

YEAR 4 UNIT 3: Composite: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Enquiry Question: How has crime and punishment changed over time? Topic: Crime and Punishment

Related units: (Prior Learning, if you can try and link to previous years)

Unit overview (About the unit needs to link with National Curriculum)

In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time. You may decide to incorporate a visit to a local museum into the unit, and some ideas have been included on potential locations.

Assessment (Expectations) (This should be on the knowledge organizer – check they match up)

Assessment:

- End of unit knowledge quiz
- Assessment for learning—questioning and activities built in throughout the unit.
- Self and peer assessment opportunities on activities covered in this unit

Subject related vocabulary (these also need to be on the knowledge organizer)

Society
Crime
Values
Poaching
Witchcraft
Riot
Pillory
Transportation
Flogging
Execution
Vagabond
highwayman
smuggling
hostile
parliament
truncheon
suffragettes
extremism
discrimination
terrorist
democracy

Activities and learning outcomes (Add information from unit plans)

The Big Finish is a display/mini museum to showcase the children's work, showing care and sensitivity towards the subject matter. This is an opportunity for the children to share their work with the rest of the school, as well as with friends and family.

Learning outcomes

- develop a chronologically secure knowledge and understanding of British history
- note connections, contrasts and trends over time and develop the use of historical terms
- understand how our knowledge of the past is constructed from a range of sources

Cross-curricular links (this needs to be on the knowledge organiser)

Investigations:

- Make observations of how and why Crime and Punishment has changed over time
- Develop knowledge and understanding of different time periods (e.g. looking at some case studies that were triggers for change)

Writing opportunities:

- Write a diary of a Victorian school child

Cross-curricular links (this needs to be on the knowledge organiser)

Maths opportunities:

- Explore the knowledge of statistics in the context of the unit

Teacher knowledge (this is on the unit overview)

Some of the content of the unit, particularly that related to imprisonment and some of the punishments, may be sensitive for children in your class. It is important to consider this prior to commencing the topic, to allow time for exploring other options within the unit. The selected approach is intended to avoid dwelling upon the cruelty and pain inflicted upon people in the past, and the tendency among some schemes for desensitising these occurrences. The children are supported in understanding why people acted in a certain way, and encouraged to avoid seeing them as just cruel or mocking them as stupid. You may choose to leave out some episodes related to punishments if you consider the content too challenging for the children. As the children will be introduced to a number of different time periods during their study, it is important to use the class timeline to give them a sense of when events occurred, and place them in relation to other periods they have studied in Key Stage 2, and within their topics at Key Stage 1. The National Curriculum states that you will be using this unit to extend a pupil's chronological understanding beyond 1066. The emphasis of this unit is on the period from 1700 to the present day. You can personalise the unit by adding examples of your own from the locality, for example a popular local villain as a substitute for Dick Turpin or a local suffragette to supplement your studies in week 5.

Resources (Add suggested web resources and concrete resources you will need for the unit; teachers need to check they have the resources for the topic)

Websites:

The Crime and Punishment Collections Network can help you find to find what is available in your area: <http://www.capcollections.org.uk/>

Victorian Crime and Punishment: <http://vcp.e2bn.org>

National Archives: <http://www.nationalarchives.gov.uk/education/candp/punishment/g09/default.htm>

Ripon Prison and Police Museum KS2 Teacher's Pack: <https://riponmuseums.co.uk/docs/general/KS2CrimePunishmentTeachersPackLR.pdf>

Thinking History activities and ideas for teaching the topic at secondary level, can be adapted for KS2: <http://thinkinghistory.co.uk/Highlights/index.htm>

See Research recommendations document in this Unit. Log on to Rising Stars website.