

# Al-Ashraf Secondary School for Girls

<b>Title of unit: Crime and Punishment through time, c1000-c1500</b>	<b>Year: 10</b>	<b>Term: 4</b>	<b>Duration: 6W/24L</b>
<p><b>Overview:</b></p> <p>◆ This scheme of work will offer an introduction and provide an overview to crime and punishment in Britain, c1000 – present. Students will consider how and why the nature and definitions of criminal activity and the nature of law enforcement and punishment have changed over time. The four time periods include <b>medieval England</b>, early modern England, the 18<sup>th</sup> and 19<sup>th</sup> centuries as well as crime and punishment in recent times. The scheme will also provide an overview of key features in the development of crime and punishment and how these are linked with the key features of society in Britain in the period studied. This will be in the form of case studies at the end of each time period. Students will look at the <b>influence of the Church</b>, the crimes and punishment of the Gunpowder plotters, 1605, the Pentonville prison, the reforms of Robert Peel, conscientious objectors in the First and Second World Wars and the abolition of capital punishment. The key conceptual focuses of this unit are change and continuity in which students will be encouraged to explain the different factors involved in explaining both these key concepts. They should also understand how these factors work together to bring about development. Students will develop their knowledge and understanding and explore similarities and differences as well as change and continuity. This may include turning point, extent of and causes of consequence and change. All of this factors include people, events and development and reveal wider changes in aspects of society over the centuries thus allowing comparisons to be made across varying periods of History. This module will serve as the thematic study of the Edexcel GCSE qualification with the unit making up 20% of the GCSE course and examinable in Paper 1. Marks are also awardable for SPaG thus emphasis will be given to Literacy and writing skills throughout the unit.</p>			
<p><b>Key Words:</b>  <b>Change, continuity, progress, turning point, urbanisation, individual, Parliament, Wergild, Murdurm fine, Poaching, Forest Laws, Serfs, Feudal system, King’s peace, shire, reeve, hue and cry, factor, crime, punishment, technology, attitudes, social crime, Norman, Anglo-Saxon, Norman conquest, trend, abbeys, moral crimes, crimes against property, crimes against the person, crimes against authority, collective responsibility, trial by ordeal, petty thieves, maiming, corporal punishment, capital punishment, deterrent, retribution, sanctuary, stocks, pillory, castles, outlaw, brand, trial by combat, the Black Death, the Statute of Labourers, high treason, hersey, coroner, justices of the peace, influence, banished, benefit of clergy, sanctuary.</b></p>	<p><b>Assessment Objectives</b></p> <p>For this particular SoW students must:</p> <p><b>AO1:</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p><b>AO2:</b> Explain and analyse historical events and periods studied using second order historical concepts.</p> <p><b>SPaG:</b> Consistent use of punctuation and accurate spellings with use of correct grammar and specialist historical terms e.g. hue and cry, wergild, King’s justice.</p>		
<p><b>Cross – Curricular links and Key Learning Areas (KLA)</b></p> <p><b>Literacy:</b> Varied writing tasks such as exam style essays (4, 12 and 16 marks), labelling, captioning, speech bubbles as well as explanations and descriptions.            Key terms and vocabulary researched by students themselves and explored in class. For example, two sentence definition and explanation of key words homework; taboo; task to find the longest key word in the form of a scrabble game, and searching for words ending with –ion and –ing when revising conceptual vocabulary and factors.            Focus on spelling, grammar and punctuation issues when marking work within the class. Key subject terms checked for correct spelling.            Activities which include extracting key words from texts.            Creating mnemonics to help remember the key factors in crime and punishment.            Writing historically tasks from the Pearson textbooks.</p> <p><b>English:</b> Essay writing practice with constant feedback given strengthening the quality of analysis and offering judgement and forming links between factors. A further example includes analysing interpretations and judging their reliability. For example Simon Schama’s interpretation on the Norman changes</p>	<p><b>SMSC &amp; British Values</b></p> <p><b>Social:</b> Students will learn about community spirit and the benefit of working together when asked to be a tithing for the lesson. They will consider together how best to be encourage independent hard work and progress by being a tithing and then judge its effectiveness at the end of the lesson.            As well as social development being a focus in terms of classwork, this will also be thematic strand in the curriculum. For example, students will look at changes to rule from totalitarian to democratic as well as social changes such as the role of different members within the feudal system and the impact of the Norman conquest on the Anglo-Saxons. Students will look at crimes invented because of changes to society i.e. the illegal nature of poaching and the consequence of its new classification as a crime on the serfs and peasants.</p> <p><b>Moral:</b> Students will give consideration to the moral and ethical issues of different types of punishments as well as the introduction of new crimes. Students will debate and judge whether certain systems within different communities were just or unjust. For example, students will complete a table where they will consider</p>		

