

**Title of Rubric:**

**History: Crime and Punishment**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.

**Key themes:**

- Guy Fawkes – Gunpowder Plot
- The Tower of London – Historical Prison – High Profile prisoners – Anne Boleyn
- Robert Peel – The Metropolitan Police
- Changes in law – Slavery Abolition Act (1833). Equality Act (2010)
- Changes in punishment – The Murder (Abolition of Death Penalty) Act (1965)

**RRS Articles: Article 13**-I have the right to find and share information.

**Article 17**- I have the right get information in lots of ways, so long as it's safe.

	B2 P step 5-6	B2 P step 7-8	B2 NC Step 1	B2 NC Step 2
<b>Key learning: Crime and Punishment</b>				
<b><u>Subject specific knowledge</u></b>	<p>Can show some understanding that past is an event that has already happened i.e. Gunpowder Plot.</p> <p>Can show some understanding that present is what is happening now i.e. metropolian police force to ensure order.</p> <p>Is able to understand terms past and present where difference is marked i.e. Use of capital punishment.</p>	<p>Is able to understand terms past and present and can categorise items as belonging to past / present i.e. stockades, handcuffs.</p> <p>Is able to retell details of a historical event i.e. The Gunpowder plot took place in 1605. The Gunpowder Plot was a plan to destroy the Houses of Parliament.</p>	<p>Is able to understand differences in features from past and present i.e. trial by combat, fair trial.</p> <p>Is able to understand and use common words / phrases relating to time: past, present, future, before, after, a long time ago etc i.e. sequence significant changes or events in punishment throughout history.</p>	<p>Is able to understand that the past can be divided into different time periods and use dates to support this i.e. Medieval, Victorian, Modern.</p> <p>Is able to understand what evidence is used to make historical claims about this time i.e. pictures, historical recounts. Historical records.</p>
<b><u>Subject specific skills</u></b>	<p>Is beginning to sort objects and pictures into past and present by grouping via familiarities i.e. equipment used for confinement, equipment used for pain.</p> <p>Is able to identify an object in the justice system from past or present using symbols/key words from a choice of three/four.</p> <p>Is able to sort pictures of equipment used within lawful punishment of past and present; naming each independently.</p>	<p>Is able to identify at least two changes from the past to now i.e. forms of punishment, law enforcement, trials.</p> <p>Can compare old and new objects and state differences / similarities with some support i.e. type of equipment used, what are they made of?</p> <p>Can observe and comment on changes over a long (marked) period of time i.e. differences from Medieval Britain to modern day regarding punishment.</p>	<p>Can place events / artefacts in chronological order with some support i.e. significant changes in law enforcement - introduction of metropolitan police force.</p> <p>Can use simple vocabulary that shows sense of chronology i.e. began, then, next, now, last.</p> <p>Can state simple differences between life in past and present i.e. punishment - stockades / holding in cell.</p> <p>Is able to identify some key events from the past that caused changes within law.</p>	<p>Can create a timeline chronologically with key events and dates for the development of the justice system i.e. introduction of juries, end of capital punishment.</p> <p>Can name the key changes in lawful acts.</p> <p>Can identify key events in history i.e. the Gunpowder Plot, establishment of the police force, end of capital punishment.</p> <p>Can explain how their life is different to those in the past i.e. right to a fair trial.</p> <p>Is able to suggest reasons as to why they categorise something as old / new or from the past / present i.e. confinement conditions, materials for restraints.</p> <p>Is able to use books, internet and ICT software, going beyond simple observation to answer questions about the topic i.e.</p>

	<p>Can identify a difference in a picture of then and now i.e law enforcement uniforms and levels of force used.</p> <p>Is able to observe pictures artefacts of lawful settings through history with interest i.e stockades, handcuffs.</p>	<p>With prompts, can recount episodes from historical events / time period i.e Gunpowder Plot, civil war - treason, end of capital punishment.</p> <p>Is able to make statements or phrases in past tense i.e The Gunpowder Plot <b>took</b> place in... An old form of punishment <b>was</b>...</p>		<p>researching how our rights are protected now compared to people in the past.</p>
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### Key Learning

#### Personal development

Team work - working together as a team.  
 Problem solving - solving problems.  
 Communication skills - using voice, signs to communicate facts and opinions.  
 Self-management.  
 Self-belief.  
 Respect.  
 Self-awareness.  
 IT skills.

#### Suggested activities

Make a timeline of key events for crime and punishment - what's changed, similarities and differences, link other topic knowledge i.e. Victorian Britain.

Role play

Character cards - police officer, judge, jury

Person Fact file - Guy Fawkes

Explore artefacts and objects

Explore pictures - similarities / differences

Ask it session

- What has changed in punishment over time?
- Are there any significant historical buildings linked to your area of study in existence? - Manchester Crown Court
- Jobs - How have jobs changed?
- How have our rights changed and the law to protect us?

#### Online resources

[History of the Tower of London \(futurelearn.com\)](http://futurelearn.com)

[Gunpowder Plot | Definition, Summary, & Facts | Britannica](http://Britannica)

[Sir Robert Peel and his 'bobbies' \(historic-uk.com\)](http://historic-uk.com)

[Download.ashx \(bihr.org.uk\)](http://bihr.org.uk) – Abolition of Capital Punishment in UK

[Your rights under the Equality Act 2010 | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

**Evidencing Work**

Work sheets

Pictures

PowerPoints

Research