

Characteristics of the Curriculum	Challenging	Communication	Taking Risks	Awe and Wonder	Values								
Class: 4	Term: Summer	Topic Title: Crime and Punishment (Cycle B)											
Trips and Visitors		Mind Map Overview			Whole School Elements								
National Justice Museum, North West— Minshull Street Crown Court; Greater Manchester Police Museum		<p>History: The development of English law Choose a time period and learn how crime and punishments were handled e.g: Romans; Anglo-Saxons; Tudors; Victorians Y5/6: 1.1, 1.2, 1.7 Compare two time periods handling of crime and punishment If school records exist—compare school rules from the Victorian era with current rules Y5/6: 1.2, 1.5 History of highwaymen</p> <p>ART Draw a wanted poster/ photo fit of a suspect Y5/6: 1.1, 1.2, 1.3, 1.4 Make a 3D models of historic equipment used Eg stocks/ ducking-stool. Use to create an exhibition for the topic Y5/6: 4.1, 4.2, 4.3, 4.4 Use charcoal to sketch Highwaymen and their horses (as above 1.1-1.4)</p> <p>DT Design and make a police vehicle which uses a motor to move Y5/6: 1.1, 1.4, 2.3, 4.4 Design and make an alarm which uses sensors Y5/6: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.2 Design and make a model of the Tower of London using pulley and levers for portcullis and drawbridges Y5/6: 3.3, 4.1</p> <p>PSHE— To recognise reasons for rules and laws; the consequences of not adhering to the rules and laws To understand the relationship between rights and responsibility The importance of showing compassion to others To learn about stereotypes and how they can influence attitude and behaviour towards others</p> <p>RE Compare how different religions deal with wrong-doing, punishment and forgiveness Y5/6: 1.1, 1.2, 1.3, 2.1, 2.2 Learn about religious and Sharia law</p>			<table border="1"> <thead> <tr> <th>Element</th> <th>✓</th> </tr> </thead> <tbody> <tr> <td>Well Being</td> <td></td> </tr> <tr> <td>Arts and Culture</td> <td></td> </tr> <tr> <td>Enterprise</td> <td></td> </tr> </tbody> </table>	Element	✓	Well Being		Arts and Culture		Enterprise	
Element	✓												
Well Being													
Arts and Culture													
Enterprise													
Text and writing genres					NC covered Independently								
<p><u>Texts and Writing Genres</u> Holes by Louis Sacher <u>Recount:</u> diary of a prisoner’s experience in jail in different time period e.g: Tudor/ Victorian Newspaper report: mock crime/ trial <u>Persuasion:</u> write a letter persuading judge to be lenient <u>Explanation:</u> leaflet to explain British Values/ leaflet of punishments at different times in history <u>Discussion:</u> Should the death penalty be banned world wide? Should corporal punishment exist? Should rules be abolished? <u>Instructions:</u> how to live in a cell/ how to use instruments of torture Description: Wanted poster of a criminal/ Photo fit image Narrative—write a detective story/ write an alternative ending to The Highwayman <u>Create leaflets, programme, exhibit labels for an exhibition linked to the topic Write questions to interrogate a suspect</u></p>					<p>Digital literacy – Purple Mash – Game Creator, Modelling. Y5: 1.1, 1.2, 1.3 Y6: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>Science: Electricity [Y4 & Y6] Properties and Changes of Materials [Y5]</p> <p>RE: What do different people believe about God? Y5/6: 1.1, 1.2, 1.4, 2.2 Why do some people believe God exists?</p> <p>French Music PE: Athletics: Y5/6 4.1, 4.2, 4.3</p>								

Topic Home Learning	Collaboration Opportunities	Celebration Activity / Hook activity
<p>CGP books sats booster books Weekly times tables Weekly spellings Reading to an adult weekly</p> <p>Compehension questions</p>	<p>Buddy activities / themed afternoons Whole school days N</p>	<p>Weekly Leaf assembly Class Assembly Stage a crime, find clues, solve the crime Mock trial Read the school's Punishment books from the Victorian era [if the school existed] Approach your local court, the may be able to arrange a visit outside hours when the court is sitting Drama: re enact The Highwayman</p>