will form the basis of a lesson where students will extract and summarise the main points, judge his reliability and form an opinion.

**Art:** An example from this SoW includes creating annotated posters to highlight change and continuity over time.

**Personal skills:** Class debates and discussions. An example from this SoW includes assessing which factor is the most important in influencing change after the Norman Conquest.

**Mathematics and Statistics:** Examples in this SoW include plotting a graph to assess the extent of different factors in influencing church, community and king's role in crime and punishment; putting dates and events into chronological order.

**Citizenship:** Examples include working as part of a small tight knit community for one lesson and assuming the role of a tithing to judge effectiveness. Considering solutions for effective individual participation within a group as well as judging its effectiveness at the end of the lesson.

**Drama:** Assuming the role of Norman and Anglo Saxon characters living in towns and cities in medieval England to consider change and continuity after the Norman conquest.

**R.E:** Case study on the influence and role of the Church and the importance of religion.

changes from C1000-C1500, reason for change and whether that change was fair or selfish as well as explaining why. Students will explore the role of the church in offering salvation as opposed to retribution as punishments. They will also look at the moral and social advantages and disadvantages of the clergy practice of offering sanctuary.

**Spiritual:** Students will reflect on their own beliefs, religious or otherwise when studying and comparing the role of the church between the Norman and Anglo-Saxon eras. Comparisons will be made with the role of mosques in present day Britain. Empathy tasks where students will wear the shoes of one of the people living in either of the aforementioned communities and compare their situation to other roles in the class. Links to present day Britain will constantly be made throughout the unit to highlight the relevance of History and further student enthusiasm and enjoyment for the subject. For example, students will compare crime statistics from c1000 with today as well as be presented with scenarios about the likelihood of certain crimes today.

**Cultural:** Students will engage in discussions relating to both positive and negative contributions of each society. For example, students will look at the importance of hunting to Norman culture and debate whether the introduction of Forest Laws because of this Norman tradition was just and fair. Through peer assessment, group discussions, class feedback sessions and debates, students are introduced to peer concepts, values and events not encounterable otherwise. Students will be asked to communicate their opinions and knowledge in varied ways including artistic forms i.e. posters, crime report and a 'what would you do' scenario for trial by ordeal. Developments in religion and its impact such as the changing role of the Church versus the authority of the monarch is constantly explored throughout this unit thereby giving consideration to cultural impact of religion alongside social attitudes. Looking at the design of castles in an effort to intimidate and impose upon society.

**Outline of Scheme:**

Unit Section	Overview	Learning objectives & Key Activities
1	<p><b>Introduction and overview to Crime and Punishment in Britain, c1000 – present.</b></p> <p><b>Overview of key features in the development of crime and punishment and how these were linked with the key features of society in Britain in the periods studied.</b></p>	<p><b>Key Question:</b></p> <ul style="list-style-type: none"> <li>• What is crime and punishment?</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand some of the key ideas and vocabulary.</li> <li>• Develop some chronological understanding.</li> <li>• Understand what is meant by crime and punishment.</li> </ul> <p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>• Interviews: students to ask their peer how they would complete statements given on crime and statistics and relevant factors.</li> <li>• Re-order dates according to chronology and put time periods i.e. Victorian/Anglo-Saxon/Tudor etc. into chronological order.</li> <li>• Challenge: Guess the dates of each era.</li> <li>• Students to be shown images on crime and punishment and they are to identify which image falls under which category. Challenge: explain why any changes have occurred.</li> <li>• Complete the course Key Word sheet.</li> <li>• Students to complete a table which includes definition of the course key words i.e. crime/change/continuity etc. They will tick all the key terms that apply to the given examples and use one adjective to describe the rate of change.</li> <li>• Match the image on flashcards to their text and then place in chronological order.</li> </ul>

