



Coundon Primary School
Together Everyone Achieves More



Burning of M. R. White at Cardiff.

Crime and Punishment Year 4

Essential Knowledge

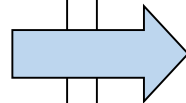
By the end of this unit children will...

- Understand what is meant by crime and punishment.
- Understand how crimes are investigated today and the role of the police today.
- Know what happens when someone commits a crime.
- Know how the police force was started.
- Know how crime and punishment in Britain has changed over time.
- Be able to compare crime and punishment through time.
- Explore a famous criminal.

Launch

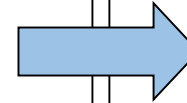
Crime Scene Investigators

CSI day - children are to investigate a crime scene using a variety of techniques to learn how crime scenes are investigated today.



Explore

Order! Order! Drama session looking at courtrooms and what happens when someone has committed a crime.



Energise

Down in the Dungeons

A trip to Warwick Castle to explore crime and punishment from the past.

Autumn Term Year 4 Crime and Punishment: Theme Content

History	English
<p>Children will explore crime and punishment through time. Give a broad overview of life in Britain from ancient until medieval times. Children will look at case studies of crimes committed in the past. Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <p>Create a timeline of events. Place events, artefacts and historical figures on a timeline using dates.</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including dates, time period, era, change, chronology. • Compare crime and punishment through time. <p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <ul style="list-style-type: none"> • Use dates and terms to describe events. 	<p>Children to write a descriptive diary entry in the role of a prisoner. Make relevant comments or ask questions in a discussion or a debate. Use evidence to ask questions and find answers to questions about the past. Respectfully challenge opinions or points, offering an alternative through discussion Write a biography of Dick Turpin. Suggest suitable sources of evidence for historical enquiries. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>
Art and Design and Design Technology	
<p>Research the work of courtroom artists such as Priscilla Coleman. Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Comment on artworks using visual language. Create artwork using chalks and pastels in the style of a courtroom artist. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. Artist sketch Use different hardnesses of pencils to show line, tone and texture. Sketch lightly (no need to use a rubber to correct mistakes).</p>	<p>Children to design a wanted poster of Dick Turpin. Act out a courtroom playscript. Author study link David Walliams Gangsta Granny – write a story about the main character stealing the crown jewels.</p>