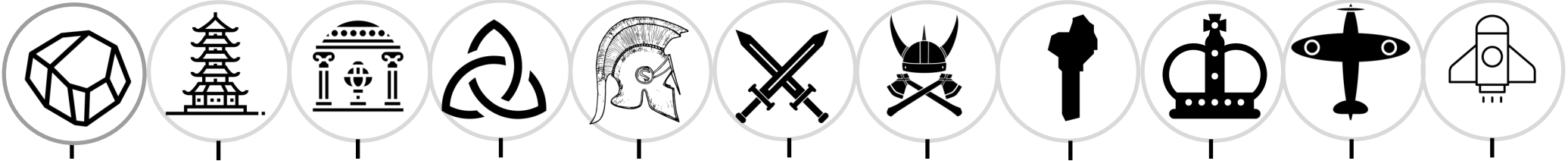


Year 6:

HISTORICAL CONTEXT: 1000 years of Crime and Punishment



KEY VOCABULARY:

Homicide	Stokes
Crime	Witches
Justice	Gunpowder plot
Capital Punishment	Highway man
Law	Smuggling
Court	Execution
Prison	Cyber crime

Key Questions

How were criminals punished 800 years ago, and how do we know?

What does the legend of Robin Hood tell us about medieval justice?

More of the same? How did crimes and punishments change between 1500 and 1750?

Why did punishments become so bloody in the 18th century?

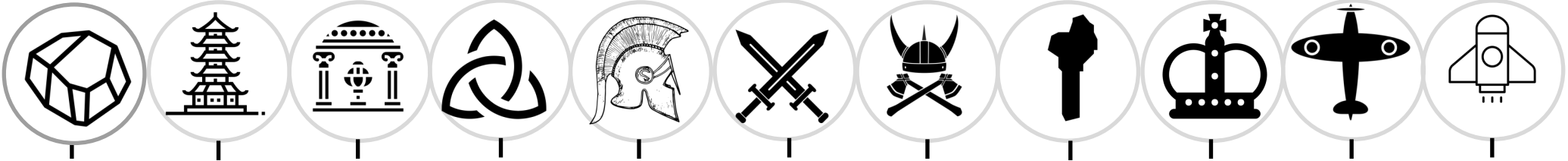
Why did so much change happen in the 19th century?

Has the way we catch and punish criminals improved that much in the last 100 years?

As historians we will study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Year 6:

HISTORICAL CONTEXT: 1000 years of Crime and Punishment



<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage->

Key questions (show how content and concepts link)

How were criminals punished 800 years ago, and how do we know? The story of the fox and the goose

Links with earlier work on Saxon justice Includes: Common crimes and way punished Reasons for high homicide rates Use of constables and hue and cry Trial by combat Link between food prices and crime

Differentiated Learning objectives

Pupils infer meaning from medieval paintings.

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 the village or town to work together.

Pupils can explain how the system of justice worked. Pupils interpret data from a pie chart showing the frequency of crimes and a line graph showing link between food prices and crime. Pupils can explain why so many were found not guilty of serious crimes.

Teaching & Learning activities (linked directly to objectives)

KWL starter

Smart task 1 Starter 'fox and goose' painting: slow reveal Pupils have to speculate as to the meaning of the pictures and annotate features Story telling showing how catching of criminals depended on the community.

Smart task 2 Teacher tells story of Hamo and his gang of thieves. Pupils then infer what this story tells us about medieval justice

Resources (to help pupils reach the learning objectives)

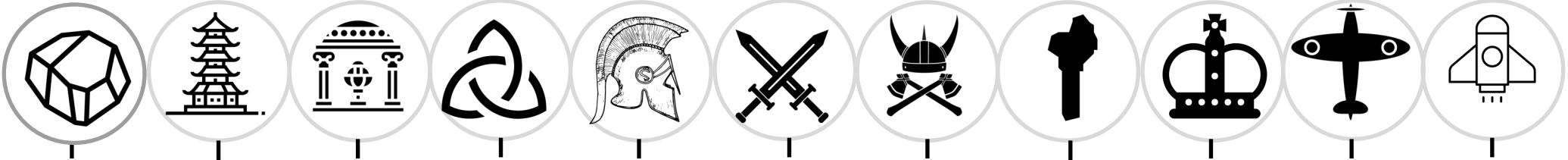
RS1 survey of pupils' perceptions
RS2 Background information for teachers on medieval justice. RS3 Labels for annotating fox and goose story RS4 Background knowledge of story of Hamo for teacher to tell

