



Portfields Primary School Medium Term Plan



Year Group – 4

Subject - **History**

Topic – **Crime and Punishment**

Term – **Summer 2**

Rising Stars POS Statements	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<p>2.3.1 Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> <p>2.4.1 Address and devise historically valid questions about cause.</p> <p>2.7.1 Understand how our knowledge of the past is constructed from a range of sources.</p>	<ul style="list-style-type: none">● Do laws and punishments change over time?● What is a crime?● What were punishments in the past meant to achieve?● How and why have attitudes changed towards the suffragettes?		<p>Explain what punishments have remained in force in Britain.</p> <p>Explain why there were so many crimes that carried the death penalty by the early 19th century.</p>	<p>Rules Riot Transportation Execution Police Respect Hostile Cartoon Liberty Transportation Prison Punishment Values Severe crime Lesser crime Separate system Silent system Discrimination Prejudice Extremism Democracy Parliament society Attitudes Crime</p>	
	Technical Questions		<p>Explain when there was the biggest changes in law enforcement.</p> <p>Describe the changes in prisons that occurred during the 19th and early 20th centuries.</p> <p>Explain how people's attitudes towards suffragettes have changed</p>		
	<p>Why do you think the rules and punishments have changed? Are there any that have stayed the same? If so, why?</p> <p><i>Only imprisonment and fines are still used in Britain today. Children should begin to understand that our views on what punishments are meant to achieve have changed. We no longer believe that humiliating someone or physically harming them will have an impact; we think this is inhumane</i></p> <p><i>Why do you think so many crimes were punishable by death? In 1688, there were 50 crimes punishable by death. In 1765, this had risen to 160 crimes and by 1815, there were over 200 crimes carrying the death sentence. There were a variety of reasons for 'the Bloody Code', including a change in what was viewed as a crime (e.g. smuggling, poaching and vagrancy – all were unpopular with the rich, who were responsible for making the laws and upholding them). At the time, the methods of catching criminals were ineffective, so the rich believed that the punishments needed to be so terrible that they would act as the main deterrent.</i></p>	<p>How has prison as a form of punishment changed?</p> <p><i>Removing a person's freedom and protecting people from criminals has, for centuries, been the consequence of breaking the law. Up to the early 1800's transportation was a way of removing criminals from the country, in the belief that the number of crimes would then go down. Prisons only became popular in the 1800s. Gaolers received payment from the prisoners rather than a wage. Consequently, the treatment of the prisoners was not equal. There was a huge problem of disease, and prisoners often learned more about crime from other prisoners while in jail, which meant they were more likely to reoffend once released.</i></p> <p><i>Igt was not until Alexander Paterson argued for prison reforms during the first half of the 20th century that change occurred. He did not believe that prison deterred people from committing a crime. Instead, he thought it was the certainty of gettin caught that would stop them. He also thought that imprisonment itself was the punishment, and to further punish people once inside was unfair. Instead, he believed that the aim should be on reforming the person.</i></p>	<p>Why do you think most people's attitudes towards the suffragettes have changed?</p> <p><i>Suffragettes were considered to be guilty of serious crimes in the past, but today are viewed as heroes who brought about a great change. Before 1918, women did not have the right to vote, some women were very angry that they had to keep to the rules made by men but had no opportunity to take part in making them. They felt that the time had come for 'deeds not words', and began to protest for equal rights.</i></p> <p><i>At the outbreak of the First World War, the suffragettes ceased militant action to support the war effort. After the war, women over 30 were given the right to vote, but they still did not have equal terms with men until 1928. In 2018, a statue of Millicent Fawcett was placed in Parliament Square. She is the only woman given that honour.</i></p>		
	<p>When do you think the biggest changes in law enforcers took place?</p> <p><i>It is generally agreed, that it was the move by Robert Peel, the Home Secretary in 1829, to create the Metropolitan police force, a paid police force that created the biggest change. Some people opposed the idea of a paid police force because of the cost, fear of regulation and power from the government, limits to personal freedom and that it was something new and untried. Before Peel, early policemen did not have desirable qualities. Many were drunk at work, some were corrupt and others did not like the work and went back to their old jobs quickly.</i></p>		Disciplinary Knowledge <p>I understand that only imprisonment and fines are imposed in Great Britain as punishments by law.</p> <p>I can explain that it was the rich, who were responsible for law making, imposed so many death penalties.</p> <p>I understand that it was Robert Peel who introduced the Metropolitan Police Force – the forerunner of the force today.</p> <p>I can explain the changes that occurred within the prison system and how attitudes towards prisoners changed too.</p> <p>I can explain and describe events that occurred during the suffragette</p>	Technical Vocabulary <p>Poaching Witchcraft Pillory Flogging Vagabond Highwayman Smuggling Truncheon Hulks Gaol Oakum Suffrage Suffragettes Terrorist</p>	Key figures / significant events <p>Emmeline Pankhurst Millicent Fawcett Alexander Paterson Robert Peel Dick Turpin</p>

