

Crime and Punishment

(Intention) What we intend to cover in our learning:

1. Chronology and anachronism: Children must be able to place events and periods into chronological order, using the correct dating system and the terms BC and AD. They will learn key vocabulary and terms relating to time and chronology. They will be introduced to the historical periods we will be covering.
2. Primary and secondary sources: We will learn how historians and archaeologists find out about the past, what sources they can use and the eras they cover. We will find out about primary and secondary sources, how they are used and which may be more valuable to the historian.
3. Anglo Saxon punishments: Children will play an immersive game, in which they will take on the role of the accused, following the instructions to discover their fate if found guilty! We will attempt to summarise their attitudes to law and order, so we can compare it to later systems. Was it meant to make an example of the criminal, or to compensate the victim?
4. Medieval punishments: Pupils will use picture sources, trying to discover what unusual punishments they depict and also the crime for which they were given. Does the punishment fit the crime? Why? How is this like 'An eye for an eye' in the bible, or Sharia law? Is it a good system? Would we consider these judgements to be fair nowadays?
5. Biased sources: In this lesson, we will look at a court case involving The Simpsons. We will try to tell the difference between the facts and the witnesses' opinions. How is each account biased? How does each try to make the other appear to the judge? How can we use biased sources to arrive at the 'truth'?
6. Inference: have you heard of the Tollund Man? In this lesson, children will develop their questioning skills. They will investigate a picture, try to think of really pertinent questions then decide what facts they can find, but also what they could infer, before coming up with their own narrative to explain the picture
7. The Tollund Man: In this history 'mystery', groups will sort and match up clues to decide how the Tollund Man really met his fate. Was he a willing victim or not? Children must decide which outcome best fits the suggestion of the sources.
8. The great debate: The class will debate on which system of justice was fairest, the Anglo-Saxons, the Medieval system or the Tudors? Who can come up with the most convincing arguments?
9. A Victorian mystery: Ned Orton was born in 1867 in Australia, though his parents were British. He was a cattle rancher and prospered in sales of beef. However, neither of his parents ever had any intention or enough money to move to Australia. What's more, Ned grew up not knowing either of them and had never been to England. Can you use the sources to piece the family history together?

(Implementation) Key words I will use and need to know:

Capital punishment-	execution
Plaintiff- of a crime	the person who accuses someone
Defendant-	the person who is accused
Jury-	a group of citizens who listen to the evidence and decide if the defendant is innocent or guilty
Oath-	a sworn promise of innocence by a reliable witness
Ordeal-	a painful test which would prove your innocence or guilt
Reform-	a change made to the system to make it better
Deterrent-	A punishment intended to put people off committing a crime
Rehabilitation-	The idea that offenders should become better people and be useful citizens again, after prison.

(Implementation) Key information we will learn:

- How to distinguish between primary and secondary sources and which are of use to archaeologists and historians
- How to evaluate evidence to come to a judgement, or to create a narrative
- How to evaluate sources according to their usefulness
- The difference between fact and opinion and how accounts of the past can be biased
- How history is always a matter of opinion based on evidence, not the 'truth'.
- How attitudes and practices regarding justice have changed through time.
- How to contrast and compare the ideas behind different systems of justice.
- Some of the societal reasons behind these attitudes towards justice.

(Implementation) Things to do and find out at home:

The national archive have fantastic resources where you can learn about Victorian prisons

<https://www.nationalarchives.gov.uk/education/resources/victorian-prison/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z8w3n9q>

https://schoollearningzone.co.uk/key_stage_two/ks2_history/british_history/_crime_and_punishment/crime_and_punishment.html

Horrible Histories:

https://www.youtube.com/results?search_query=crime+and+punishment+horrible+histories

(Implementation) Some key pictures and facts linked to Crime and Punishment



scold's bridle



branding



the rack



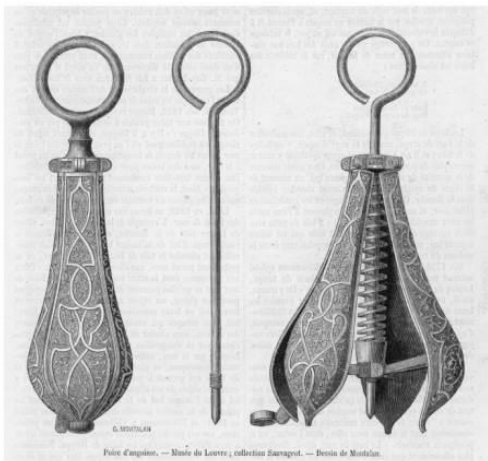
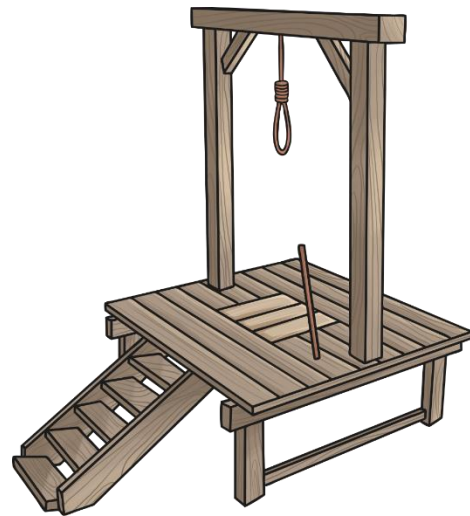
the crank



treadwheel



shot drill



Prix Campain. — Musée de Louvre, collection Sarrasol. — Dessin de Mouton.



Munster, Bodleian Library MS. Bod. 264, fol 21v.

(Impact) The learning covered will be assessed against:

Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

such as

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present