

KS2 MEDIUM TERM PLANNER Thematic unit Y6

1,000 years of Crime and Punishment

This post-1066 thematic unit has been produced to meet demand from KS2 teachers for a topic that is genuinely relevant and up-to-date for top juniors: something for them to get their teeth into and to voice their own opinions. By providing pupils with a broad chronological sweep of nearly a thousand years it makes a significant contribution to pupils' grasp of the long arc of time. It is helpful if the topic can be linked to work done on Saxon justice. We have concentrated on what motivates pupils: stories about criminals and how fairly they were dealt with. With all enquiry questions the object has been to open up informed debate, relating issues to the present day wherever possible. In this way the topic makes a major contribution to pupils' citizenship education. You will find the areas covered to be key but there will be gaps; that is the nature of the beast. Far better that pupils can see the big picture and it's relevant to today, than they get bogged down in too much period detail. Above all the topic helps pupils to develop a deeper understanding of crucial historical concepts: change continuity, turning points change, continuity and turning points.

Key questions (show how content and concepts link)	Differentiated Learning objectives	Teaching & Learning activities (linked directly to objectives)	Resources (to help pupils reach the learning objectives)	Written and non-written Outcomes (assessment, including homeworks)
① How were criminals punished 800 years ago, and how do we know? <i>The story of the fox and the goose</i>	<p>Pupils infer meaning from medieval paintings.</p> <p>Pupils grasp that justice in the Middle Ages depended almost entirely on the community. Their only hope of protection from theft and violence was for everyone in</p>	<p>You might like an introductory lesson in which you explore some of the issues pupils are going to be discussing so that the topic connects with their world today. This also has the benefit of exploring pupils' perceptions and attitudes and as such makes a massive contribution to citizenship. The survey provided as RS1 will help to focus discussion and</p>	KQ1 PowerPoint Slide 2 & 3 slow reveal Slide 4 explanation Slide 8 13 th century drawing of trial by combat	

<p><i>Links with earlier work on Saxon justice</i></p> <p>Includes:</p> <p>Common crimes and way punished</p> <p>Reasons for high homicide rates</p> <p>Use of constables and hue and cry</p> <p>Trial by combat</p> <p>Link between food prices and crime</p>	<p>the village or town to work together.</p> <p>Pupils can explain how the system of justice worked.</p> <p>Pupils interpret data from a pie chart showing the frequency of crimes and a line graph showing link between food prices and crime.</p> <p>Pupils can explain why so many were found not guilty of serious crimes.</p>	<p>to show how diverse pupils' views are.</p> <p>Smart task 1</p> <p>Starter 'fox and goose' painting: slow reveal</p> <p>Pupils have to speculate as to the meaning of the pictures and annotate features</p> <p>Story telling showing how catching of criminals depended on the community.</p> <p>Smart task 2 Teacher tells story of Hamo and his gang of thieves. Pupils then infer what this story tells us about medieval justice</p> <p>Smart task 3</p> <p>Pupils are asked to come up with a list of what they think the top 5 most frequently committed crimes might be in the Middle Ages. They are then shown a simplified list of the most typical medieval crimes and their frequency on slide 11. In small groups they then discuss, based on the data, what the punishments tell</p>	<p>RS1 survey of pupils' perceptions</p> <p>RS2 Background information for teachers on medieval justice.</p> <p>RS3 Labels for annotating fox and goose story</p> <p>RS4 Background knowledge of story of Hamo for teacher to tell</p> <p>Slide 11 show statistics of most serious crimes in typical medieval county in 14th century</p> <p>Slide 10-12 explains and lists serious crimes</p>	<p>Pupils create caption for picture of slide 3 and 4 showing what they can infer from the image, using their knowledge of the story</p>
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		<p>us about what mattered to medieval man.</p> <p>Smart task 4 (optional) Pupils are shown a Line graph showing relationship between price of wheat and number of court cases. They have to describe and then explain the link.</p> <p>Smart task 6 Pupils are presented with a conundrum. When so many crimes were committed why were so few people found guilty? After speculating they are given four options on slide 16. Pupils place the options in order of significance to them explaining why their chosen option seems the most plausible to them.</p>	<p>Slide 13 same for petty crimes</p> <p>Slide 15 has the line graph showing relationship between price of wheat and number of court cases.</p> <p>Slide 16 has the options.</p>	
<p>② What does the legend of Robin Hood tell us about medieval justice?</p> <p>Types of crimes</p>	<p>Pupils learn from the <i>Robin Hood</i> story that justice was loaded in favour of the rich and powerful.</p> <p>They grasp that if you ran away from justice you would be declared an outlaw and could be killed on sight;</p>	<p>Short re-cap on nature of medieval crime and punishment from KQ1. Then focus on Robin Hood story</p> <p>Start with a film clip from Robin Hood (not supplied on site) and then use a</p>	<p>Key Question 2 PowerPoint</p> <p>Contains Legend of Robin Hood sequencing cards</p>	

