

## Cumwhinton School Curriculum - History Y5 SPR

Year 5	NC Content	<p>A local history study - a study over time tracing how several aspects of national history are reflected in the locality - the role of Carlisle as an important and well-fortified Roman settlement serving Hadrian's Wall and as an important military stronghold due to its proximity to the Kingdom of Scotland - Carlisle Castle</p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. Changes in social history i.e. crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - including an in-depth local study of the Border Reivers as an example of Crime and Punishment not working during that period of time in local history.</p> <p>A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300. The study of Benin offers a remarkable opportunity to study the history of a kingdom which produced exquisite works of art and which sustained its royal power for over five centuries, often in resistance to the forces of colonialism and the slave trade.</p>
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### History

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

#### Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Abstract themes across history	A local history study - a study over time tracing how several aspects of national history are reflected in the locality - the role of Carlisle as an important and well-fortified Roman settlement serving Hadrian's Wall and as an important military stronghold due to its proximity to the Kingdom of Scotland - Carlisle Castle		
Historical concepts			A non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300. The study of Benin offers a remarkable opportunity to study the history of a kingdom which produced exquisite works of art and which sustained its royal power for over five centuries, often in resistance to the forces of colonialism and the slave trade.
Historical methods			
Historical Perspectives		A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. Changes in social history i.e. crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - including an in-depth local study of the Border Reivers as an example of Crime and Punishment not working during that period of time in local history.	

#### CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

History - SPRING YEAR 5

INNOVATION - Change

Abstract themes across history Historical Concepts Historical Methods Historical Perspectives

In which historical periods did the people need the most resilience in order to live and thrive in a flawed criminal justice system?  
How does today's justice system aim to help resilience?

NC

CUMWHINTON CURRICULUM

Finding out  
(Facts &  
knowledge)

Find out about the legacy of Roman crime and punishment on the current legal system in Britain?  
Discuss the differences between minor and serious crimes - the most serious being rebellion against the Emperor (thought to be more serious than murder); then compare with the severity of the punishment received.  
In groups find out what punishment would be inflicted.  
Discuss the legacy of the Romans in the current justice system through the use of a court, judge, jury and lawyer.  
Find out about the Anglo-Saxon legal system and how it was similar/different. I can find out how the legal system worked in Anglo-Saxon Britain.

How do we know what crime and punishment was like 800 years ago?

Ask children to look at the following picture which is 800 years old - can they work out what is happening?



Far from escaping the fox has been caught and tried by some very unusual law enforcement types (the geese as constables). This underlines the fact that justice in the Middle Ages depended almost entirely on the community. The only hope of protection from theft and violence was for all the people to play their part. If they took no action, they too might become victims!

During the Anglo-Saxon and early medieval period, enforcement of law and order was based on community action. Families and individuals in villages served as the police themselves. With a hierarchical social class, nobles and their knights had great control over manors.

A tithing was a group of men over the age of twelve. They each took responsibility for the actions of the other members. If one of them broke the law, the other group members would have to make him come to court or pay a fine.

Both the hue and cry and the tithing show how law enforcement was conducted in the local community, in an age long before a proper police force existed.

A victim of or a witness to a crime would raise the hue and cry by shouting. Everyone in the village was expected to help and join the search to catch the criminal. If a person did not join, the whole village would be liable for a fine.



Illustration of villagers chasing a thief after the hue and cry has been raised

The majority of all crime in the Middle Ages was non-violent. We still talk about petty criminals today. Petty crimes involved stealing goods worth less than 12 pence, getting into debt or doing minor harm to someone or their property. All sudden deaths had to be reported to a coroner. He then told the king. So we have lots of records.

Click on the following link to watch Crime and Punishment Guilty as Charged with Tony Robinson to find out more about crime and punishment during the middle ages.

<https://www.youtube.com/watch?v=snVbGOrHZaY>

What can we tell about medieval justice from the story of Robin Hood? <https://vimeo.com/218127084>

Stories about Robin Hood and his band of outlaws were first written down in the 1440s, but before then they were spread by word-of-mouth. The places mentioned in the stories were real: the towns of Nottingham, Lincoln and Wakefield for example, as well as the royal forests such as Sherwood. Robin Hood was just one of many outlaws who was someone declared to be beyond the protection of the law.

