



Knowledge Organiser	Subject: History	Topic: Crime and Punishment through the Ages.	Year: 6
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Key Knowledge

This unit can build upon: the Year 3 Romans in Britain unit, the Year 4 unit: Anglo-Saxons, Picts and Scots and the Year 5 Anglo-Saxons vs Vikings unit, all of which looked at life in Britain. Please revisit this learning before continuing to ensure children have a concrete chronology of the different ages in Britain. This unit should ensure the significance of the Magna Carta is taught as well as a brief overview of the Tudors, Oliver Cromwell and the civil war, the creation of the police force and the prison system.

Significant People:

William the Conqueror – Norman laws introduced.

Matthew Hopkins – Witch hunter 17th Century.

Highwaymen -18th Century.

Bow Street Runners – 1754 (pre-Metropolitan Police Force)

Elizabeth Fry/Samuel Romiley – prison reformers.

Robert Peel – Prime Minister (Metropolitan Police Force created 1829 when he was Home Secretary, hence the nickname for the police of “Bobbies”).

<https://www.bbc.co.uk/bitesize/topics/z8w3n9q>

<https://www.bbc.co.uk/teach/class-clips-video/articles/z9rthcw>

<https://www.nationalarchives.gov.uk/education/resources/crime-punishment/>

Being an Historian/Key Skills Developed

- begin to use a range of evidence to interpret events, linking this to factual understanding about the past;
- begin to understand the usefulness and reliability of primary/secondary sources;
- begin to address questions about change, cause, similarity and difference, and significance; (consider the social events at the time and impact on crime and punishment).
- begin to develop a chronologically secure knowledge and understanding of British history; (Anglo-Saxons came directly after and as a result of the collapse of the Roman Empire).
- identify connections over time. What crimes were and still are in existence. Begin to question why.

Multi-Disciplinary Skills

The pupils should have a secure sense of chronology through the use of timelines; children will use a visual representation to understand time. Primary and secondary sources should have been taught in Year 3 and Year 4. The timeline should include Ancient Egypt, the Romans and the Anglo-Saxons as all have been taught by this stage. Year 6 should now be interpreting what sources can mean. The pupils need to have a broad understanding of life in Britain for rich and poor through the ages.

The Big Question

How has our criminal justice system evolved over two thousand years?



Key Concepts

Time, Change, Chronology:

to create a sense of period and time, the sequence of when things happened; what changed and what continued; what we might see as progress

Reasons and Results:

how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history we can?

Key Vocabulary	
Generic Vocabulary	Crime, punishment, prison, justice, deter, court, jury, judge
Outlaw	A criminal who escaped capture and went 'on the run' committing many crimes over a long period of time.
Tithing	All men over 12 had to join a tithing. A group of 10 men. If one of the group committed a crime, the others had to tell or pay a fine.
Wergild	'Blood price'. Saxon system of compensation paid to victim.
Heresy	A belief that does not agree with the official church at that time.
Treason	The action of betraying your country/monarch.
Forest Law	All the forests and animals within them became the property of the king under this law.
Hue and Cry	Witnesses to a crime had to raise the hue and cry – Stop, thief! Anyone who heard had to join the chase to catch the criminal or face a fine.

Questions to consider:

When the Romans invaded, they already had established laws which were brought over to Britain. Their laws were called the Twelve Tables and were written around 450 BCE.

How were these laws enforced? What changed for the people of Britain when the Roman laws were introduced?

The Anglo -Saxons lived by a payment system called wergild. If somebody had committed a crime, they had to pay compensation to the victims. They also had to complete trials of ordeals, which were extremely painful and usually involved hot water and fire. **Was the same punishment for all or just some? Who made the decision to punish? How did they decide?**

During the Tudor period, harsher punishments were introduced that involved mutilation, execution, humiliation and fines. People were also punished and executed for not following the religion of the time. **What did the church do during this time of severe punishments?**

During the Stuart period, women were accused of witchcraft and subjected to horrific tests and trials. They were usually punished by hanging or being burnt at the stake! **How could people accused of witchcraft defend themselves?**

During the Victorian period, the first police force was set up in Britain. Public hangings were stopped in 1868 and the prison system became organised and professional. **What led to these changes in the prison system? How had crimes changed or remained the same?**

Now, there are new crimes such as car theft, online hacking and anti-social behaviour. Punishments include being fined, being electronically tagged and being sent to prison. **How has crime changed over time? Can we consider the reasons why?**

Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences.	Homes in the past – Comparing homes in our local area, then and now – consider living conditions, the developing area.	The Great Fire of London. In this unit, Year 2 would have begun to look at primary sources, as well as understanding significant events.	Roman Britain Understand the life of Romans in Britain, their practices and their lasting impact on the World today. Begin to understand sources in history.	Settlements Unit. Anglo-Saxons, Picts and Scots Understand life in Britain for these differing groups, how they interacted, similarities and differences.	Anglo-Saxons vs Vikings – This unit will look at the changing dynamics of a multi-kingdom Britain and how it became one nation due to multiple power struggles.	Crime and Punishment - Previous learning on the Romans in Britain, the Anglo-Saxons and Vikings will link to this unit. See previous knowledge organisers.