**Class 5 Subject: History Unit/Theme: Crime and Punishment**

**Project: a historical study on how crime and punishment has changed over time**

**Big Question: How has crime and punishment changed since the medieval times?**

**The British Values I will be demonstrating and deepening my understanding of will be: individual liberty, democracy and rules of law**

**Skills I will require and apply:**

* Compare and evaluate accounts of events from different sources and discuss reasons for different versions of events, making and justifying ideas
* Begin to identify primary and secondary sources and use evidence to build up a picture of a past event.
* Create a timeline of significant events and people through different periods of history.
* Sequence several events and make comparisons between different times in the past.

**To hook me into this project I will:**

Visit the Galleries of Justice in Nottingham

**Experiences that will help me remember:**

Studying artefacts from different eras linked to punishments

Using the internet to retrieve own information

Taking ownership of learning to research chosen area in more detail

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|  | **By the end of this project, I will know the answers to these questions** | |
|  | **What is the chronology of periods of time studied** | Medieval 1066 – 1485  The Early Modern Period - 1500 -1750   * Tudors 1485 – 1603 * Stuarts 1603 – 1714   18th Century - 1701 – 1800   * Georgians – 1714 - 1837   19th Century – 1801 – 1900   * Victorian 1837 - 1901   Last 100 years |
|  | **What was crime and punishment like during the medieval?** | The Normans made changes to the systems put into place by the Saxons. Harsher punishment were more common and weregild was more or less abolished. People were mutilated, executed or fined for their crimes. This money would go to the king. From 1200 more use of shaming punishments were used to humiliate the offender |
| **Change** | **How did crime and punishments change during the Early Modern Period (1500 – 1750)?** | There were new crimes during this period of time Witchcraft was considered high during this period and many women were accused and executed for witchcraft, being burned at the stake. Smugglers also became more common. Highwaymen were also common, stopping horse and carriages and robbing money from the wealthy. Other crimes included begging and poaching. |
| **Cause** | **Why was the 18th Century known as the Bloody Code?** | The ‘Bloody Code’ was the name given to the English legal system because of the huge number of crimes for which the death penalty could be give. However, juries were often unwilling to find the accused guilty knowing the punishment was execution |
|  | **What crimes were punishable by death in the Bloody Code?** | By 1750, there were 160 and by 1815 there were 288 crimes which would lead to execution. You could be hanged for stealing good with 5 shillings (25p), stealing from a shipwreck, impersonating a Chelsea Pensioner or cutting down a young tree |
| **Change** | **How did the Victorians change the criminal system?** | 1837 –1901 – Crimes from before became less common. Theft was the most common crime – pickpockets and petty thieves and because of the industrial changes, riots were a lot more common. The biggest change was the introduction of the police force in 1829 by Sir Robert Peel. Old shaming punishments went out of fashion.  90 prisons were built between 1840 and 1877  The last public hanging was in 1868 |
|  | **When did capital punishments become illegal?** | The death penalty was only abolished in 1965 surprisingly. |
| **Change** | **What ways do we now detect and prevent and punish crimes?** | Police, CCTV, probation service, community police and neighbourhood watch  Trial by jury, prison, fines, ASBOs and community service |
|  | **What caused the punishments in Britain to change?** | Punishments changed over time as a result of different leaders, different rulers as well as different needs during society.  **Life Skills**  Understanding how actions have consequences and how we can make the right and wrong choices. |



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| **Vocabulary** | **Tier 2 and Tier 3** | | | |
| Probation | Granting a person in prison freedom on the promise of good behaviour | | Capital punishment | Punishment of death (not allowed in the UK) |
| Protection | To keep the public safe from the offender | | Corporal Punishment | Punishment by physical pain (not allowed in the UK) |
| Defendant | A person in a trial who is accused of committing a crime | | Deterrence | To deter the offender and other by making an example of someone |
| Verdict | A decision that is made by a jury in court stating if somebody is considered guilty of a crime or not | | Reparation | To repay society or a victim for what they have suffered |
| Trial | A formal examination of evidence in court by a judge and jury to decide is somebody is guilty of a crime | | Retribution | To punish a person |
| Custodial | Relating to the imprisonment of someone | | Reform | To make changes |
| Whole school vocabulary threads | | Monarch, law, tax, parliament, society, democracy, power | | |



**Texts/books I will be using in this project:**

The Executioner’ Daughter – Jane Hardstaff

The London Eye Mystery – Siobhan Dowd

Crime and Punishment Through the Ages – Aspects of British History Beyond 1066 –Ben Hubbard

**Metacognition**

What am I being asked to do? Which strategies will I use? Are there any strategies that I have used before that might be useful?