

Title of Rubric: Crime and Punishment

<p>Subject curriculum intent:</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. 			
<p>End of KS3 intent/outcome</p>	<p>End of KS4 intent/outcome</p>	<p>End of KS5 intent/outcome</p>		
<p>To be able to identify similarities and differences between recent history and prehistory.</p>	<p>To be able to vocabulary relating to past and present. To be able to identify and demonstrate different ways to research information.</p>	<p>N/A</p>		
<p>Intent for this topic:</p>	<p>Pupils are to have an understanding of how <i>Crime and Punishment</i> has changed in the UK throughout history. Pupils will be able to relate these changes to legislation and be able to identify different methods for punishing crime over the centuries. Pupils will be able to reflect on how their life would differ from those in the past if a crime was committed.</p>			
<p>Core vocabulary needed for this subject/topic:</p>	<p>Past, present, similarities, differences, changes</p>			
<p>Vocabulary pupils will have accessed in other topics or subject areas:</p>	<p>Change, differences, rights, law, legislation, fairness</p>			
<p>Key vocabulary taught within this topic:</p>	<p>Law, legislation, tools, crime, punishment, sentence</p>			
<p>Prior knowledge: what pupils may already have studied</p>				
<p>Key stage</p>	<p>Subject</p>	<p>Topic title</p>	<p>Term/year taught</p>	<p>Content/What might pupils already know?</p>

4	History	Rights and Liberty including voting/suffrage	Year 2 – Autumn 2	The growth of cities and the impact on the environment.
Links to other subjects: PSHCE - KS3 – Realising my rights Citizenship– KS4 – Democracy and Justice				

Crime and Punishment

Key themes:

- Guy Fawkes – Gunpowder Plot
- The Tower of London
- Robert Peel – The Metropolitan Police
- Changes in law
- Changes in punishment

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 Step 1	B2 Step 2
Key learning: Crime and Punishment				

<p><u>Subject specific knowledge</u></p>	<p>Knows that the past is an event that has already happened e.g gunpowder plot</p> <p>Knows that present is what is happening now.</p> <p>Knows when to use the terms past and present where a difference is marked e.g past - stockades, present - prison, fair trial.</p>	<p>Knows the terms past and present and can categorise items as belonging to past / present e.g - stockades, prison cell.</p>	<p>Recalls differences in features from past and present e.g town watch, police force.</p> <p>Recalls common words / phrases relating to time: past, present, future, before, after, a long time ago etc.</p>	<p>Knows that the past can be divided into different time periods and use dates to support this e.g medieval, middle ages, tudor, present day.</p> <p>Knows what evidence is used to make historical claims about this time e.g photographs, newspaper reports, artifacts.</p>
<p><u>Subject specific skills</u></p>	<p>Can sort objects and pictures into past and present by grouping via familiarities e.g cane, handcuffs, stockade, guillotine.</p> <p>Is able to identify an object from past or present using symbols/key words from a choice of three/four.</p> <p>Is able to sort pictures of past and present; naming each independently.</p> <p>Can identify a difference in a picture of then and now e.g I see poor conditions of prison cell. I see a hygienic cell.</p> <p>Is able to observe pictures artefacts of lawful settings through history with interest e.g handcuffs, gavel.</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.</p> <p>Can observe and comment on changes over a long (marked) period of time e.g human rights laws affecting punishments.</p> <p>Can recount episodes from historical events / time period with prompts e.g Stewarts - beheading of King Charles II.</p>	<p>Can place events / artefacts in chronological order with some support.</p> <p>Can use simple vocabulary that shows sense of chronology e.g past, recently, now.</p> <p>Can state simple differences between life in past and present e.g public humiliation, sentenced private punishment.</p> <p>Is able to identify some key events from the past that caused changes with the handling of crime e.g introduction of police force.</p>	<p>Can create a timeline chronologically with key events and dates for the development of the justice system.</p> <p>Can name the key changes in lawful acts e.g human rights act 1998 (abolition of death penalty).</p> <p>Can identify key events in history e.g 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 e.g increased human rights.</p> <p>Is able to suggest reasons as to why they categorise something as old / new or from the past / present e.g materials of punishment tools.</p> <p>Is able to use books, internet and ICT software, going beyond simple observation to answer questions about the topic.</p>

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

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

[Year 6 Crime and Punishment Workbook _0.pdf \(arkconway.org\)](#)

[History of the Tower of London \(futurelearn.com\)](#)

[Gunpowder Plot | Definition, Summary, & Facts | Britannica](#)

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

Evidencing Work

Work sheets

Pictures

PowerPoints

Research