

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



<b>Subject:</b> History		<b>Area of learning: Changes in Crime &amp; Punishment (Anglo-Saxons to the present)</b> <i>A study that extends pupils' chronological knowledge beyond 1066.</i>																		
<b>Year Group:</b> Year 5/6		<b>Enquiry Question:</b> <i>How has the way we punish criminals improved in Britain over time?</i>																		
Links to previous work/Remember when	<b><u>Year 3/4</u></b> <ul style="list-style-type: none"><li>• <b>Anglo-Saxons, Scots and the Vikings-</b> Roman Withdrawal from Britain, the fall of the western Roman Empire and the struggle for the Kingdom of England.</li><li>• <b>Ancient Mayan Civilization-</b> A non-European society that provides contrasts with British history.</li></ul>																			
	<b><u>Year 5/6 Autumn Term 2024 &amp; Spring Term 2025</u></b> <ul style="list-style-type: none"><li>• <b>Ancient Egypt-</b> <i>The achievements of one of the earliest civilizations.</i></li><li>• <b>Ancient Greece</b> – <i>a study of Greek life and achievements and their influence on the western world.</i></li></ul>																			
<b>Term</b>	<b>Key Skills to be taught</b>																			
<b>Summer 2025</b>  What the children should know at the end of this series of lessons	<b><u>National Curriculum</u></b> <ul style="list-style-type: none"><li>• 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).</li></ul> <b><u>Historical Skills</u></b> <table><tr><td>Chronology</td><td>Sources of Evidence</td><td>Similarities and Differences</td><td>Historical Enquiry</td><td>Analyse and Evaluate the Past</td><td>Cause and Consequence</td><td>Historical Significance</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <b>Chronology</b> <ul style="list-style-type: none"><li>• Sequence up to ten events over a larger timescale (beyond 1066). Note some connections and trends over time.</li></ul> <b>Sources of Evidence</b> <ul style="list-style-type: none"><li>• Bring knowledge gathering from several sources together in a fluent account.</li></ul> <b>Similarities and Differences</b> <ul style="list-style-type: none"><li>• Compare similarities, differences and changes within and across a wide range of periods in suitable depth.</li></ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"><li>• Ask and answer questions about the past, considering aspects of change and significance.</li></ul> <b>Analyse and Evaluate the Past</b>						Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul> <p><b>Cause &amp; Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for historical changes (why this happened and what happened as a result of this).</li> </ul>
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### Vocabulary

Crime, punishment, twelve tables, law, legal, illegal, court, judge, jury, lawyer, police force, witness, hue and cry, suspects, tithing, fine, weregild, innocent, guilty, trial, Dick Turpin, highwayman, execution, treason, hard labour, Sir Robert Peel, prison / prisoner, prison sentences, offender, parole, community service, electronic tagging, prevention, detection.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p><b>Learning Objective:</b> To sequence up to ten events over a larger timescale (beyond 1066).</p> <p><b>Key Knowledge:</b> Crime and punishment have evolved significantly over time, reflecting changes in society, technology, and attitudes toward justice. The methods of punishing criminals have become more humane and focus on addressing the underlying causes of crime.</p> <p><b>Enquiry Type:</b> <b>Chronology</b></p>	<p><b>*To consider during the unit- A visit from the police / community support officer (DI Reuben?)</b></p> <p><b>Pre-assessment</b> <b>Crime and punishment through the ages-</b> <i>Establish what the children already know- children could write their ideas into a pre-prepared grid and then they attempt to fill the rest of their grid with support from peers, or, give children a summary of facts from each time period and can they correctly match them up without teacher input (from Romans to the present).</i></p> <p><b>Chronology- Timeline</b> <i>Timeline activity to plot different time periods from the Romans to the present (Romans, Anglo-Saxon, Tudor, Georgian, Victorian, Modern). Some 'crime and punishment' facts could be shared / added to the timeline about select time periods before going into more detail throughout upcoming lessons.</i></p>
2	<p><b>Learning Objective:</b> To ask and answer questions about the past. To bring knowledge gathering from several sources together in a fluent account.</p> <p><b>Key Knowledge:</b></p>	<p><b>Recap-</b> Using the timeline from last lesson, name a period before / after the Georgian period.</p> <p><b>How did a time period tackle crimes and punish people according to their offences?</b> <b><u>Roman &amp; Anglo-Saxon</u></b></p> <ul style="list-style-type: none"> <li><b>Roman-</b> What were the Roman laws called? What were some examples of Roman punishments? Do we still use any of the Roman ideas in the British justice system today?</li> </ul>

