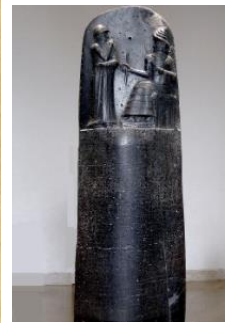
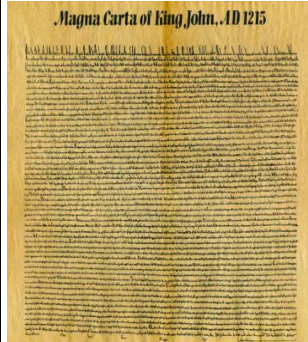


History Knowledge Organiser: Year 6 - Crime and Punishment

Prior Knowledge

Pupils should have a chronologically secure knowledge and understanding of chosen modules of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should understand that different historical milestones occurred at different times throughout the world, such as the discovery of bronze. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Key Visuals



Timeline/Chronology

- 1754 BCE:** The law code of Hammurabi is completed - the first ever law code.
- 43 AD:** People accused of committing a crime were taken to a court to be judged guilty or not guilty. Legionaries were responsible for catching criminals. The punishment you received in Roman Britain, depended on how much money you had.
- 410 AD:** The different villages and communities were responsible for each other's behaviour.
- 1154 AD:** Henry II becomes king. Common law for the whole country was created. Official judges and juries were introduced.
- 1215 AD:** Trial by ordeal and trial by combat no longer used.
- 1542 AD:** Henry VIII makes witchcraft punishable by death. Crime - mainly theft - was widespread in the Tudor times as many poor people couldn't afford to pay for food. Punishments were very harsh.
- 1837 AD:** During the Victorian period, prison became the main form of punishment.

Intended Unit Outcomes

As this module is a thematic one, children will understand that the words and historical case studies involving 'crime' and 'punishment' are embedded in social, religious, political, technological and cultural context, which must be examined concurrently with the case studies discussed. For key knowledge attainment targets, all pupils will:

- understand the importance of the emperor during the development of legal proceedings in ancient Rome;
- understand and comment on how laws and punishments were different across ancient Greece, due to the organisation of independent city-states.
- learn about the key political organisation and legal proceedings in Anglo-Saxon Britain;
- compare and contrast Anglo-Saxon and Viking methods of punishment.
- understand that the Magna Carta document signified the end of trial by ordeal.

Vocabulary

- Capital punishment:** the process of sentencing convicted offenders to death for the most serious crimes (capital crimes) and carrying out that sentence.
- Corporal punishment:** a punishment which is intended to cause physical pain to a person.
- Crime:** an action or omission which constitutes an offence and is punishable by law.
- Curia Regis:** the king's court.
- Crypteia/Krypteia:** Sparta's secret police force, used to frighten the Helot population.
- Heresy:** belief or opinion contrary to orthodox religious (especially Christian) doctrine. OR an opinion (usually tied to a religious opinion) profoundly at odds with what is generally accepted.
- Hue and cry:** In Anglo-Saxon Britain, petty crimes were resolved locally. In this context, a hue and cry were a call, by the victim, for the tithing to go after a felon.
- Law:** Law is a set of rules that are created and are enforceable by social or governmental institutions to regulate behaviour.
- Magna Carta:** the first document to put into writing the principle that the king and his government was not above the law.
- Punishment:** the infliction or imposition of a penalty as retribution for an offence.
- Restorative justice:** the opportunity for people harmed by a crime and the people responsible for the harm to share how the crime has affected them.
- Tithing:** a group of ten people who lived close together and were collectively responsible for each other's behaviour.
- Trial:** a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings.
- Trial by ordeal:** where a person accused of a crime would undergo a painful and dangerous 'ordeal'. They might be forced to pick up a red-hot bar of iron, pluck a stone out of a cauldron of boiling water, or something equally as painful. If their hand had begun to heal after 3 days, they were considered to have God on their side - thus proving their innocence.
- Wergild:** a fine paid to the family of someone who was harmed or killed.
- Witan:** the king's council in the Anglo-Saxon government of England from before the 7th century until the 11th century.

Historical investigation and enquiry skills

Core Knowledge

Crime: An illegal act for which someone can be punished. A crime is an act harmful not only to some individual but also to a community, society, or the state. In the UK, crimes include: burglary, criminal damage, possession of drugs, fraud and acts of violence

Punishment: The imposition of a penalty as a result of somebody committing an offence. Punishments can also act as deterrents to prevent crime being committed. Punishments in the UK currently include fines, community service and sentences in prison.

Why do we have a legal system? Here are just a few reasons?

- To prevent anti-social and unacceptable behaviour.
- To regulate commercial and business transactions.
- To identify who should rightfully own property.
- To regulate family and personal relationships.
- To provide means for citizens to resolve disputes with other citizens

There are two types of law: Civil law and Criminal law.



Sources:

Magna Carta

Written sources from ancient Greece and Rome

Law code of Hammurabi

Accounts of trial by ordeal from Anglo-Saxon accounts.