Written and non-written Outcomes

Pupils create caption for picture of slide 3 and 4 showing what they can infer from the image, using their knowledge of the story

Year 6:

HISTORICAL CONTEXT: 1000 years of Crime and Punishment

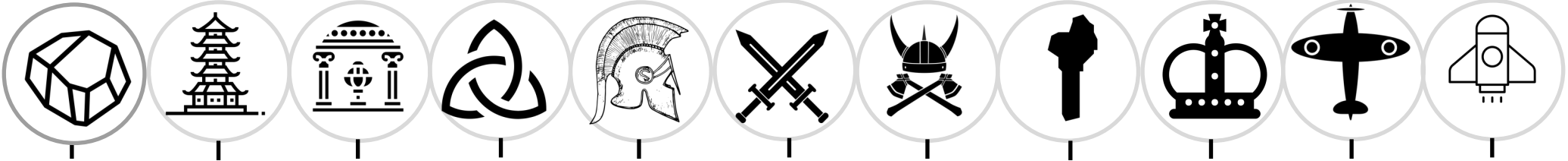


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Key questions (show how content and concepts link)	Differentiated Learning objectives	Teaching & Learning activities (linked directly to objectives)	Resources (to help pupils reach the learning objectives)	Written and non-written Outcomes
<p>What does the legend of Robin Hood tell us about medieval justice?</p> <p>How law and order was enforced, including policing and types of court 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. 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. Using fear of consequences to stop people committing crimes</p>	<p>RECAP</p> <p>Short re-cap on nature of medieval crime and punishment from KQ1. Then focus on Robin Hood story Start with a film clip from Robin Hood (not supplied on site) and then use a 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 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</p>	<p>Key Question 2 PowerPoint</p> <p>Contains Legend of Robin Hood sequencing cards</p> <p>Unnumbered to be cut up from slides 2, 3 and 4 for sequencing by pupils. Slide 5 has all the separate slides numbered and sequenced to give you the right answer!!</p>	

Year 6:

HISTORICAL CONTEXT: 1000 years of Crime and Punishment



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Key questions (show how content and concepts

More of the same? How did crimes and punishments change between 1500 and 1750?

New crimes vagrancy, witchcraft, and then moral crime,

Public humiliation Stocks/pillory Whipping and branding Burning heretics alive Hanging witches Gunpowder plot

Highwaymen Smuggling Poaching

Differentiated Learning objectives

Pupils understand changes in nature of new crimes e.g. more vagrancy witchcraft religious practices

They grasp that there was a greater emphasis on humiliation and can cite 3 examples of this.

They understand there were continuities e.g. pillory, stocks, ducking stool whipping, fines

Teaching & Learning activities (linked directly to objectives)

RECAP

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. For some pupils you will want to provide additional access to support materials e.g. images from internet/library books)

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? W

Resources (to help pupils reach the learning ob-

KQ3 PowerPoint to show Witchcraft Guy Fawkes hung drawn and quartered Highway robbery Smuggling These images are used in Smart task 1.

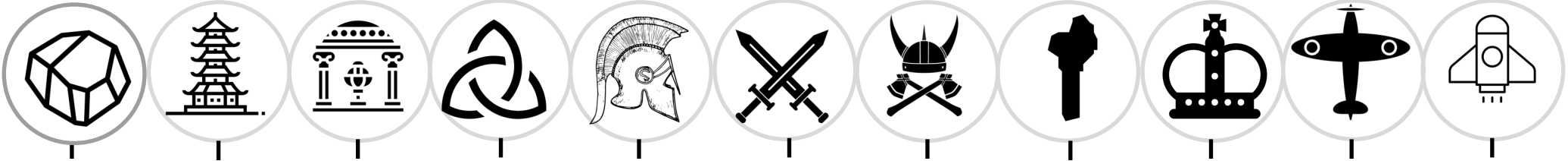
RS1 Would you want to be a highwayman? 9 influence cards

RS2 Simple Highwayman's mask (not provided)

Written and non-written Outcomes

Year 6:

HISTORICAL CONTEXT: 1000 years of Crime and Punishment



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Key questions (show how content and

Why did punishments become so bloody in the 18th century?
smuggling poaching and highwaymen Ducking stool Scolds Bridle

Differentiated Learning objectives

Pupils understand that this was an era of the Bloody Code when there was a massive increase in the number of capital offences They grasp that these were often for quite trivial offences, usually involving property.

