

Brough Primary School – Curriculum Intention Plan 2021 - 2022



<p>Subject: History Year Group: 5</p>	<p>Area of learning: Changes in Crime & Punishment (Anglo-Saxons to the present)</p> <p>Historical Enquiry Question: <i>How has the way we punish criminals improved from 1066 to the present day?</i></p>	
<p>Links to previous work/Remember when</p>	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y3 Roman study / Y4 Vikings & Victorians study / Ancient Egypt & Ancient Greece) • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Chronology- Place current study on a timeline in relation to other studies (Romans / Vikings / Victorians / Ancient Egypt / Ancient Greece) Know key dates, characters and events of time studied (The Romans / Vikings / Victorians / Ancient Egypt / Ancient Greece). Make comparisons between different times in the past. • Historical Enquiry- Use a range of sources to find out about an aspect of time past. Ask a variety of questions. Bring knowledge gathered from several sources together in a fluent account. • Historical Sources- Use a range of primary and secondary sources for historical enquiry. Provide an account of an historical event based on more than one source of evidence. • Range and Depth of Historical Knowledge- Compare an aspect of life with the same aspect in another period. • Historical Interpretations- Make comparisons between aspects of periods of history and the present day. • Historical Significance- Make observations about the importance and impact of this period of time. 	
<p>Term</p>	<p>Year 5</p>	<p>Key Skills to be taught</p>
<p>Summer term 2022</p> <p>What the children should know at the end of this series of lessons</p>	<p><u>National Curriculum-</u></p> <ul style="list-style-type: none"> • NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present). <p><u>Historical Knowledge (select key teaching points)-</u></p> <ul style="list-style-type: none"> • Romans (from 450 BC)- The Romans developed a law named the 'Twelve Tables' (twelve different sections). 	

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	<p>The main laws were on display at the Forum in Rome throughout the entire time Rome was a Republic (a type of government whereby people elect officials to represent them in government).</p> <p>Court, judge, jury and lawyer started from the Romans and are still used today.</p> <p>There was no police force in Roman times but they did have a group called the Vigiles. There were about 7000 Vigiles, who dealt with criminals like thieves and enslaved people who ran away. They also acted as the fire brigade and put out fires!</p> <p>If the Vigiles couldn't deal with some crimes, such as riots (angry groups of people), then they would call in Roman guards to help.</p> <ul style="list-style-type: none"> ● Anglo-Saxon (from AD 410)- <p>If someone was seen committing a crime then the witness could raise a 'hue and cry' (shouting for help). Everyone who heard it was expected to help chase and capture the suspects.</p> <p>There was a system in place called 'Tithing' in which a group of ten men were made responsible for each other's behaviour. If one of them broke the law, the other members of the tithing had to bring them to court. If they didn't, they would have to pay a fine.</p> <p>Every male over the age of twelve was expected to join a tithing.</p> <p>The leader of the village would use the laws written by the King to decide what punishments you would receive.</p> <p>Weregild, which means 'blood price', was a system of fines where, if you injured someone, the victim received money.</p> <p>If a jury couldn't decide if a person was innocent or guilty then there was the option of 'trial by ordeal'.</p> <ul style="list-style-type: none"> ● Tudor (from 1485)- <p>Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed 'Parish Constables' who would be responsible for keeping the peace and catching criminals. The laws were strict and most crimes were punished severely. People believed if a criminal's punishment was painful enough, then it would stop others from doing it as well (whipping, being branded, locked in stocks and executions).</p> <ul style="list-style-type: none"> ● Dick Turpin (1705-1739)- Most famous highwayman (Brough and York links) ● Victorian Britain (1837-1901)- <p>There was a great divide between the rich and poor. The fear of crime was made worse by cheap books called 'penny dreadfuls'. These stories set out to shock readers with details of horrible crimes. If a child committed a crime they would receive the same punishment as an adult.</p>
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	<p>In 1829, a politician called Sir Robert Peel introduced the first English police force in order to improve public order in London. Over the next ten years, many other areas of the country formed their own police force.</p> <p>For the first time in history, prisons became the main form of punishment in this period. They were awful places.</p> <p>Other punishments included transportation, ‘prison hulks’, hard labour, fines, hanging or being sent to join the army.</p> <ul style="list-style-type: none"> • Up to the present day (late 20th Century) <p>Suspended prison sentences – introduced 1967, the offenders do not go to prison unless they commit another offence during suspension period.</p> <p>Parole – 1967 allowed prisoners to be released before the end of their sentence after good behaviour in prison.</p> <p>Community service – 1972 offenders do a number of hours unpaid work to benefit the community (removing graffiti, picking up rubbish etc.)</p> <p>Electronic tagging - 1990s offenders given limits to where and when they can move; they must wear an electronic tag which allows police to monitor their exact movements.</p> <p><u>Historical Concepts</u></p> <p><u>Chronology:</u> Order events over a larger timescale (beyond 1066). Use relevant terms and period labels. Make comparisons between different periods.</p> <p><u>Change and Continuity:</u> Understanding how and why changes in crime and punishment have occurred (including things that have stayed the same).</p> <p><u>Cause and Consequence:</u> Identify and give reasons for historical events and changes (why this has happened and results of this today).</p> <p><u>Similarity and Difference:</u> Identify and explain similarities and differences across periods studied.</p> <p><u>Historical Enquiry:</u> Use a range of primary and secondary sources to find out about an aspect of time past.</p> <p>*Geography Link*</p> <p>Mapping Skills Focus UK and London- <i>Could York be a mapping skills focus as a link to the Castle Museum / Dick Turpin?</i></p>
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Vocabulary

