

| History Year 6 | Crime and Punishment | Summer 2018 Term 5 |
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| <p>Key vocabulary: Crime, punishment, judge, jury, court, trial, law, police, rebel, theft, exile, arson, libel, execution, pillory, crucifixion, guilty, innocent, victim, witness, Roman, Emperor, Twelve Tables, legionaries, slave, noble, legacy, Anglo-Saxon, tithing, hue and cry, trial by ordeal, wergild, oath-keeper, Tudor, torture, vagrancy, treason, vagrant, brank, Scold's bridle, stocks, ducking stool, rack, drunkard's cloak, pillory, branding, execution. Source, Georgian, highwayman, Dick Turpin, pistol, hero, villain, accurate, Victorian, police, Sir Robert Peel, Peelers, prison, hard labour, treadmill, shot drill, picking oakum, the crank, silence, isolation, separation, Prevention, detection, fingerprints, DNA testing, Neighbourhood Watch, CCTV.</p> | | |
| <p>Factual knowledge: Children will know:</p> <ul style="list-style-type: none"> • Some terms used in the British justice system • What the Romans believed about crime and punishment • Some ways that the Roman system has left a legacy today • That the Roman laws were called the twelve tables • How wergild was used in Anglo Saxon Britain • Punishments were designed to deter criminals as there were no prisons • That villages and communities in Anglo-Saxon Britain were divided into tithings • What a hue and cry is • That tithings were responsible for punishing criminals in their community. • Some typical Anglo-Saxon punishments e.g. stoning, branding. • That Wergild was a payment system used to settle disputes between the criminal and the victim. • What an oath-keeper is • How Anglo-Saxon trials worked. • Different punishments that were popular in Tudor times • What the Star Chamber was • Who Dick Turpin was • That highwaymen were a threat during the Stuart and Georgian period • The invention of the pistol made it easier to threaten people • That the Victorians introduced the Police force led by Sir Robert Peel • That prison became the main punishment for crimes during Victorian times • That life as a prisoner was tough and included hard labour • How we detect and prevent crime in modern Britain. | <p>Skills: Children will be able to:</p> <ul style="list-style-type: none"> • Match some terms used in British justice with their meaning • Recall some key facts about the types of punishments that the Romans would use • Recall some key facts about different types of punishments used in Anglo-Saxon Britain • Explain how wergild was used in Anglo-Saxon Britain • Compare and contrast the Anglo-Saxon and modern British justice system • Compare and contrast Anglo-Saxon and Roman justice systems. • Ask questions about historical sources • Explain which crimes were most serious in Tudor times • compare and contrast the Tudor and Anglo-Saxon justice systems. • use different sources to build a picture of events in the life of Dick Turpin. • study various sources and talk about their differences in what they show about Dick Turpin • form their own opinion about Dick Turpin based on the sources they have studied. • Recall facts about punishments during Victorian times • reflect on what I have learnt about the history of crime and punishment in Britain • compare modern methods of crime and punishment and detection with what existed in the past • recall key facts about crime and punishment in Britain from the Roman, Anglo-Saxon, Tudor and Victorian periods • talk about modern crime prevention and detection methods that we have now. • compare these modern methods with what was used to prevent and detect crimes in the past. | <p>Possible Activities:</p> <ul style="list-style-type: none"> • Children to match key terms with their meaning from the Roman system. • Children to decide how much wergild should be paid for crimes they are given on cards. • Chn to compare similarities and differences between different justice systems • Children will look at different sources about Dick Turpin and decide if he was a hero or a villain • Children to write a diary as a Victorian prisoner • Children will reflect on what they have learnt during this unit and how it is similar and different to modern Britain |

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| <p>Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times. • Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources</p> | <p>Talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them. • Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour. • Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin. • Compare modern day crime and punishment with those from the past and talk about the legacy of past methods of crime prevention and detection with those of the present day.</p> | <p>Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period. • Compare and contrast a variety of historical sources to form their own conclusions and questions regarding the life of the highway man Dick Turpin. • Imagine and write about the experiences of people living during the historical periods studied based on factual evidence.</p> |
| <p><i>Initials of children working below the expected level, with details of attainment:</i></p> | <p><i>Initials of children broadly reaching the expected level of attainment:</i></p> | <p><i>Initials of children exceeding the expected level with details of attainment:</i></p> |
| <p>Evaluation against attitudes to learning:</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people – • Maintaining focus on their activity for a period – • Showing high levels of energy, fascination – • Not easily distracted – • Paying attention to details – • Thinking of ideas – • Making links and noticing patterns in their experience – | | |