



Digital Learners



Engineers



Global Enquirers



Designers

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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

### Medium Term Plan: Global Enquirers- History

#### Crime and Punishment

Using the K,S,U you have learnt in this unit of work, how and why has crime and punishment has changed over time? Demonstrate your personal response to these changes and how changes over time have shaped the rule of law in modern Britain.



Global Enquirers

#### Aspect of Study

Chronology and change  
Historical enquiry

#### Transferable Knowledge:

Understanding of justice, rule of law, using and interpreting sources, poverty and social inequality, power and the monarchy, chronology, the British Empire.

### National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The national curriculum for history aims to ensure that all pupils: □ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world □ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind □ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' □ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses □ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed □ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, 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 involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### **During this area of study students should be taught to:**

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



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### Substantive Knowledge (subject-specific)

The dates of the Tudor and Victorian time periods and where they fit on a timeline.

The monarchs in the Tudor and Victorian times (and why the time periods were named Tudor and Victorian)

The monarch held a huge amount of power in the past.

Why Henry VIII had so many wives and how he changed religion in the Tudor times.

What happened during the Hexham gaol break.

Some examples of things that were illegal in the Tudor times including things that are no longer illegal now.

The names of different Tudor and Victorian punishments and what they entail.

Some examples of which punishments would be used for each crime but also an awareness that there was not a consistent approach to this.

How conditions differed for the rich and poor in Tudor gaols.

How social status and wealth impacted on how people were punished.

Britain was a powerful country in the Victorian times and the impact of the Industrial Revolution.

What conditions were like in Victorian gaols and how this was different for the rich and poor.

Why different methods of punishments were used.

How children were punished in different time periods and why this changed over time.

Why we don't punish criminals in the same way now as in the Tudor and Victorian times.

### Deeper Knowledge

The power of monarchs to make changes in society has changed over time.

Social and gender inequality - that there are examples throughout history of people not being treated 'fairly'

Chronology

That cause and effect shapes history.

Idea of legacy - need for a royal heir

### Real World Links:

Pupils will learn the skills required to be a historian. They will explore aspects of local history through visiting Hexham Old Gaol and learn about the Reiver families of Northumberland, which many pupils will be descended from. Opportunities to reflect on the impact of social status on treatment within society e.g. Luis Suarez behaviour on the football pitch and lack of consequences.



**Communication** – understand and respect that people have different views.

**Team-working** – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

### Influential Figures

- Henry VIII (changes made to society and opportunity to discuss positive/negative influences)
- Elizabeth I/Queen Victoria – female monarchs
- George Stephenson
- Robert Peel

### OPAL links

Use of physical activity to generate energy – e.g dynamo lamps, treadwheel, turbines etc. (links to Victorian prisons)

## Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> <li>• <b>Year 3 Autumn Term</b> - changes in Britain from the Stone Age to the Iron Age (<i>daily life</i>)</li> <li>• <b>Year 3 Autumn Term</b> -the Roman Empire and its impact on Britain (<i>Why did the Romans invade? The initial and long-lasting impact, rebellion through Boudicca</i>)</li> <li>• <b>Year 4 Autumn Term</b> -Britain's settlement by Anglo-Saxons and Scots (<i>Anglo-Saxon life, reasons for invasion</i>)</li> <li>• <b>Year 4 Autumn Term</b> - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>the impact of the reign of Alfred the Great, struggle for power, the portrayal of the Vikings through historical sources, daily life.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>how and way crime and punishment has changed over time including the treatment of people of different genders and social classes, the success of the British Empire and the Industrial Revolution and how this impacted on population and a rise in crime levels</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 6 Autumn Term</b>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>social class in Victorian Britain through the Titanic, women's roles in WW1</i>)</li> <li>• <b>Year 5 Spring Term</b> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China (<i>the role of the pharaoh, social hierarchy and job roles, success of the empire, what did the Egyptians do for us? Ancient Egyptian beliefs in the afterlife/gods</i>)</li> <li>• <b>Year 6 Spring Term</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world (<i>the evolution of democracy, what the Ancient Greeks did for us, beliefs and traditions, gender inequality</i>)</li> <li>• <b>Year 6 Summer Term</b> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>

Language Plan

Key vocabulary	Concepts	Speaking and Listening
criminal crime punishment legal Illegal treason monarch century decade chronology industry/industrial monasteries Church of England gaol dissolution primary secondary source portrayal heir vagrancy blasphemy Tudor Victorian status	justice poverty society inequality consequence revolution social class Individual liberty rule of law shaming punishments bias	ORACY FRAMEWORK STRANDS

## Sequence of Teaching and Learning

***Baseline spider diagram to be completed before the start of unit to inform planning.***

### **LAUNCH – Visit to Hexham Old Gaol to learn about local history, the Tudors and crime and punishment in the Tudor times.**

Prior to the trip, pupils could learn about the history of Northumberland (specifically the Border Reivers) and the chronological context of the unit of work in relation to previously taught content.

- **Chronology** – at the start of the topic, display a timeline with dates on that pupils have learnt about in previous year groups. Add the Tudor times to this timeline and continue to refer to it throughout the unit of work, adding further relevant dates.

