



## Spring Term

### Topic Title: Famous for more than 5 minutes - Crime and Punishment inc. Famous Criminals

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>Research famous criminals.</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><u>Key texts</u></p>	<p>Ordering numbers (dates) on a timeline</p> <p>Roman numerals</p>	<p>Opportunities for presentation and research. Use of a PowerPoint document to present their findings of a famous criminal.</p>	<p>Forensic science</p>
<p><u>Writing opportunities</u></p> <p>Presentation of a Famous criminal</p>			

<p><b>Reading opportunities</b>  Research into <b>famous criminals</b></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>			

Objectives	Activities
<b>ICT:</b>	
<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>Using google for research.</p> <p>Using PowerPoint to create a presentation about a famous criminal.</p>
<b>DT</b>	
Homework opp - design a modern courtroom	Made a model courtroom.
<b>History</b>	
<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>I can comment on a range of possible reasons for differences in a number of accounts.</p> <p>I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p> <p>I can recognise possible uses of a range of sources for answering historical enquiries.</p>	<p>Plot dates onto a timeline.</p> <p>Hot seating drama activities</p> <p>Research famous criminals using a range of sources.</p>
<b>ART</b>	
I can use different types of lead pencil to create texture: scribble, shade (hatch & cross hatch), dot, dash, circle, spiral	Wanted posters E-fit?