

## Half term three – Crime and Punishment

Main Subject Foci: History/PSHE/Citizenship

**Learning outcome:** To understand the changes and purposes of Law and Order from 1066 to present day.

**Oracy - Court cases/Interview Anne Booth**

**Key Vocabulary:**

Law, Order, punishments, trial, witness, judge, lawyer, jury, defence, prosecution, guilty, innocent, crime

**Subjects covered:**

History

PSHE and Citizenship

**Trips/Visitors/Experiences/Showcase**

Showcase – Mock Trial of Dick Turpin

Visitor - Ann Booth Magistrate

Trip - Tower of London

**History threshold concepts**

- **Investigate and interpret the past**

This concept involves understanding that understanding of the past comes from an interpretation of the available evidence.

- **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- **Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- **Communicate historically**

This concept involves using historical vocabulary and techniques to convey information about the past.

**PSHE Objectives included:**

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

**Key Text:**

Great Expectations – Charles Dickens

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure
1. Understand the court system	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ Set up the classroom like a courtroom and give the children specific roles and places.</li> <li>○ Act out a court trial in order to explain each role and the process.</li> </ul>
<p>2.</p> <ul style="list-style-type: none"> <li>○ To understand and compare changes in the law over time in relation to wealth.</li> </ul>	<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Split the children into groups with an expert reader. Children are given a 200year period of history with key changes to law and order.</li> <li>○ They must research the changes in the law in order to present what they feel is the most important and then place that on the class "Law and Order" timeline.</li> </ul>
3 and 4. To research criminals from history.	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past</p>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>○ Share the PowerPoint about criminals from history and discuss and compare their crimes to each other and to the crimes of today.</li> <li>○ In groups children research the criminals to share the details with the rest of the class.</li> </ul>

	<p>and an understanding that life is different for different sections of society.</p> <p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features</p>	<ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics</li> </ul>	<ul style="list-style-type: none"> <li>○ Focus on either Mary Read – the pirate or Dick Turpin – the highwayman and make notes on the specifics of their upbringing and their crimes and ultimate punishment.</li> </ul>
5. Present ideas and communicate historically.	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> <li>○ • Compare some of the times studied with those of other areas of interest around the world.</li> <li>○ • Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>○ Place events, artefacts and historical figures on a time line using dates.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children to transfer their knowledge about their criminal to a WANTED poster. They must include a description, details of the crimes, appropriate reward and punishment.</li> <li>○ They will “Stand and Deliver” their poster to the group.</li> </ul>
5. Explore the rights and wrongs of crime and punishment and compare those of the past to now.	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Children to share all the details that we have about Dick Turpin’s life and crimes. Discuss his guilt and the possible reasons for that. Is there anything that he or anyone else could have done differently or to help him? What would we do today?</li> <li>○ What about the punishment? Fair or unfair. Split into groups to</li> </ul>

			<p>either defend or prosecute Dick Turpin. They must discuss reasons they could give for his innocence or guilt as well questions they could ask witnesses and who would make a good witness.</p>
<p>6. Use the vocabulary of Law and Order to understand the law and punishments.</p>	<p><b>Build an overview of world history</b>  This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Master techniques</b>  This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>○ Use clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>○ Act out the court case of Dick Turpin with all children taking their role.</li> </ul>
			<ul style="list-style-type: none"> <li>○</li> </ul>