

Crime and Punishment

A History Based Topic

What do you need to know before this topic?

Key periods of British History from 1066 to present day, including correct chronological order.

Understand what constitutes a crime and what constitutes a punishment.

British Values including: respect for the rule of Law, democracy and the importance of individual liberty

Terms BC and AD

Able to order dates and use terms accurately

Key Assessment Questions

How do crimes and punishments from different historical periods compare?

What are the legacies of different historical periods on our modern legal system?

When was the law system we know today invented?

Who invented the police force?

What were the purposes of mugshots?

What are some of the modern methods of crime prevention and detection?

Sticky Knowledge

Romans introduced laws called the Twelve Tables in 450 BC. Roman criminals were taken to court and judged guilty or innocent.

Anglo Saxons had harsh punishments including hanging, branding, whipping and trials by ordeal. Executions were a common punishment in Tudor times. Tudor monarchs were worried about treason.

The police force was invented by Sir Robert Peel in 1822 (Victorian times). The main form of punishment was imprisonment but also transportation and hard labour.

Modern methods of crime prevention and detection include DNA testing, finger-printing, CCTV, improved street lighting.

Modern crime prevention ideas have their origins in historical times e.g. neighbourhood watch with tithings and hue and cry, witnesses with oath keepers.

Key Vocabulary

crime, punishment, deterrent, protection, retribution, reformation, justice, prison, corporal punishment, capital punishment, community service, theft, murder, hate crime, sanctity of life, forgiveness

court, judge, magistrate, justice of the peace, justice, solicitor, lawyer, barrister, representation, jury, judgement, peers, guilty, innocent

Key Skills

-Sequences historical periods.

-Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.

-Ask a range of questions about the past.

-Uses dates and terms accurately.

-Explain understanding of the different experiences of people according to their status in society e.g. a slave committing a crime compared with a noble during the Roman period.

-Identifies and uses different sources of information and artefacts.

-Forms own opinions about historical events from a range of sources.

Curriculum Drivers

Caring Community

I am the child who can appreciate how crimes have victims, some punishments were unfair and we all have a duty to care for and protect each other.

Learning & Leading

I am the child who can understand that knowledge about the past helps me to understand how decisions have been made in the present; this empowers me to make my own decisions about our school community.

British & Global Values

I am the child who can recognise the legacy of British historical time periods on modern day Britain and our modern day values of democracy, the rule of law and individual liberty.

Wellbeing & Being Well

I am the child who can respect that crime and punishment has an emotional and physical toll and the need for justice to be humane, proportionate and restorative.

Enterprise & Effort

I am the child who can appreciate that figures in society were unafraid to change society to improve conditions for all and protect the most vulnerable.

Identity and Uniqueness

I am the child who can understand that my identify needs protecting and is something unique and special to me

Writing	Maths	Science	Art/DT	RE	PE	ICT	PSHE - Jigsaw
<p>Use shifts in formality to write an information text about crime across the ages.</p> <p>Description of character, setting and atmosphere in a narrative.</p>	<p>Number & Place Value</p> <p>Four Operations</p>	<p>Light</p> <p>Recognise that light travels in straight lines.</p> <p>Explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain why shadows have the same shape as the objects that cast them</p>	<p>Observe and use a variety of techniques to show the effect of light on objects and people.</p> <p>Look at the effect of light on an object from different directions.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>-God as Trinity: Father, Son and Holy Spirit</p> <p>-How is God Three and yet one?</p> <p>-Why did Jesus say 'I AM'?</p>	<p>Netball</p>	<p>Online Safety: Knowing how to use the internet responsibly.</p> <p>Learning about computing networks including searching the web.</p>	<p>Being Me in My World:</p> <p>Being a Global Citizen</p> <p>Creating our Learning Charter</p>