

ACET Junior Academies'

Scheme of Work for history

Unit 12: Crime and Punishment across time.



About this unit:

This is the final history unit that pupils will study at Key Stage 2 before moving onto Key Stage 3 history. The aim of this breadth study is to consolidate pupils' chronological understanding of the features of key time periods they have studied across Key Stage 2 and consider change and continuity over time. Pupils will also be required to use their knowledge of previous units they have studied to explain possible reasons for these changes in particular by drawing links to their previous work on the Victorians and the effects of the Industrial Revolution on Britain. In this unit, pupils are also expected to utilise sources including assessing their reliability and drawing inferences from them in addition to producing explanations which make use of key historical terminology. Although the focus of this unit is change and continuity, pupils will also continue to widen their understanding of chronology, cause and consequence and significance - all of which have been addressed in previous units and will be continued to be developed at Key Stage 3 where pupils will have the opportunity to extend and deepen their chronologically secure knowledge and understanding.

Unit structure

This unit is structured around six sequential history enquiries:

1. What happens when someone breaks the law in modern Britain?
2. How and why has crime changed over time?
3. How and why have punishments changed over time?
4. Who was Elizabeth Fry and how did she help to reform prisons?
5. How has policing and methods of policing changed over time?
6. Crime and punishment: change or continuity?

National Curriculum unit:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: breadth study - crime and punishment across time.

Links to previous and future National Curriculum units

- Numerous - this unit covers a broad chronological framework.

Enquiry 1: What happens when someone breaks the law in modern Britain?

| Links to previous learning | Knowledge and second order concepts | Historical skills: | Assessment criteria: | Curricular links: |
|--|---|--|--|---|
| <p>Pupils have studied a range of topics from the Stone Age to the Second World War. They should have an understanding of change and continuity across time.</p> | <p>Substantive knowledge: <i>(What the children should know.)</i> A modern definition of crime and punishment. Examples of modern day illegal activities and how they might be punished. What happens when someone breaks the law in modern Britain - role of the police, judges etc. Some areas of crime and punishment have stayed the same while others have changed over time.</p> <p>Second order concepts: <i>(What students should understand)</i> Change and continuity</p> | <p>- Enquiry - use a range of sources to acquire understanding.</p> <p>Key concepts: Crime Punishment Law Police</p> | <p>Can your children:</p> <ul style="list-style-type: none"> - Explain what a crime is and give examples of crimes in modern Britain? - Describe what happens when someone breaks the law in modern Britain and describe a range of punishments? - Write a hypothesis relating to how crime and punishment may have changed over time? | <p>Horizontal:</p> <p>Vertical:</p> |
| <p>Suggested activities:</p> | | <p>Resources:</p> | <p>Useful links:</p> | |
| <p><i>The aim of this lesson is for students to gain a clear understanding of how the Criminal Justice Service works and to address any misconceptions pupils may have. It is vital that this understanding is secure before going on to consider change and continuity over time.</i></p> <p>Pupils should first of all consider what a crime is - pupils could make a list of activities they think are illegal/given a list. They could then categorise the crimes into groups - they could come up with their own categories of the teacher could provide - against person, property authority.</p> <p>Next pupils should consider what happens when someone breaks the law - a crime could be committed in the classroom and pupils have to consider what would happen next. Pupils could label a diagram outlining the key stages, a role play or even hold a mock trial. A local magistrate/police officer might also be willing to come in to speak to the children.</p> <p>Pupils could then go onto look at the range of punishments - not everyone goes to prison! Pupils could refer back to their original list and match up suitable punishments with crimes. Does the punishment differ according to the category it is placed in? Why? Finally, pupils should be asked to review their learning - what do they think has changed/stayed the same over time - crimes, punishments, ways of dealing with criminals? Do they think that crime and increased or decreased? Why? Pupils should then create a hypothesis to place on the Enquiry Wall.</p> | | <p>White boards/large pieces of paper for pupils to make notes in groups.</p> <p>Diagram for pupils to annotate.</p> <p>Court role play activity.</p> <p>List of punishments used in modern Britain.</p> | <p>National Justice Museum : https://www.nationaljusticemuseum.org.uk/ For an outline of the Criminal Justice System: https://www.cps.gov.uk/criminal-justice-system Or for a simplified version: https://www.sentencingcouncil.org.uk/wp-content/uploads/Criminal-Justice-System-simplified.pdf For a guide to the courts - CBBC Newsround: http://news.bbc.co.uk/cbbcnews/hi/newsid_4260000/newsid_4261000/4261014.stm For mock trial resources (KS3): https://smartlaw.org.uk/wordpress//content/uploads/woocommerce_uploads/2018/02/Running-a-mock-trial-classroom-notes-Crown-Court-3.pdf For a range of videos of a mock trial: https://www.bbc.co.uk/teach/class-clips-video/pshe-citizenship-ks3-ks4-gcse-mock-criminal-trial-case-and-plea/zdmhy9q For a video on sentencing (aimed at adults): https://www.cps.gov.uk/cps-page/sentencing</p> | |

