

# Crime and Punishment: Knowledge & Skills Organiser – Y3/4/5/6 (Kingfishers)

## Subjects covered in the national curriculum:

### English

'The Secret Diary of Kitty Cask: Smuggler's Daughter' by P.Ardaugh and 'The Highland Falcon Thief' by M.G.Leonard (Class Readers)

Short narrative

Biography

Debate/balanced argument

Diary entries

### Computing

Email

E-Safety

Programming  
(Scratch)

### Topic

Crimes and Punishments  
through the ages  
(Roman, Anglo-Saxon,  
Tudor, Victorian)

Explain some key terms  
in the history of crime  
and punishment (Britain)

### Maths

Collecting and Presenting  
Data

Statistics

Time

Mass/Capacity/Measures

Money

Murder Mystery Investigations

## Crime & Punishment

### Science

Evolution

Life Cycles and Processes

### RSE

Rights and responsibilities:  
asking for help

Charities and fundraising

### RE

What can we learn about the  
world/knowledge/meantime  
of life from great  
philosophers?

How do Sikhs interact  
with culture and  
society?

### Spanish

Conversational  
Spanish

Buying items from a  
shop

### Art/DT

Police Sketches

Graffiti

Facial sketches

Charcoal

### PE

Hockey

Rounders

Cricket

Athletics

## The skills you will develop in this topic:

- **Historical skills/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:** • Select and develop ideas confidently, using suitable materials confidently Improve quality of sketchbook with mixed media work and annotations • Select own images and starting points for work • Develop artistic/visual vocabulary when talking about own work and that of others • Begin to explore possibilities, using and combining different styles and techniques

**Design Technology:** ♣ Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities ♣ 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 • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 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.

Understand the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek philosophy.

Understand complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.

The work of philosophers.

Consideration of consequences of action in relation to karma.

**Computing:** Use sequence, selection and repetition in programs. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. • add loops or procedures to create a repeating pattern. • learn to collaborate electronically by blogging - mailing and working on shared documents

## Vocabulary I need to know:

**Topic:** court, jury, judge, law, police, prison, guilty, wergild, tithing, oath-keeper, hue and cry, Tudor, torture, scold's bridle, pillory, innocent, Roman, slave, noble, execution, Twelve Tables, Anglo-Saxon, trial by ordeal, stocks, ducking stool, drunkard's cloak, rack, treason, vagrant, Georgian, highwayman, peelers, hard labour, Victorian, transportation, picking oakum, treadwheel, shot drill, the crank

**Science:** inheritance, inherited traits, genes, DNA, evolution, parent, animals, adaptation, offspring, variation, adaptive traits, fossilisation, natural selection, environment, fossil, plants, living things, habitat

**Art/D.T:** develop, evaluate, design, equipment, construct, structure, model, practical

**RE :** corporeal, eternal, incorporeal, karma, philosophers, philosophy, reincarnation, soul, self

### By the end of the unit:

Children will have an increased awareness of crimes that people committed and the punishments that were given over different periods of time throughout British history over the past two thousand years. They will know terms used and referred to today are from legacies left by the Romans, Anglo-Saxons and Victorians. Using their knowledge, they will be able to compare modern-day punishments with those of the past.