



# Year 6: Crime and Punishment

## Disciplinary Knowledge

To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history by learning about the legacy of Roman crime and punishment on the current legal system in Britain.

Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to both the Roman system and the modern legal system in Britain.

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 by learning about crime and punishment during the Tudor era.

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century.

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 by learning about the development of crime and punishment during the Victorian period and what happened in Victorian prisons.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.

### Key statement: How has crime and punishment in Britain changed through the ages?

AIM: Children to improve knowledge and understanding of crime and punishment in Britain since the Roman period and comparing this to modern day.

#### Key Vocabulary

bobbies/ peelers	treadwheel
deterrent	exile
execution	branding
highwaymen	shot drill
criminals	scold' bridle
humiliation	rack
judge	dunking stool
jury	flogging
ordeal	fraud
treason	hacking
victim	crank
trial	stocks

#### Cross curricular links

Science – DNA testing  
 English – The Highway Man  
 English – Holes  
 Maths – Crime Statistics  
 ART – Graffiti

What is the key question?  
**Substantive Knowledge**

What History content are you going to teach?

What resources are you going to use?

What knowledge, understanding and skills will children take away?

<p>What types of crime and punishment existed during Roman times?</p>	<p>Chn mind map – KWL</p> <p>Chn match crimes with their Roman punishments according to their social status.</p> <p>Chn match key vocabulary with definitions.</p> <p>Chn write and create a curse tablet</p>	<p>KWL sheet</p> <p>PPT</p> <p>Flow chart poster</p> <p>Roman crime and punishment scenarios</p> <p>Key vocabulary sheets</p> <p>Brown paper</p>	<p>Chn can understand some of the terms used in crime and punishment.</p> <p>Chn can find out about what the Romans believed about crime and punishment.</p>
<p>What were the similarities and differences between both the modern British and Roman justice systems and that of the Anglo-Saxons?</p>	<p>Chn calculate wergild for body parts</p> <p>Chn research Anglo-Saxon punishments</p>	<p>PPT</p> <p>Wergild for body parts sheet</p> <p>Laptops</p>	<p>Chn can find out how the legal system worked in Anglo-Saxon Britain.</p> <p>Chn can compare both the modern British and Roman justice system with that of the Anglo-Saxons.</p>
<p>What different punishment methods were popular during the Tudor</p>	<p>Chn match the scenario, crime and the punishment to the accused</p> <p>Research forms of Tudor punishment using picture sources</p>	<p>PPT</p> <p>Scenario cards sheet</p> <p>Laptops and books</p> <p>Picture sources</p>	<p>Chn can find out about different punishment methods that were popular during the Tudor period.</p>

period?			
According to different sources, was the highway man a hero or a villain?	<p>Chn create a fact file on Dick Turpin</p> <p>Chn design a wanted poster for the Highway Man</p>	<p>PPT</p> <p>Laptops</p> <p>Information books</p>	Chn can find out about the life of Dick Turpin based on historical sources.
What was life like for a Victorian prisoner?	Chn role play Victorian hard labour in the prisons	<p>PPT</p> <p>BBC Bitesize clip</p> <p>Camera</p>	Chn can understand the experiences of Victorian prisoners.
How do modern methods of crime and punishment and detection compare with what existed in the past?	<p>Chn research modern day crimes and their punishments and compare them to the different ages</p> <p>Chn take fingerprints for detection</p>	<p>PPT</p> <p>Laptops</p> <p>Books</p> <p>Ink</p> <p>Fingerprint sheet</p>	Chn can compare modern methods of crime prevention and detection with what existed in the past.
What have we learnt about the history of crime and punishment in Britain?	<p>Chn to show their learning in a form of their choice:</p> <p>Poster</p> <p>Quiz</p> <p>PPT</p>	<p>Laptops</p> <p>Books</p> <p>Large paper</p>	Chn can reflect on what I have learnt about the history of crime and punishment in Britain.

TRIP	Visit to the Clink Museum and the Houses of Parliament in London		
TRIP	Visit to the Magistrates court in Portsmouth to role play a session in court		
Assessment:			

**Additional information**