



# Medium Term Plan: Crime and Punishment

This project builds on children's knowledge of periods in history that they have studied through KS1 and 2. Children will explore, using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different punishments that were handed out to criminals as well as finding out about the development of the police force from the Victorian period through to the present day.



## How has crime and punishment in Britain changed over time?

### Primary Concepts

Society and Community

Exploration and Invasion

Power and Influence

Conflict and Resolution

### Secondary Concepts

Cause and Consequence

Change, Continuity and Development

Diversity and Historical Significance

Chronological Understanding

Evidence and Interpretation

Similarity and Difference

- How were crimes punished in Anglo-Saxon times?

- What do we mean by crime and punishment and what have been some of its main features over time?

- What were 'witch hunts' in Tudor and Stuart times and what was the significance of Britain's 'Bloody Code'?

- How have crimes been investigated over time?

- What was crime and punishment like in Roman Britain?
- What can we learn about crime and punishment in our local area from primary sources?

- How have our views about crime changed over time?

### Overarching Themes

Civilisation

Empire

Industry

Migration

Monarchy

Rebellion

Settlement

Trade

Why has this history project been chosen for pupils at Applegarth Primary School?

Pupils will learn about crime and punishments through the ages, building on knowledge and understanding of historical periods previously studied in KS1 and KS2. They will learn how local records can give us an insight into changing attitudes to crimes and the severity of punishments and compare these to their own attitudes, learning about the development of the police force and how law was enforced using local Ripon Police Museum. They will have the opportunity to investigate why Northallerton prison was able to close recently and what this tells us about crime figures in our local town.

Which aspects of this historical period will the project focus on?

Crime and punishment in Roman, Anglo-Saxon, Tudor, Stuart, Georgian, Victorian and Edwardian times and the present day  
 Changing attitudes towards crimes committed over time  
 How punishments have changed over time, analysing whether the punishment was appropriate to the crime

What specifically do we want the children to know, understand and be able to do by the end of this unit?

**Children will know that:**  
 the same crime that happens today, may not have happened hundreds of years ago.  
 There hasn't always been a police force.  
 Prisons originally were used as holding cells before the punishment and not used as dungeons and the punishment itself  
 Attitudes to punishment have altered considerably over time.  
 Ways of detecting crime have improved considerably over time.  
 Although there have been many serious crimes, the majority of crimes and punishments have been much less serious.

KS2 National Curriculum PoS	Prior Learning	Subsequent Learning
<p><i>Pupils should continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connects, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involved thoughtful selection and organisations of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <ul style="list-style-type: none"> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>- <b>This could include (non-statutory):</b></li> <li>- the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>- changes in an aspect of social history, such as <b>crime and punishment</b> from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>- <b>A local history study</b></li> <li>- <b>This could include (non-statutory):</b></li> <li>- a depth study linked to one of the British areas of study listed</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<p><b>Long Ago/ Marvellous Machines (EYFS)</b> Children will understand the past through settings, characters and events encountered in books read in class and storytelling. They will be able to talk about the lives of the people around them and their roles in society and know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p><b>Magnificent Monarchs/ Movers and Shakers (Y1/2)</b> – Children understand that there is a past within their living memory and a past beyond that. Substantive concepts such as monarchy, conflict and resolution will have been mentioned through teaching about Emmeline Pankhurst, Rosa Parks, Elizabeth I and Queen Victoria</p> <p><b>Through the Ages (Y3/4)</b> – Children will have studied changes within the Stone Age.</p> <p><b>Emperors and Empires (Y3/4)</b> – Children will have studied the impact of the Romans in Britain.</p> <p><b>Invasion (Y3/4)</b> – Children will have studied the Anglo–Saxons.</p>	<p><b>KS3:</b> Children will use key sources of information and evaluate their reliability. They will continue to ask questions of enquiry and have an established understanding of key substantive concepts</p> <p><b>Northallerton sixth form college pupils will learn:</b> In Year 7, students study units in history, from ancient Rome to the Tudors. The first of these enquiries builds on history work in primary school to explore what history is and how historians work...Students then study the history of Britain chronologically from the early middle ages through to the sixteenth century.</p>
<p><b>Local Context</b></p> <p>Use of primary sources to research local (Yorkshire) criminals and their crimes and subsequent punishments Northallerton Prison and the reasons why it was closed in 2013/4</p>	<p><b>Cultural Capital</b></p> <p>Use of local Records Office archives Ripon Police Museum Use of records relating to Northallerton prison</p>	
<p><b>Previously Learned Vocabulary</b></p> <p>artefact, evidence, change, compare, significance, century, chronology, decade, compare, difference, similarity, timeline, sequence, positive, negative, impact, influence, crime, chronology, archaeologist, historical source, viewpoint, consequence, change, continuity, migration, prehistory, era, period, circa, excavate</p>	<p><b>New Vocabulary</b></p> <p><b>crime, period, chronology,</b> deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, <b>industrial,</b> promotion, unarmed, detective, prevention, detection, rehabilitation.</p>	
<p><b>Significant People</b></p> <p>Sophia Constable (Yorkshire girl imprisoned for stealing)</p>	<p><b>Significant Events</b></p> <ul style="list-style-type: none"> <li>✓ The development of a police force in Britain</li> <li>✓ The closure of Northallerton prison, 2013/14</li> </ul>	
<p><b>Recommended Reads – Reading for Pleasure and Writing Opportunities</b></p> <p>Robin Hood Sherlock Holmes Famous Highwaymen Underworld London in Oliver Twist</p>	<p><b>Recommended Reads – Curriculum Enhancement</b></p>	