<b>1</b>	<ul style="list-style-type: none"> <li>• NC OBJ: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b>LO: To further develop an understanding of historical vocabulary.</b></p>	<p>Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit.</p> <p><i>revolution                      legal</i>  <i>consequence                    society</i>  <i>treason</i>  <i>monarch</i>  <i>century</i>  <i>decade</i>  <i>poverty</i>  <i>inequality</i></p>
<b>2</b>	<p>LO: To explain what happened in the Hexham gaol break.</p>	<p>Pupils to write a historical recount of the events of the 1538 Hexham gaol break that they will have found out about during their trip to Hexham gaol. <i>Notes: it is beneficial to take notes on the story and take photos of the pupils doing their drama work to help them to remember the key events.</i></p> <p>Scaffold - using pictures to prompt memories of key events          Extension - demonstrating an awareness of how the gaol break fits within the wider context e.g. Henry's desire for a male heir and the dissolution of the monasteries.</p> <p style="text-align: center;"><b>LINK TO GEOGRAPHY LESSONS 1 AND 2          – SEE GEOGRAPHY PLANNING.</b></p>

## Sequence of Teaching and Learning

<b>3</b>	<ul style="list-style-type: none"><li>• NC OBJ: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li></ul> <p><b>EQ: What sort of person was Henry VIII? (LO: To use and evaluate a range of sources. )</b></p>	<p>Pupils to use and evaluate a range of primary and secondary sources to find out about Henry VIII. How did he end up on the throne? What sort of person was he? Why did he have so many wives?</p> <p>Pupils to consider why there might be contrasting opinions of Henry VIII and why he is such an infamous person in history. Which sources did they find most useful and why? Do any of them have conflicting portrayals of Henry?</p>
<b>4</b>	<p>EQ: Why is the rule of law so important and what is my own awareness of the British justice system?</p>	<p><i>Children will have prior knowledge of the punishments and crimes from the Tudor era from their trip to Hexham gaol.</i></p> <p>Pupils to discuss their own awareness of the rule of law in Britain and look at what is seen as a crime in modern times. Are there any crimes that exist now that they don't think will have existed in the Tudor times? Why?</p> <p>How are people punished for committing crimes now?</p>

## Sequence of Teaching and Learning

<b>5</b>	LO: To compare Tudor and modern crimes.	<p>Pupils to find out more about Tudor crimes and debate how serious they were. <i>Opportunities to discuss how this reflects the values within society at the time e.g. vagrancy (homelessness) was a crime - is this still viewed in the same way today? Blasphemy was seen as a serious crime which reflects how deeply religious society was.</i></p> <p>Discussion around how things like technology have influenced crime - lots of crimes around the internet/driving etc which wasn't an issue in the Tudor times.</p>
<b>6</b>	LO: To explain how criminals were punished in the Victorian times.	<p>Learn more detail about the different ways that the Tudors punished criminals. Pictures of the different methods used to promote memory of key words. Extension: how would you categorise the different types of punishments? <i>E.g. shaming punishments, death penalties etc.</i></p>



## Sequence of Teaching and Learning

7 8	<p>EQ: How were Ben Johnson and Agnes Whittenbury punished for their crimes?</p> <p>(Don't display this to children - LO: To explore how social status impacted on how criminals were punished)</p>	<p>Through using the information provided, pupils work in mixed ability groups to establish what happened to the two criminals, considering how status and social class impacted on their punishment. Discuss examples in the media of rich and famous people who have been punished differently due to the power they have e.g. Luis Suarez biting people in football matches.</p> <p><b>Enquiry resources on Google Drive.</b></p>
9 10	<p>•NC OBJ: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>EQ: What was life like in the Victorian times?</b></p>	<p>Pupils to use a range of primary and secondary sources to research the Victorian times, focusing on key similarities and differences between the Tudor times and <b>other time periods studied in previous year groups</b> including monarch (and the relative power they held), the industrial revolution and daily life (including differences between the lives of the rich and poor and the roles of men and women in society.)</p> <p>One lesson on research and one to write up findings.</p> <p><b>LINK TO GEOGRAPHY LESSONS 3,4 AND 5 (THE LOCATION OF THE BRITISH EMPIRE) – SEE GEOGRAPHY PLANNING.</b></p>

## Sequence of Teaching and Learning

11

EQ: How did crime and punishment change between the Tudor and Victorian times?

Using 'Pick a Pocket or Two' from Oliver Twist as a stimulus to discuss crime in the Victorian times, research Victorian punishments and discuss how things changed. Talk about the different factors that influence changes.

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- NC OBJ: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**LO: To explore how children were punished for committing crimes. (2 lessons for enquiry)**  
**EQ: What happened to William Towers? (1 lesson for written work)**

(Using a letter received from 'a descendent of William Towers' as a stimulus)

Pupils to use primary sources (National Archives resources) to find out about the life of William Towers and how he was punished for committing a crime. Opportunities to discuss how children and adults were punished in the Victorian times and why this is not the case now. Pupils will also learn about what life was like in a Victorian prison and be able to draw comparisons between this and what they already know about Tudor prisons.

**Follow up lesson: pupils to write a formal letter explaining what happened to William and what his life was like in gaol.**

## Sequence of Teaching and Learning

15

- NC OBJ: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**Using the K,S,U you have learnt in this unit of work, how and why has crime and punishment changed over time? Demonstrate your personal response to these changes and how changes over time have shaped the rule of law in modern Britain.**

Assessment piece of work communicating what they have learnt over the course of the topic, including the wider picture of society in both time periods. <https://www.bbc.com/bitesize/guides/z9y9fcw/video> can be used as revision.

- I can explain what crime and punishment was like in the Tudor and Victorian times.
- I can explain why crimes and punishments have changed over time.
- I include dates.
- I include historical vocabulary.
- I include a personal response.
- I have used information from a range of different sources.
- My writing is in chronological order.
- I include my own personal opinions.