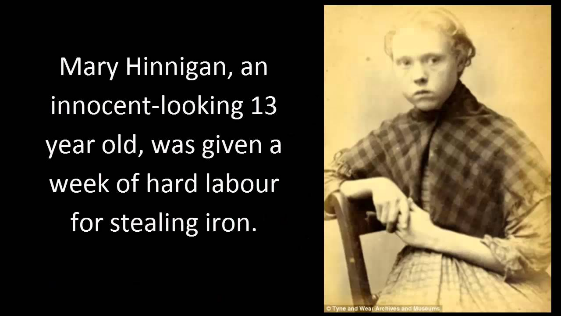
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| **Alderley Edge Community Primary School** | | |
| **TOPIC: Should The Punishment Fit The Crime?** | **Strand: Changes over time** | **Year 6** |

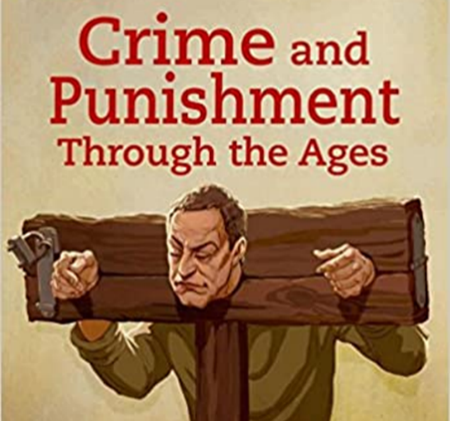
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| **Vocabulary** | |
| accused | The person blamed or charged with a crime |
| arrest | to seize and hold or imprison for breaking the law |
| arson | the crime of burning buildings on purpose |
| brank | A head cage worn by women accused of gossiping |
| capital punishment | punishment, of a crime such as murder, by death |
| defendant | one who is accused or sued in a court of law |
| felon | a person who has committed a serious crime |
| Heresy | The crime or act of speaking out against religious teachings |
| Judge | a person trained to hear and decide cases brought before a court of law |
| Jury | a group of people called to a court of law who listen to the facts of a case and decide its outcome |
| justice | the upholding of what is fair, just, and right |
| lawyer | one whose job is to help people with legal matters and represent them in court |
| perpetrator | The person who carries out a crime |
| pickpocket | a person who steals from pockets or purses in crowded or public places |
| pillory | a wooden structure that had holes for holding a person's head and hands |
| prosecute | to begin or carry on a court action against in order to enforce the law |
| prison | a building for holding and punishing people who have broken the law |
| rehabilitate | To support the criminate so they do not commit the offence again |
| retribution | Repayment for one's actions, esp. punishment for evil. |
| tithing | Anglo-Saxon system - a group 10 men responsible for each other’s behaviour. If one broke the law the others had to report him or pay a fine |
| theft | To take something that does not belong to you |
| treason | the betrayal of one's country or to go against the monarch |
| Trial | the act of hearing a case in court to decide whether or not a person has broken a particular law |
| vandalism | destruction or damage of property that is done on purpose |
| Victim | To person or people who suffer as a result of the crime |

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| **What will I know by the end of the topic?** |
| * Different types of crimes and how they were punished in different periods of history including   + Romans   + Vikings and Anglo-Saxon   + Tudors   + Victorians   + 21st century * Know how crimes were detected and criminals were tried in different periods in history * Know the most common types of crimes and identify commonalities and differences and reasons for this * Define terms such as judge, jury, pillory, lawyer, heresy, treason, justice, brank, stake, pyre, tithing |

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| **What I already know** |
| What should I already know?   * The chronology of British history. * That changes happen over time as a result of different beliefs, systems and social changes from the different invaders and settlers in British history * Aspects of life in Roman, Viking, Anglo-Saxon and Victorian time periods including daily life, democracy, communication * Know how technology has changed over time. |

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| **Historical enquiry skills I will develop** |
| * To describe the broad trends in crime and punishment from roman times to the 21st century * Suggest ways that crimes and punishments have change over tine * To find similarities and differences in the types of crimes committed and how they were punished in the different periods of history * To debate the notion of justice and if the punishment should fit the crime. * To explain their beliefs and justify onion with evidence. |





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| **People** | |
| King Henry ll | The seeds of the modern justice system were sown by Henry II (1154-1189), who established a jury of 12 local knights to settle disputes over the ownership of land |
| Sir Robert Peel | Robert Peel was twice British Prime Minister and responsible for setting up the first police force in London in the 1800s |