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	<p><b>Roman-</b> Roman laws were called the 'Twelve Tables'. People were taken to a court to be judged guilty or not guilty (court, jury, judge, lawyer). If you were a slave, you had no rights (often the 'death' punishment) if you were a noble, often saved from death and exiled.</p> <p><b>Anglo-Saxon-</b> There wasn't a police force like we have today. Keeping law and order was the responsibility of everyone in the village ('hue and cry' and 'tithing'- a group of ten men were made responsible for each other's behaviour. If one broke the law, the other members had to bring them to court. If they didn't, they would have to pay a fine).</p> <p><b>Enquiry Type:</b> <b>Historical Enquiry</b> <b>Sources of Evidence</b></p>	<ul style="list-style-type: none"> <li>• <b>Anglo-Saxon-</b> What was meant by a 'hue and cry'? What was the role of 'tithings'? How did the Anglo-Saxons settle disputes between a criminal and the victim / family of a victim?</li> </ul> <p><i>Children use a range of evidence sources to analyse a period of time (class could be divided into two groups to further understand Roman or Anglo-Saxon crime and punishment before reporting back to the whole class with findings).</i></p>
3	<p><b>Learning Objective:</b> To consider aspects of change and significance (through historical enquiry about local history- Dick Turpin). To bring knowledge gathering from several sources together in a fluent account.</p> <p><b>Key Knowledge:</b> <b>Tudor-</b> Many poor people could not afford increasingly expensive food so this led to stealing. Harsh Tudor punishments included- whipping, branding, the</p>	<p><b>Recap-</b> What were the main differences between Roman crime and punishment and Anglo-Saxon?</p> <p><b>How did a time period tackle crimes and punish people according to their offences?</b> <b>How is Dick Turpin linked with our local area?</b></p> <p><b><u>Tudor &amp; Georgian</u></b></p> <ul style="list-style-type: none"> <li>• <b>Tudor-</b> Why was crime mainly stealing in the Tudor times? Name a type of Tudor punishment.</li> <li>• <b>Georgian-</b> Why were highwaymen a threat to the Georgian people? Why is Dick Turpin remembered? What is the link between Dick Turpin and our local area? (Brough / Welton)</li> </ul>

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	<p>pillory, scold's bridle and ducking stool.</p> <p><b>Georgian-</b> Highwaymen robbed people on public roads, often targeting those traveling by carriage or horseback. Dick Turpin (1705-1739) most famous highwayman- visits the Ferry Inn, Brough and is arrested in Welton (when lodging at the Green Dragon pub).</p> <p><b>Enquiry Type:</b> <b>Historical Enquiry</b> <b>Sources of Evidence</b></p>	<p><i>Children explore Tudor punishment types and common crimes committed. Find out more about Dick Turpin- 'hero or villain?'</i></p> <p><i>Use sources of evidence and include local history links to Dick Turpin (Ferry Inn, Brough &amp; Green Dragon, Welton).</i></p> <p><i>Could create a 'wanted' poster– detailing his appearance and the crimes he committed.</i></p>
4	<p><b>Learning Objective:</b> To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To identify and give reasons for historical changes (why this happened and what happened as a result of this).</p> <p><b>Key Knowledge:</b> <b>Victorian Britain-</b> Prison became the main form of punishment for lots of different crimes. Life in prison was extremely tough (physical tasks- treadwheel, shot drill and the crank). Sir Robert Peel introduced the first English police force in order to improve public order in London.</p> <p><b>Modern Britain-</b> Better crime prevention and</p>	<p><b>Recap-</b> What is the link between Dick Turpin and our local area? (Brough / Welton)</p> <p><b><u>Victorian Britain / Modern Britain</u></b> <b>Victorian Britain</b></p> <ul style="list-style-type: none"> <li>• What became the main form of punishment in Britain for many crimes in the 1800s? (prison)</li> <li>• What was life like for a Victorian prisoner?</li> </ul> <p><b>Modern Britain</b></p> <ul style="list-style-type: none"> <li>• What improved in modern Britain in comparison to Victorian Britain?</li> <li>• What has been the impact of technology in supporting crime prevention and detection?</li> </ul> <p><i>Children compare Victorian Britain with modern Britain- reasons for historical changes within crime and punishment (why changes happened and what happened as a result).</i></p>

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	<p>detection- suspended prison sentences, parole, community service, electronic tagging, death penalty abolished, DNA testing, fingerprints, CCTV cameras etc.</p> <p><b>Enquiry Type:</b> <b>Analyse and Evaluate the Past Cause &amp; Consequence</b></p>	
<p>5 (including assessment task)</p>	<p><b>Learning Objective:</b> To compare similarities, differences and changes within and across a wide range of periods in suitable depth.</p> <p>To demonstrate what has been learnt about changes in Crime and Punishment.</p> <p><b>Enquiry Type:</b> <b>Similarities &amp; Differences</b></p>	<p><b>Recap-</b> What changed from Victorian Britain to improve crime and punishment?</p> <p><i>Children compare crime and punishments from different time periods (this could be a series of statements / images to match with either Roman, Anglo-Saxon, Tudor, Georgian, Victorian or Modern).</i></p> <p><b>ASSESSMENT</b> How has the way we punish criminals improved in Britain over time?</p> <p><i>Children may consider a written explanation, presentation, poster, leaflet etc. to answer the enquiry question for this unit of work.</i></p>

### Learning Outcome/product

*How has the way we punish criminals improved in Britain over time?*

Children will be able to independently gather ideas from across the unit of work to consider the changes in crime and punishment in Britain over time (*Romans, Anglo-Saxon, Tudor, Georgian, Victorian, Modern Britain*).

Assessment records	List only those children who have not achieved the expected outcomes.