



Vocabulary I need to know

Trial	A formal examination of evidence by a judge in court , in order to decide guilt in a criminal case
Gallows	A wooden frame in which people were hung from as a form of punishment
Hanging	The suspension of a person by a noose around the neck as a form of punishment
Jury	A body of people sworn to give a verdict in a legal case on the basis of evidence submitted in court
Execution	Carrying out the death sentence of a condemned person
Outlaw	A person who has broken the law and is living as a fugitive (on the run)
Vagrancy	The state of living as homeless.
Smuggling	The illegal movement of goods in or out of a country
Poaching	The illegal hunting or capturing of animals on private property
Capital punishment	Executing someone as punishment after a legal trial

Things I already know before I start the journey

- Learnt about the justice system in Anglo Saxon times.
- They will know British history from the Stone Age to the Vikings
- Knowledge of the Highwaymen (Year 5 Literacy Unit)



Things I need to know by the end of the journey

- Medieval justice and how this was mostly society governing themselves as well as the most common crimes committed during this era.
- The truth behind the legend of Robin Hood and how the justice system was very much in favour of the rich over the poor
- The nature of new crimes between 1500 and 1750 such as vagrancy, witchcraft and religious practises. There was a greater emphasis on humiliation punishments i.e stocks, ducking stool and whipping.
- The 18th Century known as the era of the 'Bloody Code' as there was a major increase in capital offenses, often for trivial offenses involving poverty. Punishments were as harsh as possible as a means to deter the public from committing crime. Although the number of crimes went up the number of executions went down.
- The 19th Century greatest change in punishment was due to transportation This was a period of crime rate and growth rate in prisons. This era saw the start of the Police force.
- 20th/21st Century the rise of new crimes such as car, cyber, race and drugs.

LO: To know how criminals were punished in Medieval times	LO: To know what the legend of Robin Hood tells us about medieval justice	LO: To know how crimes and punishments changed between 1500 and 1750	LO: To know how to summarize changes in an era	LO: To know why there was such a growth in crime during the Victorian era	LO: To know how to use evidence to ask questions about a time period and answer them independently *	LO: To know how to give reasons for the rise and fall in crim rate
Learn about Medieval justice through the 'Fox and the Goose' story. Learn about the most common crimes and the way they were punished.	Know that medieval justice was In favour of the rich and powerful; Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal.	Know the changes in nature of new crimes and new punishments i.e vagrancy, witchcraft, highwaymen, smuggling, poaching. More emphasis on public humiliation punishments.	Pupils understand that this was an era of the Bloody Code when there was a massive increase in the number of capital offences They grasp that these were often for quite trivial offences, usually involving property.	Learn about the main changes to the crimes and punishment system during the 19th century.	Children explore what life would have been like in Victorian prison.	Learn about changes in crime in the 20th century.
Outcome: Create caption for slides 5 & 6 showing what they can infer from the image.	Outcome: Short paragraph explaining the LO above paraphrased as question. (Stretch: Compare to today)	Outcome: Create a diagram to show the main changes in both crimes and punishments	Outcome: Chn use evidence builder cards to help them summarize the main changes to punishment between 1688-1820 using terms such as (social, political, moral)	Outcome: Harshness spectrum. Pupils investigate the criminal record of a group of Victorian children the same age as themselves and come to a judgement about the relative fairness of the system. and given justification	Outcome: Children generate their own questions about a Victorian prison and then answer using resources/ textbooks/internet research.	Outcome: Debate whether crime rates will improve or worsen in their lifetime. Provide reasons for an optimistic view or a pessimistic view (3 arguments each side)