

Does the punishment always fit the crime?

HISTORY



National Curriculum Links:

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

Essential Prior Learning:

Order time periods studied previously: Stone Age, Bronze Age, Stone Age, Romans, Anglo-Saxons, Vikings, Stuarts (Great Fire of London).

Know that historians find out about the past by reading books, looking at artefacts and talking to people.
Know that people's ways of life have changed over time.

Progression in Skill:

Establish a broad narrative of periods studied, from the Stone Age to 1066.
Recognise that groups of people/societies overlap in time. Identify the different types of primary evidence available; begin to assess its usefulness.
Develop an awareness that different interpretations of the past may exist and begin to suggest reasons or this, relating answers to modern viewpoints and those likely to be held at that time.
Present information learnt from more than one source. Explain how the actions of Elizabeth Fry and Sir Robert Peel contributed to the justice system in place now. Identify factors that contribute to individuals pushing for change.
Ask questions relating to why people acted as they did and what the consequences of these actions were.

Understand that there have always been people who are willing to break the rules and suggest reasons for this. Give reasons for the changes over time in punishments. Explain why some crimes and punishments have been constant (those that have not changed significantly over time) and some are no longer in existence or are newer.
Compare and contrast the way richer and poorer people are treated.
Know how a person's religious beliefs can influence their actions.
Punishments have become less physical and have become more centralised; trials are now conducted by the judiciary rather than individual communities.

Long-term Memory Knowledge:

Place the different time periods studied (from Stone Age to 1066) on a timeline, recognizing that there is some overlap between these.
Give reasons why people may interpret the past differently.
Use more than one source to find out about the past. Name important people (Elizabeth Fry, Sir John Peel) who have helped to develop the justice system we have today and say what their contribution was.
Give reasons for why people acted as they did in the past and what the consequence of these actions were.
Give reasons why there are some crimes and punishments that existed in the past that still exist today and why others have changed; give examples.
Give examples of similarities and differences between richer and poorer people in relation to crime and punishment.

Key Vocabulary

rule of law	the law applies to everyone
verdict	the decision given at the end of a trial to say whether someone is guilty or not
law	a set of rules set out by the government of a country
court	where trials take place

justice	fairness in the way people are dealt with – everyone has to follow the same rules and there are consequences when someone doesn't
judge	the person in charge of the court who can decide on the punishment
jury	a group of people in the court who listen to the evidence in a trial and decide the verdict
sentence	the punishment given by a court
trial	a judge and jury listening to evidence in a court to decide whether a person is guilty of a crime
evidence	the information given in court to help a jury decide if someone is guilty

Progression in Resources:

Photographs and pictures from the different time periods studied

Relevance

Now	Children develop their understanding that the way people live their lives changes over time: what we consider reasonable may not have been in the past; they develop their understanding of how historians find out about the past.
Future	Children understand how and why our legal system is as it is; understand how the courts are used to determine a punishment; they are able to identify how one aspect of the past is influenced by another, e.g. fear of witches led to harsh punishments.
Aspiration	Children choose a career in the legal system, e.g. police, lawyer, probation service; they seek to support those accused of crimes throughout the world to ensure a fair process for all.