

Topic:	Year group	Term
Crime and Punishment	Year 6	8 sessions

Background knowledge

These Crime and Punishment lesson will take your class on a journey through British history as they discover how crime and punishment has changed throughout the ages. Beginning with the Romans and travelling right through to the present day, your children will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished.

What should I already know?

The police protects us in this country. Certain crimes are punishable by a jail term. In Saxon times, people took the law into their own hands.

National Curriculum Objectives / Key Skills	The Journey
<p>Change and continuity:</p> <p>I know some changes are much more significant than others.</p> <p>I know that some changes are relatively slow whereas others happen very rapidly.</p> <p>I know that not all change is welcomed by everyone.</p> <p>I can see that some changes lead to others.</p> <p>Enquiry:</p> <p>I can start to raise questions about what the evidence tells us. I am aware of the need not to rush to conclusions based on flimsy evidence. Will use phrases such as, <i>We cannot tell for sure. Most evidence suggests.</i></p> <p>I can start cross-referencing information to see if other sources agree, rather than taking everything on face value.</p>	<ol style="list-style-type: none"> 1. How did the Romans detect and punish criminals? 2. How were criminals punished 800 years ago and how do we know? 3. What does the legend of Robin Hood tell us about medieval justice? 4. How did crime and punishment change between 1500 and 1750? 5. Why did punishments become so bloody in the 18th century? 6. Why did so much change happen in the 19th century? 7. Ask and answer our own questions about crime and punishment. 8. Has the way we catch and punish criminals improved much in the last 100 years?

Interpretations:

I understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. some novels about Dick Turpin paint him more as a romantic hero than a cold-blooded murder.

Comparisons/links with other topics:

Not much in the way for comparison of other topics but offers interesting opportunities to compare how offenders were treated then with how they are treated now.



Outcomes

An overview of what children will know / can do

Working towards: Children are still developing their responses to meet the KPIs. They have some substantive knowledge about the topic they are studying.

Expected: Children will have demonstrated the KPIs in their work and in assessments. They have good substantive knowledge about the period they are studying.

Exceeding: Children will have demonstrated the KPIs and other historical skills in their work and assessments. They have a secure and deep substantive knowledge about the topic they are studying.

Key Vocabulary	Timeline / Diagrams
<p>Prosecute - to begin or carry out a court action</p> <p>Rehabilitation - to improve one's state of being</p> <p>Bloody Code - The name given to the English legal system from the late 17th Century to the early 19th Century. It was known as the Bloody Code because of the huge numbers of crimes for which the death penalty could be imposed.</p> <p>Jury - a group of people called to a court of law who listen to the facts of a case and decide its outcome.</p>	 <p>The ducking stool</p>  <p>Robert Peel</p>

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Key people / places

Robin Hood - Robin became a popular folk hero because of his generosity to the poor and down-trodden peasants, and his hatred of the Sheriff who enforced the oppressive forest laws, made him their champion.

Robert Peel - introduced the police force into Victorian Britain.

Dick Turpin - Dick Turpin is the most famous highwayman of all in the 18th Century. It was said that 'Highwaymen ruled the highways' during the 17th and 18th Centuries. Stagecoaches would be held up by a masked horseman at gun point, the rich passengers would then be robbed of their jewellery and money.

Assessment questions / outcomes

- What were common punishments in Roman times? Did everyone receive the same punishments? What form of justice did the Romans use that we still use today?
- What did the medieval illustration tell you about crime and punishment in the Middle Ages? How were medieval courts different/similar?
- "Robin Hood was definitely a real person who lived in Sherwood Forest, Nottingham." How far do you agree with this statement? Why is Robin Hood considered a hero during the time he lived?
- What new crimes emerged between 1500 and 1750?
- What is meant by the term 'the Bloody Code'? Was it effective in what it set out to achieve?
- Why did crime start to fall after 1850?
- What would an optimist and a pessimist say about crime and punishment today?