



Crime and Punishment Year 4

Homework

Power project 1: The Police
e.g. design a new uniform, utility belt or badge for the police force.
Power Project 2: Crime Through Time
e.g. design and make a model of a Tudor form of punishment.

Trips

Warwick Castle
Delve deep into the dark and bloodthirsty history of Warwick Castle to discover how crimes have been punished in different ways over the last 1,000 years. From journeying deep into the castle's GAOL, to standing trial in the Great Hall, find out how the Earls of Warwick would have judged criminals, what type of crimes were tried, and how the guilty would have met a grisly end!

Enrichment

- Visit from Police
- Forensic science

Personal Development

Spiritual

Children will consider whether choices made in the past influences us in the present day.

Moral

Children will consider whether decisions made in the past can be judged as 'good' or 'bad'.
Think of the effect of behaviour on others.

Social

Children will consider how to work well together in groups. They will debate and discuss the past showing consideration for others opinions.

Cultural

Children will discuss how life has changed and what the culture was like in different times.
To explain how beliefs about right and wrong affect people's behaviour.

Citizenship

- Explore countries that continue to use capital punishment.
- Compare uses of corporal punishment in different countries.

Rights Respecting Schools

Article 19 - You have the right to be protected from being hurt and mistreated.
Article 32 - You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
Article 40 - You have the right to legal help and fair treatment in the justice system that respects your rights.

Religious Education

Pentecost

- To know the story of Pentecost from the Acts of the Apostles.
- To understand that the gift of the Holy Spirit transformed the lives of the Apostles and enabled them to proclaim the Good News.
- To be able to identify the presence of the Holy Spirit in some of the Sacraments of the Church.

Teach Us to Pray

- To know that Jesus prayed to the Father and to be able to identify some of the prayers that he learnt growing up in the Jewish faith.
- To be able to explain why it is important to call and to pray to God the Father.
- To know some of the traditional prayers of the Church including the prayer of the Rosary.

Sharing in Christ's Life; The Church as a Community

- To know that the Catholic Church is spread throughout the world.
- To understand that the Eucharist celebrates the unity of God's People throughout the world.
- To be able to explain some beliefs of the Universal Church and religious customs from different parts of the world.

Special Roles and Responsibilities

- To know that different people have different responsibilities in the life of the Church.
- To understand the special role played by priests and religious, but will be equally to be aware that every member of the Church has a special role and responsibility as they try to follow Christ.

Crime and Punishment Year 4: Links to National Curriculum Framework

Core Subjects:

English

Historical Fiction

Texts: Raven Boy and Street Child

Curricular aims of this unit:

- To build setting, historical period and character from detail when reading.
- To deduce characters' behaviours from their actions.
- To become familiar with a wider range of narrative techniques.
- To emulate these narrative techniques in own writing.
- To appreciate the research needed to write a historical novel.
- To write for a variety of purposes using paragraphing and narrative techniques.
- To undertake research about the historical period to broaden knowledge and understanding of the time and place.

Mathematics

- Decimals
- Measurement - money
- Time
- Statistics
- Geometry - Properties of Shape
- Geometry - Position and Direction

Science

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Foundation Subjects

History and Geography

History

- Use evidence to ask questions and find answers to questions about the past.
- Use more than one source of evidence for historical enquiry in order 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 cause and consequences of some of the main events and changes in history.
- Give a broad overview of life in Britain.
- Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and dates on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Geography

- Locate the world's countries with a focus on Europe and North and South America and countries of particular interest to pupils.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Art and Design and Design Technology

Art and Design

- Use shading to show light and shadow
- Use a variety of techniques to create interesting effects

Design and Technology

Electrical Systems - simple circuits and switches

Music, Languages and Physical Education

- Develop striking and fielding skills including throwing, catching and batting. Learning basic rules and gameplay. Skills taught through cricket and rounders.
- Develop a range of athletic skills including throwing, jumping and running events. Focus on personal best and working at maximum levels. Preparation for sports day.

Computing

- We are Meteorologists
- We are Co-authors.