

Year 6 – Crime and Punishment

What it looked like last unit



The Maya

You have already learnt about the ancient Egyptians, ancient Greeks, the Shang Dynasty so you had some knowledge of religious rituals and beliefs of other civilizations and now you have compared it to an American civilisation.

Vocabulary (definitions)

AD - Anno Domini – in the year of our lord

Archaeologist - a person who studies human history and prehistory through the **excavation** of sites and the analysis of **artefacts** and other physical remains

century – 100 years

circa - around

era – an age or measure of time

period – a measure of time

Judge - a public officer appointed to decide cases in a law court

Jury - a group of people who have been chosen to listen to the facts in a court action and decide whether a person is guilty or not guilty

Lawyer - a person who practises or studies law to defend or prosecute

Ordeal - a very unpleasant and prolonged experience

Pillory – a wooden framework with holes for the head and hands, in which offenders were formerly imprisoned and exposed to public abuse

What it looks like next unit



The Tudors: A Local Study

You will find out more about the notorious Henry VIII and his impact on the religious struggles that came after his divorce from Catherine of Aragon. A local study of the Tudors focusing on Hatfield House will give you an insight into the Tudor period of British history.

Sequence of Learning

1. Introduce the broad trends of crime and punishment from the Romans to the 21st century.
2. Explore crime and punishment in the Roman Period.
3. Explore and crime and punishment in the Anglo-Saxon and Viking period.
4. Explore crime and punishment in the medieval and Tudor periods.
5. Explore crime and punishment in the early modern period.
6. Explore crime and punishment in the Victorian period.
7. Recap the history of crime and punishment and compare it to today.

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Magistrate - a civil officer who administers the law, especially one who conducts a court that deals with minor offences.
 Transportation - an alternative punishment to hanging. Convicted criminals were transported to the colonies to serve their prison sentences.
 Trial - a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings



Cultural Capital

You will explore where our laws come from and how they compare to laws and punishments of the past with the **introduction of each new invader and settler/era**. You will be able to link these to British history, but also other civilisations that you have studied.

What is law?

How have crimes changed?

Was it always fair to punish people for crimes?

How have punishments changed?

How was the modern prison/corrections system formed?

When was the first police officer introduced?

What information do we have and how true is it?

Why did the changes happen?

Other Links

Year 3 Pre-historic Britain, Year 4 Invaders and Settlers: The Romans, Year 4 Anglo-Saxons, Picts and Scots, Year 5 Anglo-Saxons Picts and Scots, Year 6 the Tudors

Skills

Chronological Awareness	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Can place current study on time line, in relation to other studies. Can use relevant dates and terms. Can sequence up to ten events on a timeline.	Can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Can compare beliefs and behaviour of another period studied.	Can link sources and work out how conclusions were arrived at. Can consider ways of checking accuracy of interpretation – fact or fiction and opinion.	Can recognise primary and secondary sources. Can use a range of sources to find out about an aspect of time past, suggesting omissions and the means of finding out. Can bring knowledge gathering from several	Can select aspects of study to make a display. Can use a variety of ways to communicate knowledge and understanding, including extended writing. Can plan and carry out individual investigations.



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Can use words and phrases: vocabulary relating to movements or times of change..	Can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Knows key dates, characters and events of time studied. Can compare and contrast ancient civilizations.	Is aware that different evidence will lead to different conclusions. Can confidently use library etc. for research.	sources together in a fluent account.	
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Schemas:

1 – Reliability of sources

2 – Invaders and Settlers (and their decline)

3 – Study of everyday life changing over time

4 – Chronology