



Year:2023 Term:Spring Topic Title: Crime & Punishment Focus: History



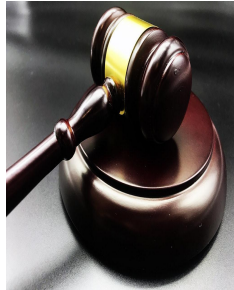
Please share this knowledge organiser with your child to help them develop their knowledge and understanding of our topic.

What I know about already:

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a non-European society that provides contrasts with British history – Mayan civilization (not 2020-21)
- changes in Britain from the Stone Age to the Iron Age

What I will learn:

- an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Consider changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present day
- Forces - cogs and levers
- Light - how it travels
- Electricity - impact of different loads on circuits



Key Vocabulary	
bobbies/ peelers	Police officers, named after Sir Robert Peel, who introduced the first police force in London in 1829.
deterrent	To discourage someone from doing something.
execution	A sentence of death.
highwaymen	Criminals who would rob people while they were travelling. This was very common during the Stuart and Georgian periods.
humiliation	To make someone feel ashamed and foolish.
judge	Someone who is in charge of a trial in court.
jury	A group of people who would listen to the facts in a trial and decide if the person is guilty or not guilty.
ordeal	A long and painful experience.
treason	A crime against the King, Queen or the government.
victim	A person who has suffered.
trial	A judge and jury listen to evidence in a court to decide whether a person is guilty of a crime.

Challenges:

Make a slide show about a famous hero or criminal.

Create a junk model that has an electrical element - light, motor? or buzzer?

Record the life and times of a scientist in the field of light or electricity.

Investigate art from Anglo-Saxon times and have a go of one of your own.

Design a world where there are very different rules and make a 'book' of rules and the punishments for those not following them!

Key Concepts - Justice, Equality & Courage

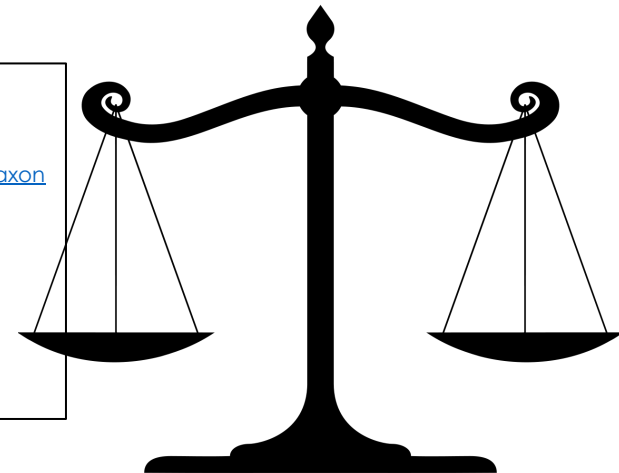
Enquiry Questions:
Is everyone treated fairly? Are we kinder in the 21st century compared to the past? Should there be punishments? What makes something wrong? And if it's wrong, should it be illegal? Are all rules good rules? What's more important: doing the right thing or doing things right? What is the extent of freedom human beings should have? Do we change when we have power? Would this world be better or worse without the law?

Useful websites and/or books to read at home:

<https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/#:~:text=The%20Anglo%2DSaxons%20were%20a,as%20the%20Anglo%2DSaxons%20today.>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-anglo-saxons-index/zhtdd6f>

<https://www.switchedonkids.org.uk/>





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Curriculum Map

Class: Skylarks



Literacy

- Balanced arguments & Persuasive text
- Flash Back Adventure Story
- Poetry - narrative and Haiku
- Biography - link to scientist/ electricity or historic figure
- newspapers/ diaries

PE

Swimming
Team Games

PHSE – Online Behaviour

- recognising their individuality, personal qualities, strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face and knowing where to get help
- Understanding the law in relation to young people

Maths

Manipulating Fractions
Multiplication & Division
Decimals, Percentages & Fractions
Area & Perimeter
Line Graphs & Tables
Y6 Ratio & Proportion

Science

Forces - levers, cogs & pulleys
Electricity
Light

Religious Education

Creation & Science: Conflicting or complementary?

Why should we care for animals?