

# Year 6

**Key Aim** — In this crime and punishment unit, children will build on their knowledge of periods in history that they have studied through KS2. Children will explore using different historical disciplinary concepts, how crime and punishment has changed over time in Britain. They will explore what was seen as a crime over time and the different gruesome punishments that were handed out to criminals. The children will find out about the development of the police force from the Victorian period right through to the new millennium.

## Key Vocabulary:

crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.

## Key facts:

- When the Romans invaded, they already had established laws which were brought over to Britain. Their laws were called the Twelve Tables and were written around 450 BCE.
- The Saxons lived by a payment system called wergild. If somebody had committed a crime, they had to pay compensation to the victims. They also had to complete trials of ordeals, which were extremely painful and usually involved hot water and fire.
- During the Tudor period, harsher punishments were introduced that involved mutilation, execution, humiliation and fines. People were also punished and executed for not following the religion of the time.
- During the Stuart period, women were accused of witchcraft and subjected to horrific tests and trials. They were usually punished by hanging or being burnt at the stake!
- During the Victorian period, the first police force was set up in Britain. Public hangings were stopped in 1868 and the prison system became organised and professional.
- In the new millennium, there are new crimes such as car theft, online hacking and anti-social behaviour. Punishments include being fined, being electronically tagged and being sent to prison. A record number of people are in prisons now for many different forms of theft.

## Key Concepts and Skills:

- Reason about the reliability of sources presented to them.
- Compare sources and evaluate them, coming up with their own historical interpretation.
- Handle sources and create historical interpretations, based upon the knowledge they have learned.
- Create a case study on the Pendle Witch trials, focusing on the intricacies of the case.
- Explore what police do today, for the community and to prevent crime.
- Find draconian laws that are still in effect today but no longer adhered to.

## Quality Texts to Inspire Us:

- Holes – Louis Sacher
- Oliver Twist – Charles Dickens (extracts)
- The Highwayman (Alfred Noyes)

## YEAR 6

### Crime and Punishment

- Outcome: To compare and contrast modern day punishments with historical punishments.

#### As **Readers**, we will:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- identify and discuss themes and conventions in and across a wide range of writing
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- retrieve, record and present information from non-fiction

#### As **Writers**, we will:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- proof-read for spelling and punctuation errors

#### As **Mathematicians**, we will:

- Find the area and perimeter of different shapes, including compound shapes
- Know the formula for finding the area of a triangle and a rectangle
- Know the formula for calculating the volume of 3d shapes
- Interpret and construct pie charts, bar charts, line graphs and pictograms
- Calculate and interpret the mean as an average
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3D shapes, including making nets.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Describe positions on the full coordinate grid
- Draw and translate simple shapes on the coordinate plane and reflect them in the axes.

#### Key Texts:

- Holes – Louis Sachar
- Oliver Twist – Charles Dickens (extracts)
- The Highwayman (Alfred Noyes)

#### Key Vocabulary:

Fronted adverbials, subordinate, main and relative clauses, conjunctions, semi colons, headings, subheadings, captions

#### Must Haves:

Joined, legible handwriting, capital letters for proper nouns, full stops, commas for clauses and for lists.

#### Key Vocabulary:

addend, composite number, denominator, digit, dividend, divisor, factor, imperial, improper fraction, Integer, metric, multiple, negative number, numerator, operation, prime number, product, rounding, square number, sum, unit fraction,

As **Scientists**, we will:

- recognise that light appears to travel in straight lines
- explain that objects are seen because they give out or reflect light into the eye.
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Key Vocabulary:

beam, opaque, prism, ray, reflect, shadow, spectrum translucent, transparent,

As **Historians** we will:

- Devise historically valid questions about change, cause, similarity and difference, and significance.
- Know that knowledge of the past is constructed from a range of sources.
- Recognise connections, contrasts and trends over time.
- Reason about the reliability of sources presented.
- Compare sources and evaluate them, coming up with their own historical interpretation.
- Explore what police do today, for the community and to prevent crime.
- Find draconian laws that are still in effect today but no longer adhered to.

Key Vocabulary:

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As **Designers and Artists**, we will:

- Sketch (lightly) before painting to combine line and colour.
- Use the qualities of acrylic paints to create visually interesting pieces in the style of the local Portsmouth Artist 'My Dog Sighs'
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Key Vocabulary:

composition, contrast, mood, primary colours, shade, texture, tone,

As **Computer Technologists** we will:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- apply our knowledge of programming to a new environment
- test my program on an emulator
- transfer my program to a controllable device

Key Vocabulary:

Microbit, MakeCode, input, process, output, flashing, USB, trace

In **PE** we will:

- develop coordination and accuracy in tennis by using a mixture of forehand, backhand and overhead shots.
- be able to throw and catch using overarm and underarm throws.
- be able to take part in a rally of tennis shots
- in athletics, to sustain pace over longer distances.
- throw further with greater control, accuracy and efficiency.
- perform a range of jumps, showing power, control and consistency in take-off and landing.

Key Vocabulary:

Attacking, balancing, canon, controlling, defending, dribbling, flexibility, marking, possession, rhythm, tactics, unison

In **PSHE** we will:

- Understand the importance of respect, responsibility, love and care in relationships.
- Understand and respect different types of families, including families with same sex parents.
- Understand how the human body changes during puberty, both physically and emotionally.
- Reflect on and prepare ourselves for transition into secondary school.

Key Vocabulary:

Body odour, breasts, discharge, foreskin, hygiene, intercourse, menstruation, mood changes, ovaries, penis, period, relationships, scrotum, testicles, vagina

As **Musicians**, we will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music (musical elements)
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Key Vocabulary:

Composition, cords, dynamics, harmonies, instruments, lyrics, melody, percussion, pitch, rhythm, scales