



Year 6 History Overview


Crime and Punishment

Did the punishment always fit the crime?

Introduction

This unit will focus on crime and punishment after 1066. It provides pupils with a broad chronological sweep of nearly 1000 years, therefore supporting their understanding of chronological awareness and enabling them to grasp the long arc of time. A number of lessons focus on a story about a criminal and pupils are asked to consider whether they were treated fairly or not. There is also a strong focus on Victorian crime, the crimes and subsequent punishments for children in the Victorian period, and what information we can draw from these crimes about life in Victorian Britain. Throughout the unit, there are many opportunities for pupils to debate through open-ended questions, thus contributing to pupils' speaking and listening skills.

Year 6: Crime and Punishment

What children should already know:	Vocabulary		Images
<ul style="list-style-type: none"> • Our school was built in 1877 when Victoria was queen. • A clear narrative of British history up to 1066. • Some characteristic features of the Victorian period. 	<ul style="list-style-type: none"> • Stocks • Highwayman • Beggars • Tramps • Vagrant • Smuggling • Poaching • Court • Outlaw • Hue and cry • Oath • Ducking stool 	<ul style="list-style-type: none"> • Blood feud • Wergild • Tithing • Trial by ordeal • Beheading • Stake • Criminal • Laws • Witchcraft • Pillory • Scolds • Bridle 	
By the end of this unit, children will know:	National Curriculum Link		Key Skills
<ul style="list-style-type: none"> • How and why punishments have changed over time. • Characteristic features of the Victorians. • How people's views of crime have changed over time. • Although there have been many serious crimes, the majority have been less serious. • How the detection of crime has changed over time. • That mass media was an important factor in influencing people's attitudes towards crime and punishment. 	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological understanding. 		<ul style="list-style-type: none"> • Understand how gaps in evidence can influence interpretations • Identify change and continuity across and within periods • Analyse a range of source material • Select and organise relevant historical data • Understand how gaps in evidence can influence interpretations. • Describe social, cultural and ethnic diversity in Britain.

Unit Overview (11 weeks)

Teachers notes: Historical Association: factors and time periods podcast; the Bloody Code podcast

<u>Key Questions</u>	<u>Pupils will learn:</u>	<u>Activities:</u>	<u>Resources</u>
What do we mean by crime and punishment and what are some of its key features over time? (short lesson)	<ul style="list-style-type: none"> • What is meant by the term crime. • The types of crime that exist. • New vocabulary linked to crime and punishment. 	<p>What do we mean by crime? What are some of the most common and most serious crimes? What punishments do we have for those committing crime? Who decides what are crimes? Can you think of any crimes that have been committed in earlier topics you have covered? Are there some crimes today that were not around in the past?</p> <p>Give children some of the key vocabulary as word cards and a timeline from a number of different periods. They must match the vocab to the correct period on the timeline.</p>	Historical Association article
How were criminals punished 800 years ago and how do we know?	<ul style="list-style-type: none"> • How the system of justice worked in the 13th Century. • How to infer meaning from paintings. • That justice in the Middle Ages depended on the community. 	<ul style="list-style-type: none"> • Story of the Stork and the Goose and painting. Pupils infer meaning from the painting. • Pupils create a caption for pictures detailing what they can infer. 	Key Stage History Key Question 1
What does the legend of Robin Hood tell us about Medieval justice?	<ul style="list-style-type: none"> • That justice was in favour of the rich. • What an outlaw was. 	<ul style="list-style-type: none"> • Robin Hood legend-pupils rank statements • Pupils make comparisons between Medieval justice and today. 	Key Stage History Key Question 2
How did crime and punishment change between 1500 and 1750?	<ul style="list-style-type: none"> • That crime changed in some ways, but there were continuities. • To analyse source pictures. 	<ul style="list-style-type: none"> • Pupils use pictures from this period to identify new types of crime such as witchcraft. • Pupils debate whether to be a highwayman. 	Key Stage History, Key Question 3

<p>Why did punishments become so bloody in the 18th Century?</p>	<ul style="list-style-type: none"> • What was meant by the Bloody Code. • Why capital offenses increased. 	<ul style="list-style-type: none"> • Pupils explain why, when the number of crimes went up, the number of executions went down. 	<p>Key Stage History Key Question 4. Historical Association-Bloody Code podcast</p>
<p>Why did so much change happen in the 19th Century?</p>	<ul style="list-style-type: none"> • There was a growth rate in the number of prisons. • Prisoners were transported to penal colonies. • That this was the start of the Police Force. 	<ul style="list-style-type: none"> • Children use data to generate questions about crime rates. 	<p>Key Stage History Key question 5 smart task 1</p>
<p>What kind of punishments were Victorian children given? How different were the punishments in the Victorian period to those today? Did the punishment fit the crime?</p>	<ul style="list-style-type: none"> • How to analyse a range of material. • How to select and organise relevant data. 	<ul style="list-style-type: none"> • Use the resources in the National Archives to support pupils in analysing data and responding to the questions posed. Do pupils think the punishments are fair? How do they compare to today? • Set questions for pupils to analyse the data from transcript 3. What is the average age of the children convicted? Do you think the punishments fit the crime? 	<p>National Archives. Transcripts</p>