Enquiry 2: How and why has crime changed over time?

| Links to previous learning | Knowledge and second order concepts | Historical skills: | Assessment criteria: | Curricular links: |
|---|---|--|--|---|
| <p>Pupils should have a chronological narrative of the key time periods - what happened and when. They should also understand that society has changed over time.</p> | <p>Substantive knowledge: (What the children should know.) Some crimes have changed over time. What is seen as a crime depends on the time period and what was happening/viewed as important at the time. Sources are not always accurate in how they depict criminal activity.</p> <p>Second order concepts: (What students should understand) Change and continuity. Chronology</p> | <ul style="list-style-type: none"> - Chronology - sequence events on a timeline. - Range & depth - compare beliefs and behaviour over time. - Enquiry - start to evaluate the utility of sources for an enquiry. | <p>Can your children:</p> <ul style="list-style-type: none"> - Make inferences from a source and identify why it might not be reliable? - Place events on a timeline and explain why they have chosen the sequence? - Use historical knowledge to explain why crimes may have changed/stayed the same over time? | <p>Horizontal:</p> <p>Vertical:</p> |
| | | Key concepts: | | |
| | | <p>Crime Criminal AD/CE BC/BCE Source Evidence</p> | | |
| Suggested activities: | | Resources: | Useful links: | |
| <p>First of all pupils could be given a picture showing a crime eg. of a highway man. Pupils should then think about what the crime is that is being committed, whether it would be a crime today and how the painter has portrayed the criminal. <i>NB. Criminals in paintings etc are often viewed in a romanticised way. Do they think this is accurate?</i></p> <p>Next pupils could construct a timeline showing the key periods of history they have studied from Stone Age to modern. Pupils could then be provided with a range of picture sources which they have to answer questions about and then place on the timeline as to when they think that activity was illegal.</p> <p>Finally, pupils could review their timelines and consider how/if crimes have changed over time? Why might some activities have been classed as illegal in one time period and not another? How have criminals been portrayed in the sources - is this accurate? <i>NB. When selecting pictures/sources please be careful not to be stereotypical.</i></p> | | <p>'The highwayman, Claude Duval' by William Powell Frith gives a romanticised view of a highway man.</p> <p>Timeline - one made from sugar paper on pupils' desks will work well.</p> <p>Range of picture sources showing a range of illegal activities - slavery, smuggling, witchcraft, vagrancy, luddites (machine smashing), treason, riots etc.</p> <p>Written sources such as extracts from medieval court rolls - try to find examples of activities from your local area.</p> | <p>Tim Lomas 'Teaching crime and punishment as a post 1066 theme', <i>Primary History</i> 83. Ian Dawson <i>Crime and Punishment Through Time</i> (1999). For examples of crimes from 1500 including a video: https://www.bbc.co.uk/bitesize/guides/z2cqrwx/revision/1 For records of crimes from 1450 onwards: https://www.nationalarchives.gov.uk/education/candp/ For a list of obscure acts which are still illegal today: https://www.telegraph.co.uk/only-in-britain/strange-british-laws/</p> | |

Enquiry 3: How and why have punishments changed over time?

