



## Spring Term 2

### Topic Title: Crime and Punishment

History	Geography	Art	Design and Technology
<p>Introduce children to the development of the system of courts, police and different approaches to punishment from the Anglo-Saxon times to the modern day. The topic of crime and punishment is explored sensitively through philosophical enquiry, creative writing</p> <p>Learn about the development of the rule of law in British history from 1066 to the present day. Make a timeline of developments in crime and punishment</p> <p>Research criminals from the past, what their crimes were and the evidence against them. Were they fairly treated by today's standards? Debate the issues around penalties appropriate to their own time</p> <p>Learn about how the police were formed in the eighteenth century and how their job has changed over the years. Find out about the types of work police officers do and find out about the earliest police officers.</p>		<p>The topic of crime and punishment is explored sensitively through philosophical enquiry, art and design</p>	

### Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
Jobs in the police force, law, court rooms and their support staff forensic scientists	Through crimes and punishment we will look at whether people were treated fairly by today's standards and debate issues around penalties appropriate in their own time.	Keeping safe and making the right choices. Living in a safe environment and society.

### Core links through the curriculum.

#### Basic Skills

#### Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p><b>Key texts</b></p>	Ordering numbers on a timeline	Opportunities for presentation	
<p><b>Writing opportunities</b> Presentation of a Famous criminal</p>			

<p><b>Reading opportunities</b> Research into famous criminals</p> <p><a href="#">Henry Caitlin</a> from vcp.e2bn.org  <a href="#">John Law</a> from wikipedia.org  <a href="#">Mary Read</a> from findagrave.com  <a href="#">Ursula Kemp</a> from witchtrials.co.uk  <a href="#">Dick Turpin</a> from stand-and-deliver.org.uk  <a href="#">Horrible Histories song about Dick Turpin</a> - YouTube clip  <a href="#">Dic Penderyn</a> from digitaldesk.org</p>			
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Objectives	Activities
<p><b>ICT:</b></p> <p>I understand that search results are selected and ranked.</p> <p>I can be confident in creating and modifying text and presentation documents for a specific purpose.</p> <p>I know how to use a spell check.</p> <p>I can use sequence selection and repetitions that work with variables and forms of input and output.</p>	<p>Using google for research.</p> <p>Using PowerPoint to create a presentation about a famous mathematician.</p> <p>Use scratch to show how Ada and Alans coding is put into practise</p>
<p><b>Art</b></p> <p>I can describe how my own work is similar and/or different to the work of well known artists and designers that I have studied.</p>	<p>Compare our version of the Vitruvian man to that of LDV and whether it works at all age ranges.</p>
<p><b>History</b></p> <p>I can identify details from global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p>I can sequence a number of the most significant people using some dates, period labels and terms.</p> <p>I can comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p>I can explain why some aspects of historical accounts, themes or periods are significant.</p>	<p>Find where each mathematician fits into our historical timeline and the influences they had on the future of society.</p> <p>Code breaking cause and effects.</p> <p>Why is maths significant in everyday life?</p>