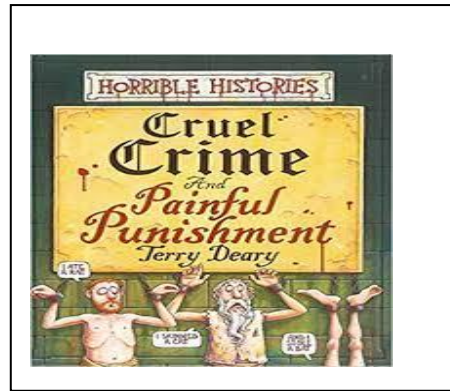




# *Cruel Crimes and Painful Punishments!*



## Historical Intent

The children will explore the local history linked to the smuggling which occurred along our coastline in the 18<sup>th</sup> century. The children explore the Georgian monarchs and look at ways that taxes which were levied on the public effected day to day living, through things like the window tax, daylight robbery and also the increase of goods that were heavily taxed. To look at sources of evidence for the trial of Dick Turpin and John Andrews and use that information to allow them to ask questions about that period of history. The children will walk the smuggler's trail imagining that they are hiding the contraband that has been smuggled from Saltburn. The children will research and explore aspects of social history such as crime and punishment comparing and contrasting punishments to that of the modern day. The children will study Crime and Punishment in the following time periods Romans, Anglo Saxons, Medieval and Tudor times, Stuarts, Georgians, Victorians and then ending with the new Millennium.

Lesson 1- Looking at Crime and Punishment through the ages (Historical skill: chronology)

Lesson 2- Roman Times – Looking at the 12 tables and Roman justice system (Historical skill: Historical significance)

Lesson 3 – Anglo Saxons – what was crime and punishment like in Anglo Saxon times? Looking at sources (Historical skill: Evidence and Interpretation)

Lesson 4 – What was crime and punishment like in Medieval and Tudor England. (Historical Skill: Change and continuity)

Lesson 5 – What was Crime and Punishment like in the Stuart period? (Historical Skill: Evidence and interpretation)

Lesson 6 – What was Crime and Punishment like in Victorian England? (Historical Skill: Evidence and Interpretation)

Lesson 7 – How did the police develop through the 20<sup>th</sup> century? (historical Skill: Change and continuity)

Lesson 8 – What is crime and Punishment like today compared with the past? (Historical skill: Similarity and difference)



**Composition**

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader noting and developing initial ideas, drawing on reading and research where necessary;
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action;
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Use the range of punctuation taught at key stage 2 correctly (e.g. semicolons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

**Handwriting and Presentation**

- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.

**Vocabulary, grammar & punctuation**

- Understand active and passive voice; Use paragraphs for clarity and structure; Use organisational devices (headings, bullet points, underlining); Advanced punctuation: brackets, dashes, commas to show parenthesis; Selecting vocabulary and grammatical structures that reflect the level of formality; Varying sentence starters; Researching and selecting relevant information; Use organisational devices (headings, bullet points, underlining); Use modal verbs; Use coordinating and subordinating conjunctions; Use semi-colons, colons or dashes to mark boundaries.

Poem Rudyard Kipling – The smuggler’s song- Children to use the poem to unpick what happened to families involved in smuggling. The pupils to write a narrative based on the small child who appears in the poem and retell it the events through her eyes.

Non Chronological Report On the crimes and punishments that were issued by Georgian magistrates.

Diary writing A diary entry from when the small fishing village of Saltburn received a strange visitor called John Andrew and how he became the leader of the local smuggling ring.

Newspaper report and drama

Based on Alfred Noyes – the Highwayman.

Children to write witness statements from Bess’s father the landlord Tim the ostler, the captain of the guard and also from Lord and Lady Stanghow (who were robbed by the Highwayman)  
Children then collate the witness statements and use them to produce a newspaper article.

Balanced argument – the children write a balanced argument comparing and contrasting the crime and punishment now and in the 18<sup>th</sup> century.



<b>Geography</b>	<b>Overview</b>
<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"><li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li><li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>	<p>To use local coastal knowledge and look at the coastal topography your saying how our coastline would have aided the smuggling trade. To use the key physical and human geography vocabulary properly and embed it in their work with accuracy.</p> <p>To study the sailing routes of the tea clippers and transportation ships knowing the oceans and countries.</p> <p>Understanding that the British empire was very different in Georgian times to that of today.</p> <p>To learn how sailors in Georgian times were able to navigate to Australia.</p>

<b>Design Technology &amp; Art</b>	<b>Overview</b>
<ul style="list-style-type: none"><li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul>	<p>Children to make and design their own tea caddies. The children will study Van Gogh's Starry starry night and Sunflowers and replicate them into mandalas and Chinese dragons . These stylised designs will then be used to decorate their tea caddies.</p>



- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Other Subjects	Overview
Music – Charanga and Holst’s planet suite and sea shanties	To study Holst’s planet suite, learn sea shanties and will be able to say why I like a piece of music.
RE – Mohammed (PBUH) and Islam	To study Mohammed (pbuh) and the night of revelation.
Computing – Databases and online safety	To use databases to record information on planets and then use them in their work.
Science – Earth and space	Children will learn about the Earth, sun and our place in the solar system and also how seasons and tides are formed.



Key Questions	Wider Experiences	Vocabulary
<ul style="list-style-type: none"> <li>Do you think you would have liked to live in Georgian times and why?</li> <li>How has crime and punishment altered since Georgian times.</li> <li>What do you think punishment will look like in 100 years from now?</li> <li>Where people justified in smuggling or breaking the law?</li> </ul>	<p>Trip to Old Skelton church to see where the contraband would be stored and also the whipping post on the green.</p>	<p>Cliff, beach, stack, skerry, mouth estuary, marsh, groins, tide, contraband, footpad, see knowledge organiser.</p>

Linked Texts	Home Learning Opportunities												
<p>The smuggler's song- Rudyard Kipling Watch the wall my Darling The highwayman – Alfred Noyes The highwayman's footsteps-Nicola Morgan</p>	<p>Research how sailors navigated to our colonies.</p> <table border="1" data-bbox="1171 970 1615 1214"> <tr> <td data-bbox="1171 970 1283 1050"></td> <td data-bbox="1283 970 1395 1050"></td> <td data-bbox="1395 970 1507 1050"></td> <td data-bbox="1507 970 1615 1050"></td> </tr> <tr> <td data-bbox="1171 1050 1283 1129"></td> <td data-bbox="1283 1050 1395 1129"></td> <td data-bbox="1395 1050 1507 1129"></td> <td data-bbox="1507 1050 1615 1129"></td> </tr> <tr> <td data-bbox="1171 1129 1283 1214"></td> <td data-bbox="1283 1129 1395 1214"></td> <td data-bbox="1395 1129 1507 1214"></td> <td data-bbox="1507 1129 1615 1214"></td> </tr> </table>												