| Links to previous learning | Knowledge and second order concepts | Historical skills: | Assessment criteria: | Curricular links: |
|--|--|---|---|---|
| <p>Pupils should have a chronological narrative of the key time periods - what happened and when. They should also know that there has been change and continuity in what is classed as a crime.</p> | <p>Substantive knowledge: <i>(What the children should know.)</i> Types of punishment and how they were carried out have changed over time. Up to the 19th century, punishments were often public and sometimes brutal. During the time of the Bloody Code, the number of crimes punishable by death increased. During the 18th and 19th century transportation was used as a punishment.</p> <p>Second order concepts: <i>(What students should understand)</i> Change and continuity Chronology</p> | <ul style="list-style-type: none"> - Chronology - sequence events on a timeline. - Range & depth - compare beliefs and behaviour over time. - Enquiry - start to evaluate the utility of sources for an enquiry including statistics. <p>Key concepts:</p> <p>Punishment AD/CE BC/BCE Victorians Empire Colonies Evidence</p> | <p>Can your children:</p> <ul style="list-style-type: none"> - Make inferences from a range of sources? - Describe the Bloody Code and explain why punishments became harsher? - Describe transportation and explain why it was used making links to the British Empire and Victorian Britain? | <p>Horizontal:</p> <p>Vertical:</p> |
| Suggested activities: | | Resources: | Useful links: | |
| <p>First of all pupils could be given a range of sources - both picture and written - outlining punishments - what crime could each individual have committed? They could then try and place the punishment on a timeline - when is the punishment from? <i>NB. Encourages pupils to consider change and continuity as well as how punishments were carried out and why - public v private.</i></p> <p>Next pupils could start by considering the case of Mary Jones - this could be done as a mystery activity - did the 'crime' match the punishment? This could then lead to an outline of the 'Bloody Code' - <i>NB. In order to deter criminals, the number of crimes punishable by death increased from about 50 in 1500 to over 200 by 1800.</i> Pupils could look at the range of crimes punishable by death and consider why did punishments get harsher? Did it work? Can we trust the statistics? <i>NB. There is a lot of evidence to suggest that jurors were less likely to convict criminals because they did not want to see them killed.</i></p> <p>Finally, pupils could look at alternatives used in the 18th and 19th century - transportation. Pupils could first of all look at the case study of Valentine Marshall and then investigate transportation in more detail. This might lead to pupils creating a storyboard outlining transportation. Pupils could then consider why the British government want to transport criminals to these areas.</p> <p><i>Link to the British Empire.</i></p> | | <p>Range of picture and written sources outlining punishments.</p> <p>Timeline - one made from sugar paper on pupils' desks will work well.</p> <p>Case study of Mary Jones OR mystery activity.</p> <p>Statistics showing Bloody Code in place.</p> <p>Case study of Valentine Marshall.</p> <p>Storyboard outline of transportation.</p> | <p>Ian Dawson <i>Crime and Punishment Through Time</i> (1999). For examples of punishments through the ages: https://www.nationalarchives.gov.uk/education/candp/ For methods of punishment across time including a video: https://www.bbc.co.uk/bitesize/guides/z938v9q/revision/1 For information on the Bloody Code: https://community.dur.ac.uk/4schools.resources/Crime/Bloodycode.htm Also for teachers: https://www.bbc.co.uk/teach/class-clips-video/history-ks4-gcse-the-bloody-code/zbhpy9q For information on the case of Mary Jones: http://www.capitalpunishmentuk.org/mjones.html For information on transportation: http://vcp.e2bn.org/justice/section2196-transportation.html For a video on transportation: https://www.bbc.co.uk/programmes/p00w67x1</p> | |

Enquiry 4: Who was Elizabeth Fry and how did she help to improve prisons?

| Links to previous learning | Knowledge and second order concepts | Historical skills: | Assessment criteria: | Curricular links: |
|---|--|---|---|---|
| <p>Pupils should be able to identify and describe a range of punishments used in the past and how punishments changed over time. They should also know that few people were punished by being sent to prison.</p> | <p>Substantive knowledge: <i>(What the children should know.)</i> Conditions in prisons in the 18th and early 19th century were very poor. Elizabeth Fry was a Quaker who wanted to help the poor, she helped to improve conditions in prisons. Even after Fry's work, conditions in prisons were very harsh for Victorians. There were other significant people who helped to reform prisons, not just Fry.</p> <p>Second order concepts: <i>(What students should understand)</i> Similarity and difference Significance</p> | <ul style="list-style-type: none"> - Range & depth - find out details about life in the past. - Enquiry - use a range of sources to find out about the past and make inferences from them. | <p>Can your children:</p> <ul style="list-style-type: none"> - Identify key features in a source and describe conditions in an early 1800s prison? - Describe who Elizabeth Fry was and how she improved prisons? - Identify similarities and differences in prisons pre and post Fry? - Evaluate the significance of Fry to prison reform using criteria? | <p>Horizontal:</p> <p>Vertical:</p> |
| | | Key concepts: | | |
| | | Punishment Victorians Evidence | | |
| Suggested activities: | | Resources: | Useful links: | |
| <p>First of all pupils could look at a source picture showing conditions in Newgate prison - what does the source show? What inferences can you make about life in prison? What further questions would you like to ask? Pupils could also look at Fry's letter to her children about conditions in Newgate - what problems does she highlight?</p> <p>Next pupils could move onto looking at Elizabeth Fry - there is a video on the BBC website pupils could watch - pupils could make a biography of Fry and what she achieved in relation to prisons.</p> <p>Next pupils could 'experience' conditions in a Victorian prison - there are some excellent role play ideas on the Victorian Crime and Punishment website.</p> <p>Finally, pupils should consider how significant Elizabeth Fry was - how far did she reform prisons? They could compare the work of John Howard and Elizabeth Fry or they could use Dawson's criteria to judge Fry's significance.</p> | | <p>Picture source of Newgate prison with questions.</p> <p>Information on Elizabeth Fry.</p> <p>Biography framework sheet.</p> <p>Props for role plays.</p> <p>Information on John Howard.</p> <p>Sheet for assessing significance.</p> | <p>For a source picture of an early 1800 prison try Cruikshank or: https://www.historic-uk.com/DestinationsUK/Newgate-Prison/</p> <p>For information about 18th century prisons: https://www.parliament.uk/about/living-heritage/transformingsociety/laworder/policeprisons/overview/earlyprisons/</p> <p>For a BBC clip on Elizabeth Fry: https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-elizabeth-fry/zvh8mfr</p> <p>For an extract from the letter Fry sent to her children describing conditions in Newgate: https://spartacus-educational.com/LONnewgate.htm</p> <p>For a range of role plays on life in Victorian prisons: http://vcp.e2bn.org/teachers/11416-what-was-it-like-to-be-a-prisoner-in-a-victorian-gaol.html</p> <p>For information on John Howard: www.parliament.uk</p> <p>For Ian Dawson's criteria for significance: http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</p> | |

