







Learning Organiser: Can I explain how crime and punishment has changed over the past 500 years? **Year 9**

Key Vocabulary	
Crime	An action that can be punished by law
Punishments	An unpleasant outcome for bad behaviour
Medieval times	5 th - 15 th century
Source	Gives information about a period of time
Tudor times	15 th - 17 th century
Victorian times	18 th - 19 th century
The bloody code	Ensured crimes were dealt with seriously
Capital punishment	Legal killing of someone as a punishment
Peelers, Bow street runners, Bobbies	Slang names for the police

Important places I will visit	Important people I will learn about
 <p>Dartmoor prison</p>	<p>Henry VIII </p> <p>Queen Victoria </p> <p>Sir Robert Peel </p> <p>Elizabeth Fry </p> <p>John Howard </p>

Timeline linked to prior learning			
5 th - 15 th century Medieval times	15 th - 17 th century Tudor times	18 th century Victorian times	1829 - The creation of the police and prison system.

Maps I will refer to
<p>Maps of the UK</p> <p>Maps of Dartmoor</p>

Key Learning Questions
What is crime and punishment?
What and when were the Tudor times?
What was crime and punishment like in Tudor times?
What and when were the Victorian times?
What was crime and punishment like in the Victorian times?
Do I know when and why a British police force was created?
Do I know why prisons were created? What were the conditions like of the first prisons?
Do I know how prisons have changed over time?
Key Learning Outcome:

Historical Sources we will use.	
Primary	Secondary
Newspaper reports	Documentaries
Eye witness accounts	Books
Photographs	Paintings

Key Historical and Geographical skills we will develop throughout the unit. We will ...
Suggest questions for investigating
Use primary and secondary sources of information in investigations
Analyse evidence and draw conclusions
Place our current study on a timeline in relation to other studies
Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.
Compare beliefs and behaviour with another time studied.
Compare accounts of events from different sources.
Independently recognise primary and secondary sources of information.
Confidently use the library and internet for research.