Some were outlaws because they were running away from the law; others believed they could not get justice in the courts. There was no police force to hunt down criminals so many outlaws could live in safety in the wilder and more remote parts of England. The legend of Robin Hood Laws are pointless if they cannot be enforced and courts are useless if their judgements are treated with contempt.

The greatest threat to law and order in the Middle Ages was not the common people but the nobles. Their private armies of tenants and retainers (who served them for the favours they could bestow) made them powerful enough to get their way by force. Above all, powerful local lords could corrupt the legal system and twist it to their own purposes. This problem is highlighted by the ancient story of the medieval outlaw who robbed the rich to give to the poor.

Robin Hood is an honest man whose only remedy against the injustice of the courts in Nottingham is to defy them, suffer outlawry (forfeiting the law's protection for his life and property) and take refuge in the forest. The Sheriff of Nottingham is a corrupt royal official who abuses his powers.

<https://www.countryfile.com/people/historical-figures/guide-to-robin-hood-history-of-the-legend-and-best-places-to-visit/>

What the story tells us about crime and punishment during that period of history:

that medieval justice was loaded in favour of the rich and powerful; that if you ran away from justice you would be declared an outlaw and could be killed on sight; that Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal; sheriffs made sure the law was obeyed; Robin Hood killed deer in the forest, against the law. etc.; that medieval justice used fear of consequences to stop people committing crimes.

Border reivers were raiders along the Anglo-Scottish border from the late 13th century to the beginning of the 17th century.

Why didn't the Border Reivers follow normal crime and punishment rules?

Who were the Border Reivers? Why were they outside the law?

Reason 1 - the Land

The land in the border regions was a large area of wild countryside.

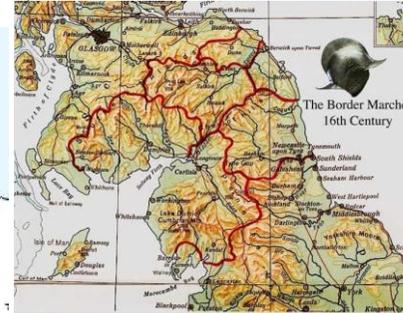
In this large, empty land it was difficult to tell where everybody was. Families claimed areas of land for themselves.

Families were farmers who kept animals.

Families often had feuds with each other.

One crime (from one family) led into another crime (by another family).

The border region was split up into 'marches'. Each march area had its own March Warden. The march area spanned north and south of the northern border of the country. The March Wardens' duties included patrolling the area to stop raiding between the border



families.

Occasionally the March Wardens would make *Warden Rodes* to recover loot stolen by raiders. They might recover goods for families who had had possessions stolen.

Pose the question:

**How did the layout of the land make punishing crimes difficult?**

Reason 2 - The March Wardens

March Wardens were not very effective at keeping law and order. The Wardens were often from reiving families themselves, and might even agree with some raids.

They almost always showed favour to their own families, which caused jealousy and even hatred among other border families.

Ask the children to think carefully about the following question/discuss:

**Why did the use of March Wardens mean crimes went unpunished?**

Reason 3 - The hot trod - March Law

A person who had been raided could (within 6 days) call another raid to get back their stolen goods, even across the border. This is the Hot Trod.

It started with 'hound and horne'. (making a loud noise to get everyone to join in)

You had to carry a piece of burning turf (a Hot Trod) on a spear point to announce your counter raid to everyone.

You might use a sleuth hound ("slew dogge") to follow raiders' tracks.

Any person meeting this counter-raid had to join in and offer help to the family, otherwise they might be thought to be on the raiders' side and so could be punished.

Find out about Dick Turpin through studying various historical sources from the 18th and 19th century?

[https://kids.kiddle.co/Dick\\_Turpin](https://kids.kiddle.co/Dick_Turpin)

Click on the following link to watch Horrible Histories video about Dick Turpin:

<https://www.youtube.com/watch?v=tDy4oBa2jyM>

The real Dick Turpin:

<https://www.bbc.co.uk/programmes/p0389t8s>

**What developments happened that affected crime and punishment in the 19<sup>th</sup> century?**

Big rise in the population

More goods being produced in factories: more goods to steal

Overcrowding in cities made it easier to target victims and escape arrest

Poverty

High levels of unemployment especially for soldiers returning after the wars

Low wages; high food prices

The BIGGEST change at this time was in the PRISONS.

In 1750 the prison system was a mess. Under the bloody code most convicted people were transported on a boat to Australia, executed or whipped.