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.

Pupils can explain the paradox that the number of crimes went up but the number of executions

Teaching & Learning activities (linked directly to objectives)

RECAP

Start with a motivating image, Hogarth's depiction of the execution of Tom Idle, as there is so much human interest in it.

Smart task 1 Pupils annotate 6-10 significant scenes from a contemporary print of an execution Lower-attaining pupils are given label cards to match to parts of the picture More able have to infer ways in which Hogarth shows his disapproval of public executions in this engraving.

Smart task 2 Explanation builder: How can we explain why, when the number of crimes went up, the number of executions actually went down.

Resources (to help pupils reach the learning objectives)

KQ4 PowerPoint Image of Hogarth print showing public execution.

RS1 Image to annotate

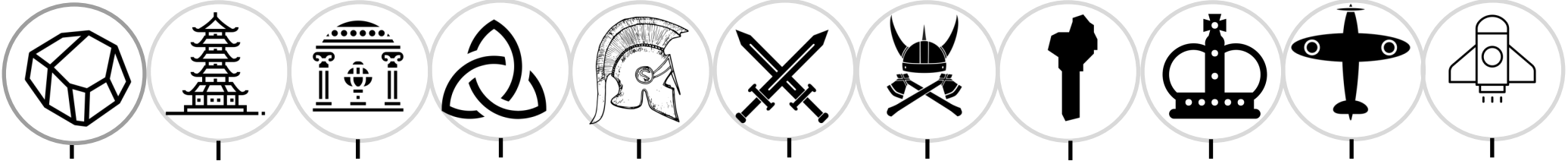
RS2 Labels for some pupils to use

RS2 Explanation builder

Written and non-written Outcomes

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Key questions (show how content and

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

Differentiated Learning objectives

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

Teaching & Learning activities (linked directly to objectives)

RECAP

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: why does the crime rate rise so steeply after 1815? Why does it go down after 1850? Through to the less obvious How much of the crime was violent crime? How many of the criminals were women? 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 this time, before moving on to smart task 2

Resources (to help pupils reach the learning objectives)

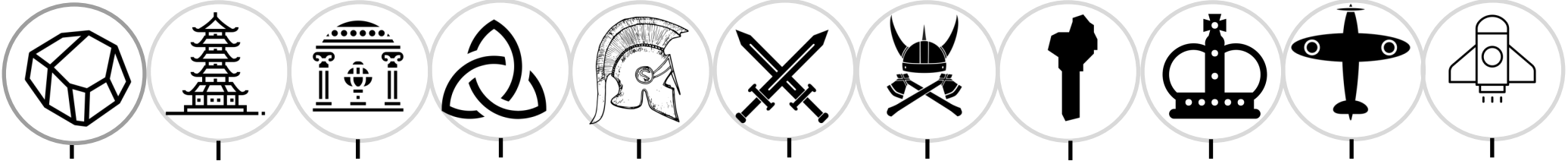
KQ5 PowerPoint starts with background to the period showing images of; industrialisation, urbanisation, class divisions Urban poverty and rural poverty, railways, growing literacy etc.

Slide 2 shows graph with trends in crime rate 1750-1900

Written and non-written Outcomes

Year 6:

HISTORICAL CONTEXT: 1000 years of Crime and Punishment



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Key questions (show how content and concepts link)

Has the way we catch and punish criminals improved that much in the last 100 years?

Do you think it is likely to get better or worse? Car crime Cyber crime Race Drugs

Differentiated Learning objectives

Pupils are able to interpret data from a line graph and then raise questions to investigate independently.

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.

Teaching & Learning activities (linked directly to objectives)

RECAP

Smart task 1: True / False / unsure statements 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.

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

Resources (to help pupils reach the learning objectives)

KQ6 PowerPoint Slide showing slow reveal of prison statistics graph. RS2 True false statements about prison population Who Wants to Be A Millionaire options on PowerPoint

Written and non- written Outcomes

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