, hooligans'. <p>use of phrases such as "years ago, a long time ago, decades ago, in AD/BC" to discuss modern day crime and punishment systems and place in time.</p> <ul style="list-style-type: none"> ➤ Investigating the past Interpreting and analysing sources depicting the punishments for crime during this period. ➤ Thinking like a historian Evaluating and explaining the changes in attitude towards crime 	<p>Starter: Children to identify as many crimes associated with current times and, using knowledge of past crimes, list crimes that are old or new. Show images of some of those identified - children to identify those they associated with.</p> <p>Main teaching: Give an overview of the changes in society from 1900 that have impacted upon modern day crime. Show how crime has increased in the latter half of the 20th Century.</p> <p>Task 1: This can be either a research activity or a group discussion using the prompt slides. Show children a selection of crimes committed since 1900 to present day and discuss how these crimes have grown. Consider which could be classified as old crimes that have changed and which are new crimes.</p> <p>Emphasis that many crimes are a result of changes in society and technology. Despite the many changes, there are many similarities to the Medieval period and Early Modern period - the rich getting richer and the poor getting poorer. As crime developed so did the need to attempt to prevent crime and punish perpetrators when necessary.</p> <p>Visit - arrange for you local Crime Prevention Officer to visit school and talk about their role or arrange to take pupils to the local station to meet officers to discuss their role in society. This would also provide the opportunity to discuss youth crime and disturbing the peace and age of criminal responsibility. If unable to arrange this, follow the slides about policing in the 20th & 21 st centuries.</p>	<p>Visit a police station or arrange for a Crime Prevention officer to visit school.</p> <p>https://www.youtube.com/watch?v=M4CIveEDtmk&feature=emb_rel_end</p> <p>Use of ICT for research purposes.</p> <p>Word bank, sentence starters and writing scaffold.</p>

	<p>and punishment in modern day society.</p>	<p>Move onto how crimes are punished. Emphasis how these have changed or continued over time. Use slides to discuss each of the main punishments used today and ask - is this an existing punishment, and old punishment that has been adapted or a new punishment. Can children make links to any of the punishments discussed in previous time periods?</p> <p>Task 2: Watch the short video about sentencing. Explain that sentencing is when a punishment is given. Children to take notes and think about how punishments are set in today's society.</p> <ul style="list-style-type: none"> ● Consider what crimes each sentence would be given for. ● Make links between the sentences for crimes today and those from past eras. ● What sentences no longer exist? <p>Make sure children are aware that the Death penalty no longer exists in Britain.</p> <p>Task 3: Children to write an explanation to respond to 'Theft is the oldest and most common crime that is still committed today.' In doing so they should consider:</p> <ul style="list-style-type: none"> ● What factors in modern times have affected how theft is carried out today? ● What are the changes in reasons for theft across different time periods and how has theft itself changed? ● How have punishments changed since the Roman time to the current day? 	
<p>Assessment task</p>	<p>Big Q: <i>Crimes have remained unchanged over time, while punishments have changed. Discuss.</i></p> <ul style="list-style-type: none"> ➤ Chronology Children can use demonstrate chronological understanding by ordering different periods of time and the events associated within this eras. ➤ Communicating history Children use historical terms and vocabulary correctly to describe the change and continuity and causes 	<p>Chronology task: Children to complete a chronology task to place the different time periods covered through the whole unit. This will be differentiated to ensure success for all. Additional challenge would involve specific events being added on to the correct era.</p> <p>Knowledge retrieval: Completion of a quiz-style knowledge test to assess learning throughout the unit and reactivate key points and concepts.</p> <p>Extended writing task: Children will draw on their prior learning to address the following statement and respond in a way that demonstrates their historical understanding. <i>'Crimes have remained unchanged over time, while punishments have changed. Discuss.'</i></p> <p>Children will agree, disagree or reason for both points to be</p>	<p>Chronology task - should be differentiated to ensure all children are able to place different eras in the correct time order.</p> <p>The quiz will be available to help focus views and emphasis key vocabulary.</p> <p>Link it learn it document for vocabulary support.</p> <p>Word banks, writing frames and some key concepts maps provided to meet individual needs.</p>

	<p>and effects that resulted in crimes and related punishments over time.</p> <p>➤ Investigating the past From the different sources and information analysed, Children can give their views about events that occurred over time with regards to the theme of crime and punishment.</p> <p>➤ Thinking like a historian Children will be able to argue a discussion and explain reasons for this using historical facts explored previously.</p>	<p>correct/incorrect by being encouraged to make links between the different periods studies and give examples to support their argument. They will use correct historical terms and vocabulary for the specific time periods and will make reference to:</p> <ul style="list-style-type: none">• How crimes have changed/remained unchanged over time.• What measures have been used to prevent the crimes and how these have changed/remained unchanged across time.• The impact of law enforcement (if any) in the prevention/punishing of crimes over time. <p>Children will use two or three different crime and the respective deterrents and punishments across history to back up their argument to agree or disagree with the statements.</p>	
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