		<ul style="list-style-type: none"> <li>• What have students learnt today exit tickets. Challenge: 50 word limit.</li> <li>• Students to be shown an image with a source type question matrix. They must suggest questions they would ask of the people in the image.</li> <li>• Students to be provided with a hard copy of the overview of the course along with exam type question sheet to stick into their books.</li> <li>• To write a definition of crime in their books.</li> <li>• Never Heard the Word grid.</li> <li>• In groups, to give examples of the different categories of crime.</li> <li>• To complete a 'How much do you know about crime in today's society?' worksheet.</li> <li>• To copy out the list of factors in their books and create a poster to help remember these factors. Challenge: Select one of the factors and explain how it is affecting life today.</li> <li>• Students to connect factors with specific examples. Challenge: Which factor did most to influence capital punishment? Rank the factors.</li> </ul> <p>• <b>Homework: Learn the keywords</b></p>
2	<p><b>c1000–c1500: Crime and punishment in medieval England</b></p> <ol style="list-style-type: none"> <li>1. <b>Nature and changing definitions of criminal activity.</b></li> <li>2. <b>The nature of law enforcement and punishment.</b></li> <li>3. <b>Case study.</b></li> </ol>	<p><b>Key Question:</b></p> <ul style="list-style-type: none"> <li>• How was crime punished in Anglo-Saxon Britain?</li> <li>• How did Saxons catch and try criminals?</li> <li>• How far did crime and punishment change under the Normans?</li> <li>• How far did Normans change justice?</li> <li>• How did Law enforcement develop in the later Middle Ages?</li> <li>• Why was the Church so powerful by the 13<sup>th</sup> Century?</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To identify the key features of Anglo Saxon society.</li> <li>• To understand the different kinds of crime in Saxon England and begin to consider the trials and punishments.</li> <li>• To be able to describe and judge the Saxon trial system.</li> <li>• To begin to identify <b>changes and continuity</b> following the Norman Conquest.</li> <li>• To evaluate the importance of the changes made by the Normans.</li> <li>• To identify new developments in crime and punishment in the later Middle Ages.</li> <li>• To explain the causes of these developments.</li> <li>• To understand the influence of the church in medieval England.</li> <li>• To explain the influence of the church on crime and punishment.</li> </ul> <p><b>Key Activities:</b></p> <ul style="list-style-type: none"> <li>• To jot down 5 words/phrases that students associate with Anglo-Saxon Britain. Intervention: Show images to provide clues.</li> <li>• 'How was society organised?' table to be completed.</li> <li>• To highlight differences between what seems fair and what seems unfair. Challenge: Explain whether the specified systems would work well in modern Britain.</li> <li>• To match Anglo-Saxon crimes to their punishments.</li> <li>• Source task.</li> <li>• Students to read a story and describe the actions of the main character. Intervention: Word bank. Challenge: Students to write using full sentences.</li> <li>• Students to predict a punishment based on the story. Challenge: Provide a reason for choice.</li> <li>• Students to be introduced to 4 mark exam-style questions.</li> <li>• Keyword test to finish.</li> <li>• Link images to 8 factors looked at in introductory lesson.</li> <li>• Students to be split into groups and become a tithing. They are to ensure everybody in their group is completing their work. Punishment to be decided and imposed as a group for non-participants. Effectiveness of system to be judged at the end of the lesson.</li> <li>• To read textbook pages 14-15 and complete a table comparing present day systems to Saxon systems.</li> <li>• Watch video on Hue and Cry and create a mind-map. Intervention: teacher to model her version on projector.</li> <li>• To answer comprehension style questions on Trial by Ordeal.</li> <li>• Strength and challenge questions.</li> <li>• Feedback and judgement on success of tithing system.</li> <li>• Complete one sentence to lesson's key question: How did Saxons catch and try criminals? Challenge: Write three questions students still want answers to about the Saxons.</li> <li>• To match key words to their definition.</li> </ul>