<p>How law and order was enforced, including policing and types of court</p> <p>Capital punishment, fines, whipping, public humiliation and imprisonment</p>	<p>They understand that Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal; sheriffs made sure the law was obeyed; he killed deer in the forest, against the law. etc.</p> <p>Pupils consider what went through the minds of medieval people when they dispensed justice: making criminals suffer, allowing society to get on with life, free of crime.</p> <p>Using fear of consequences to stop people committing crimes.</p>	<p>variety of sources from the PowerPoint:</p> <p>Smart task 1. Ask pupils to sequence main episodes from his story</p> <p>Smart task 2</p> <p>Pupils rank 5 statements, shown on slide 7 about why the Robin Hood story is important in the history of crime and punishment</p> <p>Smart task 3 Pupils use slide 8 to make comparisons between medieval courts and today's.</p>	<p>Unnumbered to be cut up from slides 2, 3 and 4 for sequencing by pupils.</p> <p>Slide 5 has all the separate slides numbered and sequenced to give you the right answer!!</p> <p>Slide 6 gives pointers for discussion about what the legend of Robin Hood tells us about medieval justice</p> <p>Slide 7 asks pupils why the story of Robin hood is important in the story of crime and punishment, offering them 5 ideas to prioritise</p>	<p>Short written answer:</p> <p>What can we learn about medieval justice from studying the Robin Hood story?</p>
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<p>③ More of the same? How did crimes and punishments change between 1500 and 1750?</p> <p><i>New crimes</i> vagrancy, witchcraft, and then moral crime,</p> <p><i>Public humiliation</i> <i>Stocks/pillory</i> <i>Whipping and branding</i> <i>Burning heretics alive</i> <i>Hanging witches</i> <i>Gunpowder plot</i></p> <p><i>Highwaymen</i> <i>Smuggling</i> <i>Poaching</i></p>	<p>Pupils understand changes in nature of new crimes e.g. more vagrancy witchcraft religious practices</p> <p>They grasp that there was a greater emphasis on humiliation and can cite 3 examples of this.</p> <p>They understand there were continuities e.g. pillory, stocks, ducking stool whipping, fines</p>	<p>Smart task 1 Gallery Pupils are shown a range of images from this period (printed from PowerPoint and posted on the walls) arranged as if an art gallery. Using the clues they can infer from these pictures, pupils have to suggest 4 possible new crimes that became more prevalent at this time.</p> <p><i>For some pupils you will want to provide additional access to support materials e.g. images from internet/library books)</i></p> <p>Smart task 2 Would you be a highwayman? Pupils are given a range of possible reasons why a man might or might not have decided to become a highwayman in the 18th century. Four volunteers are asked to the front. Would they take the highwayman's mask? While they decide the rest of the class has to offer advice, with groups in turn offering one argument for or against until all the key points have been covered. Let pupils plead as well as persuade e.g. <i>You'll be mad to do</i></p>	<p>KQ3 PowerPoint to show Witchcraft Guy Fawkes hung drawn and quartered Highway robbery Smuggling These images are used in Smart task 1.</p> <p>RS1 Would you want to be a highwayman? 9 influence cards</p> <p>RS2 Simple Highwayman's mask (not provided)</p>	
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<p>④ Why did punishments become so bloody in the 18th century?</p> <p>smuggling poaching and highwaymen</p> <p>Ducking stool</p> <p>Scolds Bridle</p>	<p>Pupils understand that this was an era of the Bloody Code when there was a massive increase in the number of capital offences</p> <p>They grasp that these were often for quite trivial offences, usually involving property.</p> <p>Pupils understand what is meant by the term Bloody Code and that punishments were as harsh as possible and as public as possible to deter people from committing crime.</p> <p>Pupils can explain the paradox that the number of crimes went up but the number of executions went down.</p>	<p>Start with a motivating image, Hogarth's depiction of the execution of Tom Idle, as there is so much human interest in it.</p> <p>Smart task 1</p> <p>Pupils annotate 6-10 significant scenes from a contemporary print of an execution</p> <p>Lower-attaining pupils are given label cards to match to parts of the picture</p> <p>More able have to infer ways in which Hogarth shows his disapproval of public executions in this engraving.</p> <p>Then explain that during this period there was a massive increase in the number of crimes for which people could be hanged. 50 in 1688 to 200 in 1820. It was known as the Bloody Code. With no police force to protect their property MPs used the threat of capital punishment which they thought would act as a strong deterrent.</p>	<p>KQ4 PowerPoint</p> <p>Image of Hogarth print showing public execution.</p> <p>RS1 Image to annotate</p> <p>RS2 Labels for some pupils to use</p>	<p>Annotated image and explanatory caption to appear in new KS2 textbook/website</p>
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		Smart task 2 Explanation builder: How can we explain why, when the number of crimes went up, the number of executions actually went down.	RS2 Explanation builder	
⑤ Why did so much change happen in the 19th century? Bloody Code swept away Transportation Police & Prison reform Thefts still far more common than violent crime Fines were common Transportation seen as a middle punishment between executions and fines	Pupils grasp that the greatest change in punishments at this time was transportation Pupils can use information about crime rate from a line graph to raise enquiry questions for themselves. Pupils can explain why there was such as growth in crime during this period. They understand that this was great period of growth in prisons: 90 new ones in the first 40 years Victoria's reign	Smart task 1 Pupils work in pairs to generate questions about crime rate based on a line graph showing trends from 1750-1900 e.g. the obvious: <i>why does the crime rate rise so steeply after 1815? Why does it go down after 1850?</i> Through to the less obvious <i>How much of the crime was violent crime? How many of the criminals were women?</i> They are then shown a series of introductory slides to give them a period feel. Pupils then attempt to offer a few tentative reasons as to why crime went up significantly at	KQ5 PowerPoint starts with background to the period showing images of; industrialisation, urbanisation, class divisions Urban poverty and rural poverty, railways, growing literacy etc. Slide 2 shows graph with trends in crime rate 1750-1900	

