
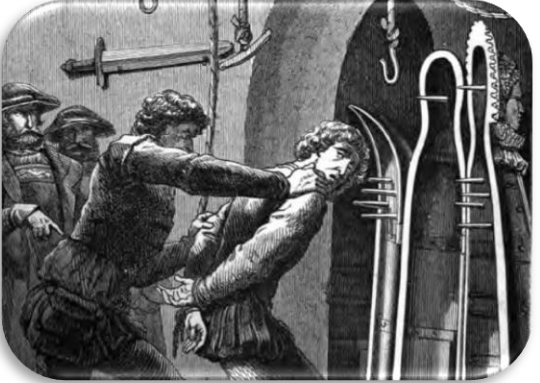
	<b>Year group</b>	5	<b>Academic year</b>	2021-2022	<b>Term</b>	Spring 1	<b>Duration</b>	6 weeks		
	<b>Half-term topic knowledge Organiser</b>									
	<b>Topic Title</b>	<b>Why do we have rules? (Crime &amp; punishment through the ages)</b>								

Topic Overview

	<u>Key Questions</u>		<u>Key events</u>		<u>PSHE, SMSC and British Values</u>		<u>Opportunities for 6 Rs</u>				
	How has crime and punishment changed in Britain throughout history?		43AD – Roman invasion of Britain		Dreams and Goals for the future		Ready – ensuring that prep work is complete and handed in on time				
	How has the way we deal with crime evolved over the ages?		1066 – Norman Conquest				Reflective – when drawing links between the ages in British history				
How are our current systems of dealing with crime influenced by history?		1605 – Gunpowder Plot		Responsible – when performing science experiments							
<u>Summary</u>		<u>Vocabulary (tier 3)</u>		<u>Key dates</u>		<u>Prep/ homework task</u>		Resilient – through iterations of DT designs  Resourceful – using classroom materials in DT projects  Respectful – When discussing how punishments can affect family life			
In this unit children will learn about how crime and punishment has changed over the ages. We will start by looking at how the Romans dealt with crimes, and then move through the ages drawing links and observing changes throughout time, including Anglo-Saxons, Vikings and Tudor times.		Jury Judge Trial Lawyer Magistrate Transportation punishment Pillory Wergild		Tues 4th Jan - first day back after Christmas break Mon 24th Jan - Inset day - school closed to children Parent event – 17th February (topic showcase)		As always, we ask that children read at home daily. Reading independently, sharing a book with an adult/sibling, or listening to a book being read, is highly encouraged.  In year 5, there will be two pieces of weekly homework – English and maths.					
<u>Key English stimulus</u>		<u>Computing</u>		<u>Music</u>		<u>Spanish</u>		<u>RE</u>		<u>Maths</u>	
Higher institute of villainous education by Mark Walden								In RE we will look at the idea of stewardship and how this is represented through different religions.		Multiplication & Division Fractions Decimals & Percentages	
<u>History / Geography National Curriculum Objectives</u>				<u>Science National Curriculum Objectives</u>				<u>Art / Design technology National Curriculum Objectives</u>			
<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>changes in an aspect of social history, such as crime and punishment throughout time.</li> </ul>				<ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>				<p>Design, make and evaluate a new torture (a model of) device that could have been used to punish criminals in 19<sup>th</sup> century England.</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>			