- To recall 4-6 pieces of information about the Normans from Year 7. Intervention: Images to prompt recall.
- Read an interpretation about the significance of change under the Normans and highlight words that represent significant change. Then write a sentence to summarise his opinion. Intervention: Scaffolding provided.
- To consider the reliability of the interpretation in groups split in half. Half to provide reasons for whilst other half will argue against.
- To compare Saxons to the Normans by completing a chart and making a judgement. Intervention: Scaffolding provided for all.
- Students to be given a character each from both societies. Must assume the role of the character and decide whether they represent change or continuity. Underline those ideas which represent either and consider fairness/unfairness. Move around the class and meet other characters and complete character chart.
- Highlight changes after the Norman Conquest in one colour and those that stayed the same in another. Challenge: rank significance of the changes.
- Create an annotated colourful poster of both change and continuity. Intervention: hints and images provided as clues.
- Saxon and Norman crime and punishment taboo in pairs.
- True or false statements. Students to provide examples as well as explanations for their answers.
- Match changes to the consequences and/or explanations.
- Complete a graph frame to consider the extent to which William changed the Saxon Justice system.
- To add to their mind-map of the previous lesson.
- Complete a table of changes and examples by recording the factors behind those changes.
- Class value continuum – students to stick their responses on the original enquiry question on the continuum on the board to feedback into a class discussion.
- Study the 14<sup>th</sup> century coroner's reports into the deaths of London and find deaths that are surprising today or likely to occur. Challenge: 5 adjectives to describe life in the Middle Ages based on the reports.
- Self-assessment of learning using checklists given at the beginning of the unit. Challenge: I am most confident about .../unsure about.../will tackle this by....
- Highlight changes in laws and law enforcement and decide which change led to the most progress.
- Complete key factor and progress table with above changes. Also select relevant keywords.
- Working with two members of the class that a student has not worked with in the week, students to select differentiated questions and answer them accordingly.
- One paragraph response to explain a key factor relating to change in set exam style questions.
- How many words ending –ion or –ing can students apply to later Middle Ages. Intervention: model answers.
- Strength and challenge questions to be self-assessed.
- Annotated spider diagram explaining key factors as recap.
- What can students infer about the medieval church from given images?
- Video on Trial by Ordeal
- Find a solution for determining guilt and innocence.
- BBC video on Trial by Jury and students to answer questions based on the video.
- Strength and challenge. Intervention: Key words provided.
- Draw a graph showing the role of the king, the church and local communities.
- Write a report to explain the graph. Intervention: Scaffolding and key words. Challenge: explain the most significant event.
- Scrabble game

**Homework:**

- Research terms (new laws) and write two sentence definitions and two sentence explanations of why the Normans introduced them.
- Answer four mark exam style question.
- Answer a 12 mark GCSE style question
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- Revise for an end-of-term quick fire test.

**Key Assessments:**

- 1) 12 mark GCSE style Exam question.
- 2) Quick fire test.

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**Differentiation :**

HL/LL students working in pairs.  
Mixed ability group discussions  
Word banks/Scaffolding  
Challenge questions to illicit deeper thinking and engagement with the tasks.  
Differentiated questions to be answered within groups.  
Teacher support  
Model answers

Please see details in KEY ACTIVITIES for further invention and challenge tasks.

**Personalised Learning and Thinking Skills (PLTSS):**

- Independent Enquirers
- Creative Thinkers
- Reflective Learners
- Effective Participators
- Team Workers
- Self – Managers

**AFL**

**Summative Assessments:**

Mid-terms/end of term key assessments.  
Homework over a cumulative period.

**Formative Assessments:**

Strategic questioning  
Think-pair-share  
Peer assessment  
3-2-1 countdown  
Classroom polls  
Exit tickets  
Self-assessment  
Target setting  
Opportunity to edit marked pieces of work  
Learning levels displayed before and end of lesson.  
No hands approach

**Homework will be set once a week.**

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