<http://gallery.nen.gov.uk/gallery780-vcp.html>

**Why did the government introduce transportation to Australia?**

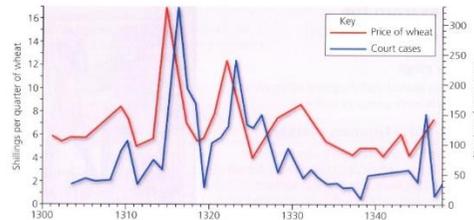
1. An alternative was needed to hanging. This was widely felt to be too extreme a punishment for minor crimes and courts were unwilling to convict people. Imprisonment was not considered a suitable alternative at this time because of the cost. Transportation was the 'middle' punishment between the extremes of execution and the milder whipping or pillory, which were less used by this time.
2. Australia was unknown. The government hoped that the idea of being sent to an unknown place at the edge of the world would terrify people so much that they would not break the law.
3. Transportation would help Britain to claim Australia as part of her empire and to build up control over the region. This would stop France or other rivals gaining whatever resources Australia had.
4. Transportation would reform the criminals. They would be forced to work and learn skills that would be useful when they were freed.
5. Transportation of criminals had one advantage in common with hanging, it would reduce crime in Britain by completely removing the criminals.

*You're sending me where?*

More offenders and longer sentences led to an increase in the prison population. This brought tremendous over-crowding, a worsening of conditions and less opportunity for education, workshop time and family visits. This situation contributed to serious prison riots in the 1970s and at Strangeways Prison, Manchester in 1990.

Using  
(Applying &  
analysing)

How did food prices affect crime and punishment in Britain during the middle ages/medieval times? See graph below  
After looking at and discussing what the graph tells us about crime and punishment during this time ask children to consider carefully how this might still be a factor that might make some people turn to crime today?



Ask the children to describe what is happening in the following pictures. What is on the mind of the raiders?  
What is on the mind of the people being raided?



Ask the children:  
What was March Law and why do you think it is called 'March Law'?  
What do you think might happen to you if you refused to help a family during a hot trot?

		<p>Why didn't the Wardens always give punishments for crimes?          What was difficult about the layout of the land in the area?          How did the Hot Trod punishment possibly make things worse?          How violent do you think the area was?          Why is the history of the Border Reivers an example of Crime and Punishment not working during that period of time in local history?          Ask children write a detailed report about Border Reiver life giving reasons why Crime and Punishment was difficult for the reivers. Explaining fully why the March Wardens couldn't keep control of the Border Reivers. Key things that should be focused on are:          Crimes committed by Reivers were punished with further crimes.          Punishments were sometimes administered by wardens but largely punishments were administered by families seeking their own gain.          A Hot Trod was a way for a member of a border Reiver family to get their property back. Instead of going to a warden (who might favour a particular border family or actually belong to one himself) the reiving families sought their own justice through action. Often March wardens came from other parts of the country and so did not 'understand' the reiving situation.          The rules of a hot trod were that it had to be carried out within 6 Days of the original theft. The family who were going on the hot trod revenge, had to raise a hue and cry to make sure all families were aware of the movements and any family's land crossed by the hot trod group meant that that family had to join them.          A hot trod might include kidnap, stealing and even death.          Has the way we catch and punish criminals improved in the last 100 years?          Key changes in crime in the 20<sup>th</sup> century:          Car crime          Football hooliganism          Race and hate crimes          Illegal drugs          Cyber crime          Discuss what is meant by the terms prevention and detection. Explain advances of sciences such as forensics in modern day crime detection. In pairs use evidence (photographs and written evidence) to discuss which modern day methods are used to prevent, detect crime, or both. Ask the children to consider which originated from earlier historical periods. How have breakthroughs in modern technology made it easier to find and prosecute criminals and ensure the right person is convicted of the crime?          Use of fingerprints blood groups          DNA samples          Data storage          Better radios          CCTV          Drones</p>
<p><b>Concluding</b>          (Evaluating &amp; summarising)</p>		<p>Make connections, note contrasts and trends over time by evaluating knowledge gained of the history of crime and punishment in Britain.  <b>In which historical periods did the people need the most resilience in order to live and thrive in a flooded criminal justice system?</b>  <b>How does today's justice system aim to help resilience? (e.g. focussing on rehabilitation and supporting victims of crime)</b>          Focus on children explaining their reasoning.</p>