



## Crime and Punishment

### Science: LIVING THINGS, FOSSILS AND EVOLUTION (see Southwark scheme of work for more detail)

- Recognise that living things have changed over time and fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to the parents.
- Identify how some animals and plants are adapted to suit their environment in different ways and that this may lead to evolution.
- **Digital Publication:** Use Purple Mash 2 Connect to create a mind map showing information about adaptation and evolution
- Use a range of different tools to present information
- Understand how to change and use settings, layout and formatting in a digital tool or application

### Science: LIGHT

- Recognise that light travels in straight lines.
- Understand that light travels from light sources to objects and to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Explain that we see things because light travels from light sources to our eyes or from a light source to objects and then to our eyes.

### History: CRIME AND PUNISHMENT

- Place major historical periods on a timeline - Romans to today.
- Create a glossary of terms associated with crime and punishment throughout the ages (e.g. judge/jury etc)
- Identify common Roman crimes and how they were punished.
- Understand the influences the Romans had on the justice system today.
- Know how the Anglo-Saxons and the Vikings dealt with criminals.
- Complete a study of Robin Hood.
- Know how the laws changed with the Norman invasion.
- Look at the link between crime and religion during Tudor times.
- Identify reasons for the rise of the Highwayman, poachers and smugglers.
- Learn about the bloody code.
- Investigate the link between crime and punishment in the 19<sup>th</sup> century and the transportation of criminals to Australia. Identify how laws have changed over the last century.
- Compare crimes today with crimes in the past.

**Digital Research:** Use Online Research skills to search for sources, check them for accuracy. make notes and write a report on an aspect of Crime and Punishment

- Use research tools/skills to make notes to support a point of view
- Understand that information sources should be credited
- Explain simple ways to check the accuracy of online info

### CHALLENGE FOR THE MORE ABLE:

- Compare the punishments across the time periods. Which has the fairest punishments? Reason why.
- Explain how the Romans have had an impact on today's justice system.
- Select a time period. Devise 5 questions to a judge/ criminal from this period.
- Look at the sources. What do they tell us about crime and punishment in the past?
- Which sources are the most reliable? Why do you think this?
- Rank the reasons in order of importance for the increase in the number of highwaymen/ smugglers/
- Create suitable punishments for a selection of crimes. Which time period are these most similar to?
- Argue why our justice system is fair.
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### Art: CREATE ROBIN HOOD STYLE HEADWEAR

- Select and record from first hand observation, experience and imagination and explore ideas for different purposes.
- Use fabrics to create 3D structures.
- Use different grades of needles and threads.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
- Adapt work according to their views and say what they think and feel about them.

**Digital Media/Publication:** Create an adverting brochure for their headwear, aimed at Robin Hood's friends. Take photos of the finished headwear and add appropriate text, clipart etc

- Use a range of media tools to fulfil a design brief
- Plan and complete a photo shoot for a specific purpose
- Plan, create, edit evaluate publications and presentations
- Group, align and arrange content using layout tools

### D.T: Make a controllable prisoner barge

- Use research and develop design criteria to inform the design of the barge which is fit for purpose.
- Generate, develop, model and communicate ideas through discussion, annotated sections and prototypes.
- Join materials using appropriate methods.
- Incorporate a motor and switch into a model.
- Control a model using an ICT control programme.
- Build frameworks using a range of materials.
- Use a glue gun with close supervision.
- Evaluate against their own design criteria and consider the views of others to improve their work.

<p><b>Music: FOCUS STUDY: Understanding the history of music.</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble context, using their voices and playing instruments with increasing fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and to recall sounds with increasing aural memory.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and great composers and musicians.</li> </ul>	<p><b>P.E : (See Val Sabin scheme of work in the PPA room)</b>  <b>Gymnastics, netball and basketball</b></p>
<p><b>R.E: (Please follow the Southwark agreed syllabus)</b>  <b>Sikhism - unit 5      Buddhism - unit 5</b></p>	
<p><b>Computing</b>  <b>Using Technology Safely</b></p> <ul style="list-style-type: none"> <li>• Communicating Online</li> <li>• Personal Information</li> <li>• Staying Safe/Getting Help</li> </ul>	<p><b>Computing</b>  <b>Coding and Programming</b></p> <ul style="list-style-type: none"> <li>• Algorithms and Decomposition</li> <li>• Programming on screen</li> <li>• Sequence, Repetition, Selection</li> <li>• De-bugging</li> </ul>
<p><b>Entitlement and enrichment: The Clink museum/ Royal courts of justice/ London Dungeon (check age limit)/ Tower of London/ self guided tour around London related to crime.</b></p>	
<p><b>Topic writing links: (please teach during Friday's literacy lesson and work in topic/Science books)</b></p> <ul style="list-style-type: none"> <li>• write a description of a Highway man.</li> <li>• Write an eyewitness account about a Highway robbery.</li> <li>• Write a job advert for a Highwayman.</li> <li>• Write an explanation of Roman crimes.</li> <li>• Retell the Robin Hood myth.</li> <li>• Write a diary entry about the destruction of the Tudor monasteries from Henry VIII's perspective/ the monks' perspective</li> <li>• Write a letter home from someone who has been deported from Australia</li> <li>• Write a newspaper article about Guy Fawkes.</li> <li>• Write a letter explaining the journey to from Newgate to Tyburn.</li> <li>• Write an eye witness account of a court scene.</li> <li>• Write a prosecution speech about why Dick Turpin should be hanged.</li> <li>• Write a description of a chosen habitat</li> <li>• Create a fact file that thrives in the above habitat</li> <li>• Write a biography about Charles Darwin/ Mary Anning or Alfred Wallace.</li> <li>• Write instructions for making a periscope.</li> <li>• Create a playscript for a shadow puppet performance.</li> </ul>	<p><b>Literacy books which link to the topic:</b></p> <ul style="list-style-type: none"> <li>• Fire, Bed and Bone</li> <li>• The Highway man poem</li> <li>• Dick Turpin - legends and lies</li> <li>• Highwaymen, outlaws and bandits of London.</li> </ul>
<p><b>Maths topic Links: (work to be in topic/Science books)</b></p> <ul style="list-style-type: none"> <li>-measure/data-handling - links into light.</li> <li>-shape - links into art.</li> <li>-money problems - link into fines linked to crimes ( exchanging to how much it would be today)</li> <li>-Roman numerals</li> </ul>	