Crime, punishment, Twelve Tables, law, legal, illegal, republic, court, judge, jury, lawyer, Vigiles, police force, committing, witness, hue and cry, suspects, Tithing, fine, weregild, innocent, guilty, trial, Dick Turpin, highwayman, branded, stocks, execution, treason, penny dreadfuls, Sir Robert Peel, transportation, ‘prison hulks’, hard labour, prison, prisoner, suspended sentence, offender, offence, ordeal, parole, community service, electronic tagging, prevention, detection.

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Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>i). Chronology: <i>Order events over a larger timescale (beyond 1066). Use relevant terms and period labels. Make comparisons between different periods.</i></p> <p>*Could include a trip to the Castle Museum in York and/or a visit from the police or community support officer during this unit of work*</p> <p>Unit of work hook (possible ideas):</p> <ul style="list-style-type: none"> • A crime has been committed! Set up a minor crime scenario and discuss what we would do in the present day to report a crime, who would help, how evidence could be obtained and what the consequences might be for the offender. • Crime versus punishment- Children sort a selection of information cards into either a 'crime' or 'punishment' group to check understanding of terminology. • Crime and punishment 'through the ages chocolate box' activity- To establish what the children already know as a class group (what is their overall knowledge starting point). • Give children a summary of facts for each time period and can they correctly match them up without any teacher input (from Romans to the present). <p>Key Focus: <i>Changes in crime and punishment from Romans-present (overview of facts).</i></p> <p>Timeline activity to plot out the different periods from Romans-present before adding a summary of facts and/or images to go with each period.</p>
2	<p>i). Historical Enquiry: <i>Use a range of primary and secondary sources to find out about an aspect of time past.</i></p> <p>Similarity and Difference: <i>Identify and explain similarities and differences across periods studied.</i></p> <p>Key Question- <i>How did a period tackle crimes and punish people according to their offences?</i></p> <p>Use a range of evidence sources to analyse a period of time and compare with how crime and punishment is dealt with today.</p> <p>Possible idea- Group study (each group in the class takes a particular period, for example the Romans, to study in more detail before reporting back to the whole class with findings and to begin to identify similarities and differences).</p>
3 (could link to English if covering the Highwayman text)	<p>i). Historical Enquiry: Use a range of primary and secondary sources to find out about an aspect of time past.</p> <p>Key Focus- <i>Dick Turpin (his crimes and links with the local area-Brough and York).</i></p> <p>Brave hero or vicious villain?</p> <p>Find out about Dick Turpin through studying various historical sources from the 18th and 19th century.</p>

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	Possible ideas- Hold a class debate 'hero or villain?' Using the information discovered, create a 'wanted' poster of the real Dick Turpin – detailing his appearance and the crimes he committed.
4	<p>i) <u>Change and Continuity:</u> <i>Understanding how and why changes in crime and punishment have occurred (including things that have stayed the same).</i></p> <p><u>Key Focus-</u> <i>Modern justice system (how we tackle crimes and punish offenders today). Compare this to what we have found out through changes in crime and punishment through the ages.</i></p>
5 (assessment task)	<p>i) <u>Similarity and Difference:</u> <i>Identify and explain similarities and differences across periods studied.</i></p> <p><u>Cause and Consequence:</u> <i>Identify and give reasons for historical events and changes (why this has happened and results of this today).</i></p> <p><u>Key Question (linked back to historical enquiry)-</u> <i>How has the way we punish criminals improved from 1066 to the present day?</i></p>

Learning Outcome/product

Class- Debate which historical period has had the most impact on modern-day crime and punishment and why (give reasons for this).

Individual- Children present their own reasoning using a format of their choice- could be a poster, a picture with accompanying statements, a highlighted timeline with the period of their choice etc.

Assessment records	List only those children who <u>have not achieved</u> the expected outcomes.

End of unit assessment question

How has the way we punish criminals improved from 1066 to the present day?