



**Key texts**

Holes by Louis Sachar  
The Highwayman by Alfred Noyes

## Does the punishment fit the crime?

Upper Key Stage 2  
Spring term 2020

**Romans** - Society was made up of the very rich but also of very poor slaves. This resulted in conflict and therefore crime. As slavery was legal, running away from an owner was considered a crime. Sellers would lie to customers and give them less (fraud) and large crowds gathering to spectate often resulted in riots. Roman laws were called 'The Twelve Tables'. Major crimes would be punished by crucifixion, sent to fight in arenas or having molten lead poured down your throat! Vigiles were volunteers who patrolled the streets and Urban Cohorts would be sent to deal with emergencies.

**Anglo-Saxons** - Anglo-Saxon Britain was not ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain. The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down - unless they hid in a church. The fine for breaking into someone's home was five shillings (25p), paid to the home-owner. For minor crimes like stealing, a nose or a hand might be cut off.

**Tudors** - Increasing populations, dissolution of the monasteries and gaps between rich and poor meant crime was very common. Public executions were huge events with families, food stalls and people queuing for hours to get a good spot. These included beheadings, hangings, burning, pressings and boiling alive! Begging without a licence would mean you would be whipped out of the town and theft resulted in having a limb chopped off (anything worth more than a shilling resulted in hanging). The idea was that severe punishments would put others off from committing crimes.

**Victorians** - Anyone accused of a crime would be put in a 'lock-up' until they could see a magistrate who would decide whether they could be released or if they needed to be sentenced by a judge. Court rooms were created where victim and the accused could defend themselves and the death penalty became less common with a limited number of hangings. A police force was introduced in 1829. Public executions ended in 1868 and gaols (jails) were built to try to prevent people re-offending, although many were sent out to the Empire to serve sentences abroad.

**Modern Times** - Modern society is seen as wealthier than in previous eras where more people are employed or can afford to live comfortably. There are still large gaps between the rich and poor in society and crime now ranges from physical (theft, assault, drink and drugs etc) to digital crime (e.g. fraud). Although the last public hanging took place in 1886, the last actual hanging was as late as August 13th 1964. Prisons now work hard to help rehabilitate people so that they do not re-offend and technological advances have meant catching criminals can be used by identifying fingerprints or even DNA.

**Vocabulary:**

arson – the act of setting fire to property  
arrested – seized and put in prison  
branding – burning with a hot iron  
chattels – property and possessions  
compensation – money given to someone who has suffered because of someone else's fault  
convicted – found guilty by a court  
counterfeit – false or fake  
deterrence - the action of discouraging crime through instilling doubt or a fear of consequences.  
empire – a number of different countries ruled by one ruler  
executions – killings carried out as punishments  
fine – money paid to make up for a crime  
forensics – scientific tests used to help solve crimes  
hue and cry – loud cry made by those going after a suspected wrongdoer  
jury – a group of (usually) 12 people who decide whether someone accused of a crime is innocent or guilty  
justice - for someone to have fair treatment for their behaviour; certain punishments are for certain deeds.  
mutilating – cutting off or damaging parts of the body  
outlawed – put outside the law – banished  
prosecute – take a person to court  
rights – things that a person is entitled to by law  
sanctuary – safety or protection given by the church  
shaming punishment – a punishment which humiliated the offender  
tithing – a group of ten people  
treason – the crime of betraying the king, queen or country  
vagabonds – people with no fixed home or job  
Verderers – forest officials that deal with common land  
witchcraft – the use of supernatural means for harm

Throughout the medieval period it was believed that to keep order, people had to be scared of the punishments. Trial by Ordeal included holding a red-hot iron bar (if it healed in 3 days they were innocent) or tying them up and throwing them in water (they floated if they were innocent). After 1215 Trial by Ordeal was replaced by Trial by Jury.

## Timeline

43-410	480-1066	1066-1485	1485-1603	1603-1837	1837-1901	1901-now
Roman Britain	Anglo-Saxon Era	Middle Ages	Tudor Era	Stuart and Georgian Era	Victorians	Modern Era



## St White's Primary School

### Challenge, Commit, Conquer and Celebrate



#### Maths

Fractions, decimals, percentages, volume, converting units, perimeter, area, ratio

#### English

We will use Holes and The Highwayman to inspire both formal and informal writing.

#### Music

In order to perform in the spring concert, we will learn about jazz music and practise our performing and composing skills.

#### History

We learn about the social history of crime following on from the Anglo Saxons to the present day. Through this we can also look at laws and courts within the Forest of Dean and the Venderers.

#### Art and Design

We will master our skills in portrait drawing and watercolour painting in order to achieve their own 'Wanted poster'. We will use our sketchbooks to record observations and ideas effectively. We will also research the historical and cultural development of portrait drawing.

#### Geography

We complete a study of the local area to gain a better understanding of the place we live in. Through observations, field work and looking at maps/plans, we present our information to others.

#### DT

This term will see us develop our woodwork craft including, sanding and cutting wood safely when designing and making a 'Great Escape' style marble puzzle maze out of wood.

#### Science

- Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

#### Computing

We will develop our understanding of databases moving on to develop word processing skills to support presentation of text.

#### MFL

We will revise our French greetings and numbers before moving on to numbers to 30, colours and parts of the body.

**RE Spring 1** – What does it mean to be a Muslim in Britain today?  
**Spring 2** – Why do Christians believe Jesus is the Messiah?

#### PE

We will develop our team working skills through netball and basketball as well as coordination in tennis. Through health related fitness we will understand how we can keep ourselves healthy.

#### PSHE

We will look at what self-esteem is and how we can recognise and express emotions. Through this we will also explore assertiveness and how to mane in difficult situations.