



DOWN AMPNEY PRIMARY SCHOOL

Term 6

Unit Overview: UKS2 Crime and Punishment

Enquiry Question: Is punishment always fair?

<p>Curriculum Aims: They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> <p>Chronological understanding</p> <ul style="list-style-type: none">❖ Describe the sequence of periods on a timeline.❖ Use language such as interval, duration, concurrent and interacted with a growing accuracy.❖ Use the timeline in conjunction with other source material to explain answers in detail. <p>Source analysis and Interpretation</p> <ul style="list-style-type: none">❖ Extract information from various types of source (artefact, pictorial, written, historian’s account) and interpret information from multiple sources into one conclusion.❖ Identify limitations of different types of sources and compare them to form a more in-depth understanding. <p>Historical Enquiry</p> <ul style="list-style-type: none">❖ Pursue a line of enquiry, generate further questions that can deepen their understanding for various aspects of study. <p>Make decisions over which available evidence provides the best support to an answer they are providing.</p>	<p>Key Knowledge Outcomes:</p> <ul style="list-style-type: none">❖ The nature of crimes and punishments changed over 1000 years.❖ Some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation.❖ Society’s attitude to crime has changed over time and has become less harsh.❖ Some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times❖ Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century.❖ New crimes are always appearing, such as cyber-crime, causing the police to learn new methods of dealing with it. <p>Substantive knowledge: Concepts Society / Community</p> <p>Disciplinary Knowledge</p> <ul style="list-style-type: none">❖ Explain how different systems of justice work.❖ Find causal links between societal issues such as poverty and hunger.❖ Understand the effects of industrialisation, urbanisation, class divisions, urban poverty and rural poverty, railways, growing literacy on crime rates and related justice.❖ Find evidence of how law and order was enforced, including policing and types of court.❖ Understand changes in nature of new crimes and how this changed the justice systems.❖ Explore when and why there were increases in the number of capital offences and that these were often for quite trivial offences, usually involving property.❖ Use information about crime rate from a line graph to raise enquiry questions for themselves.	<p>Key Topic Vocabulary</p> <p>smuggling, stocks, transportation, treason, trial by combat, vagrant, arson, burglary, capital punishment, corporal punishment, constable, execute, famine, felony, heresy, larceny, outlaw, pillory, poaching</p> <p>Phonics / polysyllabic words <u>Transportation</u> corporal / capital punishment: "corpus," which means "body / Latin word "caput," meaning "head." This is because in ancient times, beheading was a common method of execution.</p> <table><tr><td><p>Key People</p><p>Robin Hood Sir Robert Peel: established the first London police force in 1829. Elizabeth Fry: a prison reformer, advocated for better treatment of prisoners during the Victorian era. Henry VIII: introduced new laws regarding punishments</p></td><td><p>Extended writing opportunities</p><p>Discussion Text: When was the best time to be a criminal?</p></td></tr></table>	<p>Key People</p> <p>Robin Hood Sir Robert Peel: established the first London police force in 1829. Elizabeth Fry: a prison reformer, advocated for better treatment of prisoners during the Victorian era. Henry VIII: introduced new laws regarding punishments</p>	<p>Extended writing opportunities</p> <p>Discussion Text: When was the best time to be a criminal?</p>
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<p><u>Learning Journey Questions</u></p> <ul style="list-style-type: none"> ❖ How were criminals punished 800 years ago, and how do we know? ❖ What does the legend of Robin Hood tell us about medieval justice? ❖ How did crimes and punishments change between 1500 and 1750? ❖ Why did punishments become so bloody in the 18th century? ❖ Why did so much change happen in the 19th century? ❖ Has the way we catch and punish criminals improved that much in the last 100 years? 	<p><u>British Values</u></p> <p>Rule of law: In History, pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.</p> <p>Tolerance: When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.</p> <p>Democracy: Exploring the different forms of governance and law from medieval Britain to the modern Day and how the justice system has changed over time.</p>	<p><u>Reading opportunities</u></p> <p>A Photographic View of Crime and Punishment (Past in Pictures) The good Thieves: Katherine Rundell Holes: Louis Sachar</p>
<p><u>Prior Learning</u></p> <p>EYFS: Use everyday language related to time. Question why things happen and give explanations.</p> <p>KS1: Identify similarities / differences between periods. Describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot). Understand some ways we find out about the past.</p> <p>LKS2: Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>UKS2: What was life like in early medieval Britain? Anglo Saxon and Viking society and laws.</p>	<p><u>Christian Values</u></p> <p>Courage: Children will understand that many people stood up for their rights in the face of unfair justice systems and that punishment is decided by those in power.</p> <p>Respect: Children will understand that earlier cultures and peoples have shaped the way we live today and that the law of a land is shaped by the society of the time.</p> <p>Trust: Children will have a sense of enjoyment and fascination when learning about their ancestors and feel a connection with those who shaped our country.</p>	