Enquiry 5: How has policing and methods of policing changed over time?

| Links to previous learning | Knowledge and second order concepts | Knowledge and second order concepts | Knowledge and second order concepts | Knowledge and second order concepts |
|--|--|---|--|---|
| <p>Pupils should know that both crimes and punishments have changed over time. They should also have created their own timelines in previous lessons and considered the causes and consequences of events.</p> | <p>Substantive knowledge: <i>(What the children should know.)</i> The police are quite a modern feature of society. Before the Police Force was introduced a range of methods were used to catch criminals. The Metropolitan Police Act was introduced for a range of reasons. Some of the methods used by Victorian policemen are still used by the police today.</p> <p>Second order concepts: <i>(What the children should understand)</i> Change and continuity Cause and consequence Chronology</p> | <p>Historical skills:</p> <ul style="list-style-type: none"> • Chronology - sequence events on a timeline. • Range & depth - write an explanation of an event in terms of cause and consequence. <p>Key concepts: AD/CE Victorians Evidence</p> | <p>Can your children:</p> <ul style="list-style-type: none"> - Place a range of events on a timeline? - Describe policing pre 1829? - Identify and explain causes for the 1829 Act evaluating which they think was the most important? - Describe the methods used by 19th century policemen and identify change and continuity between modern and Victorian methods of policing? | <p>Horizontal:</p> <p>Vertical:</p> |
| Suggested activities: | | Resources: | Useful links: | |
| <p>Pupils could start by revisiting what happens when a crime is committed today? Who investigates the crime and what methods do they use? Explain to pupils that the police force is quite a modern invention - they could place the 1829 Metropolitan Police Act (MPA) on the class timeline.</p> <p>Next pupils could investigate what happened before the MPA was passed - pupils could produce a timeline showing change over time.</p> <p>Pupils could then move onto looking at why the Metropolitan Police Act was introduced - pupils could evaluate a range of causes creating a pyramid with the causes. Pupils could then consider the consequences - did the crime rate decrease?</p> <p>Finally, pupils could look at the methods used by the police to investigate crimes in the 19th century - interviewing suspects, finger prints, photographs - which of these are still used today?</p> | | <p>Whiteboards/large pieces of paper for pupils to record their ideas.</p> <p>Key event cards in the development of the police.</p> <p>Cards outlining the causes of the MPA</p> <p>Crime rates for the later 19th century.</p> <p>Information on the methods used by the police.</p> | <p>For background reading on the history of the police: https://www.historyextra.com/period/modern/the-rise-of-the-great-british-bobby-a-brief-history-of-britains-police-service/</p> <p>http://www.localhistories.org/police.html</p> <p>For the development of the police in the 19th century: http://vcp.e2bn.org/justice/page11377-the-development-of-a-police-force.html</p> <p>For a detailed video on the history of the Police Force: https://www.youtube.com/watch?v=9P48YT61zII</p> <p>For information on policing and the introduction of the Police Force: https://www.bbc.co.uk/bitesize/guides/z9f4srd/video</p> <p>For possible reasons for the MPA: http://www.open.ac.uk/Arts/history-from-police-archives/Met6Kt/MetHistory/mhFormMetPol.html</p> <p>For methods used by the Victorian Police Force: https://www.bbc.co.uk/bitesize/guides/z9y9fcw/revision/5</p> | |