			campaign and how attitudes towards women gaining the vote changed.		
Lesson Breakdown					
<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	
<u>Flashback Four</u>	<u>Flashback Four</u>	<u>Flashback Four</u>	<u>Flashback Four</u>	<u>Flashback Four</u>	
<p><u>Last Lesson</u> What did the Romans do for Britain? <i>Building design - columns and arches, underfloor heating is a Roman invention. Latin is still used in legal and scientific papers, some months of the year have their origins in Rome and some of our modern roads still follow the Roman routes (The Fosse Way)</i></p> <p><u>Last Topic</u> Why did some people in Rome oppose the invasion of Britain? Because of the cost, the distance and they weren't sure about the potential rewards.</p> <p><u>Last Year</u> Can a listed building be changed by the owner? <i>Yes, but they do need to get permission.</i></p> <p><u>Last Key Stage</u> Who created the first aeroplane in 1903? <i>The Wright Brothers.</i></p>	<p><u>Last Lesson</u> Do Law and Punishments change over time? Why? Because society changes, people no longer believe the laws and punishments are right and what punishment should achieve is different now to what it was years ago (execution, transportation).</p> <p><u>Last Topic</u> Why did the Romans want to invade Britain? The Romans wanted to invade Britain because there was fertile land, resources like gold, silver, iron and it was also a source of slaves. Emperor Claudius needed to boost his popularity.</p> <p><u>Last Year</u> What are the three methods through which we can find out why a special building has been preserved? Photographs, census and visits to sites.</p> <p><u>Last Key Stage</u> Name one difference between the Wright Brothers's Flyer and aeroplanes today. Pupils may state: The Wright Brothers's Flyer had an engine propeller/It was made from wood. Modern aeroplanes have engines, no propellers and are made from metal and plastic.</p>	<p><u>Last Lesson</u> What was the "Bloody Code"? <i>A nickname for all the laws that decreed the death penalty - 1815 there were over 200 laws with the death penalty.</i></p> <p><u>Last Topic</u> How could the Romans defeat the Celts so easily? <i>The Romans defeated the Celts because they were far more disciplined, with better leadership, discipline, tactics and weapons.</i></p> <p><u>Last Year</u> Why might someone want to demolish a listing building? <i>Property developers might want to change the use of the building (e.g. into flats) to make more money. The building might also be too expensive or difficult to repair.</i></p> <p><u>Last Key Stage</u> Can you name the 4 ways that aeroplanes are used today? <i>Travel, transporting food, trade and warfare.</i></p>	<p><u>Last Lesson</u> Who was Robert Peel? <i>Home Secretary and in 1829 he created the Metropolitan police force. This was a paid for by the government using taxes.</i></p> <p><u>Last Topic</u> Why did the Romans build a wall in the North and not continue their conquest? <i>The Romans needed to consolidate their power and recognised that to continue would have meant defeat and losses to the fierce Pict warriors. Plus the northern areas were not as fertile as those of the south so not so rich in resources.</i></p> <p><u>Last Year</u> Can you give an example of how the usage of buildings can change over time? <i>A place of worship may become a cinema; an old bank becoming a restaurant, barns becoming wedding venues and shops converted into houses.</i></p> <p><u>Last Key Stage</u> What were the Rainhill Trials? <i>An 1829 competition to find an engine for the passenger railway.</i></p>	<p><u>Last Lesson</u> What was transportation? <i>A punishment where Prisoners were sent to America then Australia for 7 or 14 years, or even a lifetime of hard labour in Australia. It was seen as a lesser punishment than hanging.</i></p> <p><u>Last Topic</u> Why did the Romans need a good road network? <i>The Romans used the roads to move their armies around the country efficiently and quickly. Where the roads intersected, trade grew which in turn raised taxes, brought more people to an area and settlements grew.</i></p> <p><u>Last Year</u> Who can plan a campaign to preserve/list a building? <i>Anyone can to promote support for preserving a chosen local building.</i></p> <p><u>Last Key Stage</u> Who was Louis Bleriot? <i>He was the first to successfully fly across the English Channel in 1909,</i></p>	
