



Respect, Believe, Achieve

Year 6 Crime and Punishment

*Revision of the History Skills/Topics taught by looking at Crime and Punishment through the Ages

Connection to a famous person/ place



Highway Man

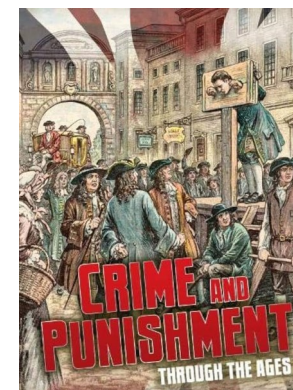


Robin Hood

As a Historian, what do I already know?




By this point, all of the History Topics have been taught:

- Explorers, Toys and Technology, Queens
- Great Fire of London, Gunpowder Plot, Florence Nightingale, Titanic
- Stone/Bronze/Iron Ages, Ancient Egypt, WW2 - Battle of Britain
- Ancient Greece, Romans, Mayans
- Titanic, Anglo- Saxons and the Scots, Anglo-Saxons and the Vikings
- Victorians, WW2 - Southampton, D-Day, Jewish persecution



Key Words

Hue & Cry	If people raise a hue and cry about something, they protest angrily about it.
Highwayman	A man who robbed travellers on a road in past centuries. This type of thief usually travelled and robbed by horse as compared to a footpad who travelled and robbed on foot; mounted highwaymen were widely considered to be socially superior to footpads. Such criminals operated until the mid or late 19th century.
The Bloody Code	The 'Bloody Code' was the name given to the English legal system from the late 17th Century to the early 19th Century. It was known as the Bloody Code because of the huge numbers of crimes for which the death penalty could be imposed.
Trial by Ordeals	<p>A criminal trial by which the guilt or innocence of the accused is determined by making them do a painful task. The determination of innocence coming from either completing the task uninjured or by the quick healing of the wounds taken.</p> <ul style="list-style-type: none"> • Ordeal by hot water: the accused would reach into a pot of boiling water and retrieve an object. ... • Ordeal by hot iron: the accused person would carry a burning hot iron so many paces without being burned to prove their innocence. • Ordeal by cold water: the accused was dunked into a pool of water.

	Key Skills
	Characteristic Features Can contrast and make some significant links between civilizations/ periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied
	Change and Continuity Understand that changes in different places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly
	Chronology Can accurately place civilizations/periods studied in chronological order and may take account of some overlap and intervals between them

Key Knowledge
Children will draw upon existing knowledge to help them understand how Crime and Punishment has changed throughout History: <ul style="list-style-type: none"> ◇ Queen Elizabeth 1 ◇ Stone/Bronze/Iron Ages ◇ Ancient Egypt ◇ Ancient Greece ◇ Romans ◇ Mayans ◇ Anglo Saxons/Vikings/Scots ◇ Victorians ◇ WW2

As a Historian, here's what I will know by the end

1. I will know how criminals were punished 800 years ago and how we know about it.
2. I will know what we can tell about justice in the Middle Ages from the story of Robin Hood?
3. I will understand how crimes and punishments changed from 1500-1750
4. I will understand why punishments became so bloody in the 18th century
5. I will understand why Crime and Punishment change so much in the 19th century
6. I will investigate if the way in which we catch and punish criminals has improved that much in the last 100 years?