Enquiry 6: Crime and punishment: change or continuity?

| Links to previous learning | Knowledge and second order concepts | Knowledge and second order concepts | Knowledge and second order concepts | Knowledge and second order concepts |
|---|---|--|---|--|
| <p>Pupils should know ways in which crime, punishment and policing have changed over time. They should also have started to understand why some of these changes have taken place.</p> | <p>Substantive knowledge: (<i>What the children should know.</i>) Crime, punishments and policing have changed over time but there have also been many continuities. Many key turning points took place in the 19th century. This was at the same time as Britain was undergoing major change.</p> <p>Second order concepts: (<i>What the children should understand</i>) Chronology Change and continuity</p> | <p>Historical skills:</p> <ul style="list-style-type: none"> • Organisation & communication - select and organise information to produce structured work. <p>Key concepts: AD/CE Crime Punishment</p> | <p>Can your children:</p> <ul style="list-style-type: none"> - Identify changes and continuities over time? - Give possible reasons for change and continuity across time? - Identify and explain what they think was the biggest change and why? | <p>Horizontal:</p> <p>Vertical:</p> |
| <p>Suggested activities:</p> <p>Pupils could first of all start by reviewing their work on crime and punishment - either in groups or as a class they could identify the key features of each time period in terms of crimes, punishments and policing. Pupils could produce a freeze frame outlining the key features of a particular time period.</p> <p>Next pupils could consider change and continuity over time - using sheets of paper stuck together or even a display board, pupils could mark on key changes and continuity across time.</p> <p>Finally, pupils should consider has there been more change or continuity? When was the biggest change? Why? What has been the longest continuity? In terms of crimes, punishments and policing - in which areas have there been the greatest changes/continuities? This might then lead to class debate or an extended piece of writing. If you introduced a local police officer in at the start of the unit, they could be invited back for pupils to present what they have found out. Pupils should also refer back to their original hypothesis - how much change has there been?</p> | | <p>Resources:</p> <p>Information on each time period/pupils' books.</p> <p>A timeline that pupils can write on.</p> <p>Framework of putting together extended writing/holding a class debate.</p> | | <p>Useful links:</p> <p>Tim Lomas 'Teaching crime and punishment as a post 1066 theme', <i>Primary History</i> 83.</p> <p>Ian Dawson <i>Crime and Punishment Through Time</i> (1999).</p> <p>The BBC website also has a range of information linked to Crime and Punishment: www.bbc.co.uk/bitesize/guides</p> |

END POINTS:

Knowledge and second order concepts:

Substantive knowledge:

(What the children should know)

This is not an exhaustive list but an outline of what might be expected:

- A modern definition of crime and punishment, and the role of the Criminal Justice Service in Britain today.
- Some crimes and punishments have changed over time.
- The Bloody Code refers to early modern period when the number of crime punishable by death increased.
- Transportation was used as an alternative to execution but could still be brutal and harsh.
- Elizabeth Fry has helped to reform prisons in Britain along with other significant individuals.
- The police are quite modern and have only been around for the last 200 years. Some methods used by Victorian police officers are still used today to investigate crime.

Second order concepts:

Children should start to have an understanding of:

cause and consequence
change and continuity
similarity and difference
significance
chronology

Key concepts developed:

| | | |
|----------|----------|------------|
| AD/CE | Criminal | Police |
| BC/BCE | Empire | Punishment |
| Colonies | Evidence | Source |
| Crime | Law | Victorians |

Key historical skills developed:

By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:

- place events on a timeline developing understanding of BC/BCE and AD/CE.
- conduct their own research independently.
- make inferences from sources.
- assess the accuracy of sources.
- use criteria when judging significance.
- ask and pose questions about the enquiry.
- use previous knowledge to form hypotheses.
- present their findings in a variety of ways.

The next step ...

This unit will have allowed pupils to consolidate their chronological knowledge and understanding of history over a broad period of time. They will have noted connections, contrasts and changes over time and developed their use of key historical concepts while investigating a range of sources. Pupils will also have been provided with the opportunity to make links with previous units in order to explain change and continuity over time. At Key Stage 3, pupils will have the opportunity to build upon this knowledge base acquired at Key Stage 2 by continuing to investigate key events and people both at a local, national and international level. They will also have the chance to investigate sources more rigorously and understand how they are used to make historical claims while explaining how different interpretations of the past exist and how they have been constructed.