<p><u>Learning Objective</u> LO: To understand how and why laws and punishments change over time.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can explain how laws and punishments change over time. I can give valid reasons why some laws change and some remain the same I understand why different groups in society view laws in a variety of ways. <p><u>Star Knowledge</u> Society changes and so laws change. People no longer believe certain laws and punishments are right and what punishment should achieve is different now to what it was years ago (execution, transportation). Some laws stay the same - murder, stealing it's the punishment around them that changes</p>	<p><u>Learning Objective</u> LO: I can explain how attitudes towards crime have changed over time.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I understand that views on what is a major crime have changed over time. I can explain why views on crime have changed. I understand why different groups may have differing views. <p><u>Star Knowledge</u> Crimes could be classified as those which were punishable by death and those punished in other ways - prison, public humiliation, transportation. The Bloody Code was a nickname for all the laws that covered the death penalty (by 1815 there were over 200 laws)</p>	<p><u>Learning Objective</u> LO: To understand how and why the police force has changed over time.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I know when and why the police force was introduced. I understand that there have been various types of law enforcer develop over time. I can reach conclusions about the police force using a variety of sources as evidence. <p><u>Star Knowledge</u> The Bow Street Runners were an early version of the police - they were paid to patrol the streets of London at night. Then, 1822, Sir Robert Peel, the Home Secretary, extended their role to patrol in the day. In 1829, he created the Metropolitan police force which was paid for by the government using taxes. Nicknames of the police include "raw lobsters, crushers, Peelers, Bobbies.</p>	<p><u>Learning Objective</u> LO: To understand that views on what is a punishment have changed over time.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can identify and list the changes of Crime and Punishment over the period studied I understand that there are differing views at different times on what is a suitable punishment. I understand that people may have differing views at the same time on what is a suitable punishment. I can use a variety of sources to obtain evidence and make links to support my views. <p><u>Star Knowledge</u> Transportation was popular until the 1800s Convicts were sent to America, but when the country gained independence in 1776, the government had to find an alternative. which was Australia. The government liked transportation as a punishment because it was cheaper than prison and a lesser way of punishing people for crimes than the severity of hanging The journey to Australia was a horrific ordeal, one in three prisoners died on the way. They were sentenced to 7 or 14 years, or even a lifetime of hard labour in Australia</p>	<p><u>Learning Objective</u> LO: To understand how and why attitudes towards the suffragettes have changed over time.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can use sources to understand why the suffragettes took action. I can present a viewpoint on whether the suffragettes were justified in taking their actions. I understand how and why attitudes towards the suffragettes' action have changed over time. I can understand that some sources may be more useful than others and suitably evaluate them in my research. <p><u>Star Knowledge</u> Before 1918, women did not have the right to vote. They had to keep to the rules/laws but had no opportunity to take part in making them. Many women such as Emmeline Pankhurst felt that the time had come for 'deeds not words', and began to protest, sometimes violently, for equal rights. After the First World War, women over 30 were given the right to vote, but they still did not have equal terms with men until 1928.</p>	

If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.