



*Knowledge is Power...*

## Ivington C of E Primary and Preschool

*Reaching together... stand firm in your faith, be courageous and strong - 1 Corinthians 16:13*



### Key Vocabulary

<b>Confess</b>	To admit, especially formally or to the police, that you have done something wrong or illegal.
<b>Defendant</b>	The person in a trial who is accused of committing a crime.
<b>Execution</b>	The carrying out of a sentence of death on a condemned person
<b>Guilty</b>	Responsible for wrongdoing.
<b>Heretic</b>	A belief or opinion contrary to orthodox religious practises.
<b>Highwaymen</b>	A man, typically on horseback, who held up travellers at gunpoint to rob them.
<b>Industrialisation</b>	The development of industries in a country or region on a wide scale.
<b>Innocent</b>	Not guilty of a crime or offence.
<b>Judge</b>	A person who has been chosen to decide cases in a law court.
<b>Jury</b>	A group of people who give a verdict in a case.
<b>Law</b>	A system of rules which a country or community recognises.
<b>Revolution</b>	A dramatic and wide-reaching change in conditions, attitudes, or operation.
<b>Sentence</b>	The punishment given by court
<b>Suffragette</b>	A woman seeking the right to vote through organized protest.
<b>Treason</b>	The crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.
<b>Trial</b>	The examination of evidence to decide guilt in a case of criminal or civil proceedings.
<b>Verdict</b>	A decision that is made by a jury stating if someone is considered guilty or not of a crime.
<b>Victim</b>	A person who has been attacked, injured, or killed because of a crime, a disease, an accident, etc.
<b>Witch</b>	a person thought to have magic powers, especially evil ones,
<b>Witness</b>	A person who sees an event, such as a crime, take place.



### Aims

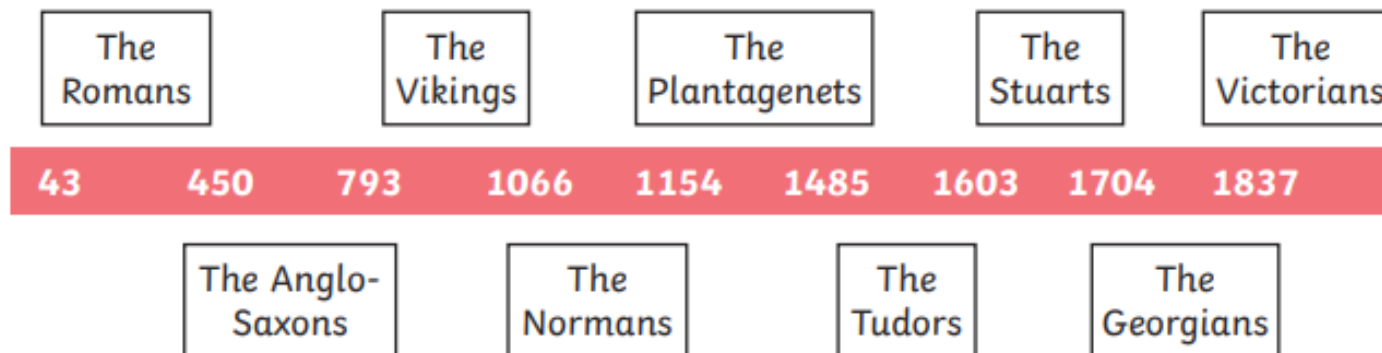
- Explain some of the crimes that were committed during Ancient Rome.
- Offer explanations to how law and order was maintained in Ancient Rome.
- Describe changes that occurred regarding crime and punishment during the Norman era.
- Offer explanations as to why Robin Hood was deemed popular during Medieval Britain.
- Describe some of the factors which influenced crime and punishment in Early Modern Britain.
- Explain some of the differences between punishments to Heretics and Witches.
- Explain some changes to crime and punishment during the Industrial revolution.
- Describe how people felt when the new-found police force was established.
- Explain some of the reasons as to why there were Suffragettes.
- Offer some explanations as to the reasons for crime and punishment in Modern Britain.

### Prior knowledge

To know what crime and punishment is; to know some differences between modern Britain and a period in history; to have some understanding as to what life was like in history e.g. Great Fire of London. Some understanding of **chronology**.

### National Curriculum Aims

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.



### Subject Specific Knowledge - Pupils will learn:

- The Roman Empire spanned across much of Europe and North Africa and robbery, muggings, burglary, theft, slaves running away, fraud, murder, arson and rioting were common.
- In the Roman Empire, Laws were defined as what is right, wrong, acceptable, and unacceptable, and order was defined as the state in which everyone is following the accepted laws.
- Rome laws were very clear and were known as the twelve tables, which were rules to make it clear as to what a Roman could or could not do legally.
- Schools were introduced to make them common knowledge by learning to read and write.
- Roman laws were based on 5 principles: everyone is under the law; the law should be publicly known; new laws should be rationally worked out from existing laws; the law should be seen to be carried out; people had the right to fair treatment from the law.
- Harsh punishments, soldiers and volunteers were introduced to deter criminal activity in the Roman Empire.
- Whipping, confiscation of property and fines were punishments for minor crimes.
- Crucifixion, fighting in the games, being pushed off a cliff and having molten lead poured down your throat were some of the punishments for major crimes such as murder or arson.
- The Normans introduced new law and order measures such as trial by combat, murder fines, forest laws, laws in French and harrying the north.
- Robin Hood was an outlaw that lived in Sherwood Forest that stole from the rich to give to the poor. He was considered to be a Saxon lord who was an enemy to the Normans, who at the time were very unpopular, harsh and controlling, which made him very popular.
- The price of food, jobs, population growth, Henry VII, Henry VIII, religion, and political change were key factors that influenced changes to crime and punishment in Early Modern Britain.
- Heretics were burnt at the stake or hung during Mary Tudor's reign as she was determined to bring England back to Catholicism.
- Under Elizabeth I, Catholic priests were considered heretics and they were hung, drawn, and quartered.
- Witches could be spotted by having warts, being elderly, having an animal, missing church or be known to mutter (casting a spell).
- Witches were proved to be a witch by ducking, examining their witch marks and by torturing them by forcing them to stay unfed and awake.
- The industrial revolution changed crime by: new laws became more harsh and more punishable by death; government became more centralised; population increased massively; migration of labour from farms to factories; and there became many more different types of protests.
- The new-found police were not initially liked because people felt like they were snitches and people felt like they were losing their civil liberties and were being controlled by government.
- Peelers were police officers in all blue and the idea was to make them look the opposite of military people.
- Attitudes towards the police changed due to recruitment, training, lower crime rates, no loss of civil liberty and increased trust deriving from the Great Exhibition.
- The suffragettes were a group of women that petitioned, damaged property, protested, pressured government and spread propaganda in order to ascertain the right to vote for women.
- Modern day crime and punishment is influenced due to the divides in society, higher population, increased divides of wealth and the increase in crimes deriving from technology e.g. cyber fraud and hacking.