

## 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:

Identify and give reasons for historical events, situations and changes.

Ask and answer questions about the past, considering aspects of change & continuity, cause & consequence, similarity & difference and significance.

Show an awareness that different interpretations of the past may exist and begin to suggest reasons for this.

#### Long-term Memory Knowledge:

Throughout history, rule of law has existed. What is considered a crime has changed (e.g. witchcraft).

Ways of detecting crime have changed (e.g. fingerprints).

Punishments have changed over time, partly because people's attitudes and understanding of human behaviour have changed.

#### Key Vocabulary

<b>rule of law</b>	the law applies to everyone
<b>verdict</b>	the decision given at the end of a trial to say whether someone is guilty or not
<b>law</b>	a set of rules set out by the government of a country
<b>court</b>	where trials take place
<b>justice</b>	fairness in the way people are dealt with – everyone has to follow the same rules and there are consequences when someone doesn't
<b>judge</b>	the person in charge of the court who can decide on the punishment
<b>jury</b>	a group of people in the court who listen to the evidence in a trial and decide the verdict
<b>sentence</b>	the punishment given by a court
<b>trial</b>	a judge and jury listening to evidence in a court to decide whether a person is guilty of a crime

<b>evidence</b>	the information given in court to help a jury decide if someone is guilty
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#### Progression in Resources:

Photographs and pictures from the different time periods studied

#### Relevance

<b>Now</b>	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.
<b>Future</b>	Children have an understanding of 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.
<b>Aspiration</b>	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.