

CRIME & PUNISHMENT Knowledge & Skills Organiser – Y5/6 (Eagle Owls) SUMMER 2022.

Subjects covered in the national curriculum:

English

Children to study the book 'Holes' by Louis Sachar – Crime and Punishment focus.

From this the children will compose a diary entry, informal letter writing, biography and short narrative.

Geography/History

Talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them.

- Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.

Computing

Data and Information handling.

Maths

- Perimeter, area and volume
- Statistics
- Geometry
- YR6 SATS revision

RSE/PSE

Our bodies – personal relationships

Science

- Evolution and Inheritance
- Animals including humans

RE

Q – What difference does the Resurrection make for Christians?



Art/DT

Pencil drawings, charcoal – Police sketches. Fingerprinting

Curriculum Enrichment

Crime and Punishment day at local museum
Residential trip to Ford Castle

PE

Netball and Cricket

French

- Les Vetements
- Mi famille



The skills you will develop in this topic:

Geographical skills and fieldwork/Historical awareness:

- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past,
- Considering key concepts in history
- Analyse a range of source material to promote evidence about the past
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others

Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they have about the life of the highway man Dick Turpin. • Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.

Art:

- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- learn about different artists from around the world

Create sketch books to record their observations and use them to review and revisit ideas.

Design technology:

- Select from and use a wider range of materials and components, including construction materials, according to their functional properties
- Select tools and equipment suitable for the task
- Critically evaluate their work

Science:

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- identify scientific evidence that has been used to support or refute ideas or arguments
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- use test results to make predictions to set up further comparative and fair tests
- observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. (They might analyse the advantages and disadvantages of specific adaptations, such as being on 2 feet rather than 4, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers).
 - Develop an understanding of the development of evolutionary ideas and theories over time.
 - Explain how human evolution has occurred and compare modern humans with those of the same genus and family. • Understand that adaptation and evolution is not a uniform process for all living things. • Give examples of selective and crossbreeding

RE: Discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection.

Homework – Reading comprehension practice on Crime and Punishment. Maths revision, particularly on reasoning skills. Design project related to topic.

Vocabulary I need to know:

Deterrence - To deter the offender and others by making an example of someone

Protection: to protect the public from the offender

Reformation - to change a person's ways often through training, activities and experiences

Reparation - to repay society or a victim for what they have suffered

Retribution - To punish a person

Causes of crime:

Addiction: e.g. to drugs or alcohol

Environmental: e.g. poverty/unemployment

Psychological: e.g. mental health issues

Social: e.g. peer pressure

Capital Punishment - Punishment of death (Not allowed in UK)

Corporal Punishment - Punishment by physical pain (Not allowed in UK)

Community service - services performed by offenders to benefit the community

Custodial sentences (prison)

Fines

Probation - granting a person in prison freedom on the promise of good behaviour.

Suspended sentences - delaying the punishment for a period of time, during which the punishment may be reconsidered based on good behaviour.

Tagging - Electronic tags are used to monitor offender's location. Often offenders are restricted in where they can go.

Amnesty International: organization for human rights attempting to end capital punishment and release political prisoners. It campaigns through letters, petitions and emails sent to governments to protest

Crime: Breaking the law of the country

Sin: The breaking of a religious/moral law

Young offenders: Once a child has reached the age of 10 they are regarded as old enough to understand right from wrong and can be charged with breaking the law.