until prisons took over. Transportation ended in 1868.	They can also explain why this period saw the start and growth of the Police force	<p>this time, before moving on to smart task 2</p> <p>Explanation builder. What caused the big increase in crime in the first half of the 19th century?</p> <p>Smart task 3: Did the punishment fit the crime? Where would you place these examples on a harshness spectrum? Pupils investigate the criminal record of a group of Victorian children the same age as themselves and come to a judgement about the relative fairness of the system.</p> <p>Smart task: 4 Life for a young offender.</p>	<p>RS1 Explanation builder cards-differentiated</p> <p>RS2 Cameo cards of 8 young Victorian offenders. (permission) http://vcp.e2bn.org/prisoners/</p> <p>You can also find helpful dramatisations of young offenders' experience here: http://www.bbc.co.uk/education/topics/z6xmn39/resources/1</p> <p>RS3 Testimonies of life inside Victorian prisons</p>	<p>Extended writing</p> <p>Just how bad was life inside a Victorian prison?</p>
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<p>⑥ Has the way we catch and punish criminals improved that much in the last 100 years?</p> <p>Do you think it is likely to get better or worse?</p> <p>Car crime Cyber crime Race Drugs</p>	<p>Pupils are able to interpret data from a line graph and then raise questions to investigate independently.</p> <p>They are able to speculate as to the possible reasons for the rise and fall in the crime rate, using prior knowledge and awareness of contemporary issues.</p>	<p>Pupils look at slow reveal of graph showing increase in prison numbers and speculate as to why that might be?</p> <p>Smart task 1: True / False / unsure statements</p> <p>Pupils are given four possible reasons why the prison population rose so steeply at this time (from 10,000 in 1930 to nearly 90,000 in 2010). They have to work out which answer is false and then decide which of the remaining three offers the best explanation.</p> <p>Smart task 2 Optimist v Pessimist. This is a concluding research task. Pupils are divided into two groups: the optimist and the pessimists. In their nominated groups they have to discuss possible grounds for optimism/pessimism before being given a range of ideas they may or may not have thought of, provided as RS3. They then have to work as a group to prioritise the arguments</p>	<p>KQ6 PowerPoint</p> <p>Slide showing slow reveal of prison statistics graph.</p> <p>RS2 True false statements about prison population</p> <p>Who Wants to Be A Millionaire options on PowerPoint</p> <p>RS3 Optimist arguments RS4 Pessimist arguments</p>	<p>RS5 on outline of scales of justice, pupils write at least 3 arguments in each side of the scales showing that they have listened to the key arguments from both sides of the debate</p>
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7 Pupil-initiated home study <i>(allows choice, promotes creativity and independence but within parameters including writing for an audience Start this after session1 so that they have sufficient context to make an informed choice)</i>	When was the best time to be a criminal? <i>Pupils make a case for a particular era being the best time to be a criminal. Although this sounds flippant, it allows pupils not only to immerse themselves even deeper in a period that has caught their imagination, it also ensures that they compare periods.</i>			