

Year 6 Knowledge Organiser: Crime and Punishment

Curriculum Driver: Discovery, Success, Inspiration

Cross-curricular subject links: Comparison of justice systems; Roman numerals; and an explanation of Roman crimes.

Trips/Enrichment: Galleries of Justice
GARP/GASP: How did the rule of law affect the life of Cesar Picton?

Subject/Conceptual knowledge/skills:

History: Chronology; Knowledge and understanding of events, people and change in the past; Historical interpretations; and historical enquiry

LEAPS:

- I can use words and phrases such as century and decade.
- I can use timelines to place and sequence local, national and international events.
- I can describe main changes in a period in history using words such as social, religious, political, technological and cultural.
- I can identify how and give reasons why changes may have occurred, backed up with evidence.
- I can identify changes and links within and across the current period study and previous periods studied.
- I can explain that some events, people and changes have been interpreted in different ways and suggest possible reasons for how and why.
- I can select, combine and identify information from a range of sources and artefacts.

Core Knowledge

Crime: An illegal act for which someone can be punished. A crime is an act harmful not only to some individual but also to a community, society, or the state. In the UK, crimes include: burglary, criminal damage, possession of drugs, fraud and acts of violence

Punishment: The imposition of a penalty as a result of somebody committing an offence. Punishments can also act as deterrents to prevent crime being committed. Punishments in the UK currently include fines, community service and sentences in prison.

Why do we have a legal system? Here are just a few reasons?

- To prevent anti-social and unacceptable behaviour.
- To regulate commercial and business transactions.
- To identify who should rightfully own property.
- To regulate family and personal relationships.
- To provide means for citizens to resolve disputes with other citizens

There are two types of law: Civil law and Criminal law.



Vocabulary

Words	Meaning
Confess	To admit, especially formally or to the police, that you have done something wrong or illegal.
Defendant	The person in a trial who is accused of committing a crime
Guilty	Responsible for a specified wrongdoing
Innocent	Not guilty of a crime or offence.
Judge	A person who has been chosen to decide cases in a law court.
Jury	A group of people who give a verdict in a case.
Law	A system of rules which a country or community recognises.
Sentence	The punishment given by a court
Trial	The examination of evidence to decide guilt in a case of criminal or civil proceedings.
Verdict	A decision that is made by a jury stating if somebody is considered guilty of a crime or not.
Victim	A person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc
Witness	A person who sees an event, such as a crime take place.

AD 43

People accused of committing a crime were taken to a court to be judged guilty or not guilty. Legionaries were responsible for catching criminals.

The punishment you received in Roman Britain, depended on how much money you had.

AD 410

The different villages and communities were responsible for each other's behaviour.

AD 1066

The Normans invade Britain and William I defeats King Harold at the Battle of Hastings, bringing an end to the Anglo-Saxon era.

AD 1154

Henry II becomes king. Common law for the whole country was created. Official judges and juries were introduced.

AD 1215

Trial by ordeal and trial by combat no longer used.

AD 1494

Homelessness becomes a crime. Homeless people would be put in the stocks for 3 days and nights.

AD 1542

Henry VIII makes witchcraft punishable by death.

Crime - mainly theft - was widespread in the Tudor times as many poor people couldn't afford to pay for food. Punishments were very harsh.

AD 1700

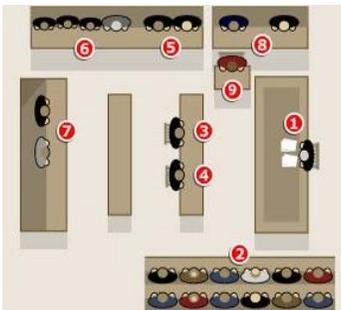
Highwaymen became a greater threat to people in Georgian times. The most famous of these was Dick Turpin, who was born in 1705 and captured and hung in 1739.

AD 1837

During the Victorian period, prison became the main form of punishment.

Key Visuals

1. Judge
2. Jury
3. Prosecution barrister
4. Defence barrister
5. Press
6. Public
7. Defendant
8. Ushers
9. Witness



Books/associated reading:

Horrible Histories - Terry Deary
The Highway Man - Alfred Noyes
Treason - Berlie Doherty



Subject/Conceptual knowledge/skills: PSHE

SCARF: Me and My Relationships
British Value - Rule of Law

LEAPS:

- Demonstrate a collaborative approach to a task;
- Suggest and demonstrate positive strategies for negotiating and compromising within a collaborative task.
- Recognise some of the challenges that arise from friendships.
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
- Recognise peer influence and pressure.
- Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.
- Recognise and empathise with patterns of behaviour in peer-group dynamics.
- Recognise basic emotional needs and understand that they change according to circumstance.
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- Describe the consequences of reacting to others in a positive or negative way.
- Suggest ways that people can respond more positively to others.
- Describe ways in which people show their commitment to each other.
- Know the ages at which a person can marry, depending on whether their parents agree.
- Understand that everyone has the right to be free to choose who and whether to marry.
- Recognise that some types of physical contact can produce strong negative feelings.
- Know that some inappropriate touch is also illegal.
- Identify strategies for keeping personal information safe online.
- Describe safe and respectful behaviours when using communication technology.

Core Knowledge

Negotiation and compromise are effective ways of dealing with conflict. Negotiation is a discussion aimed at reaching an agreement and a compromise is a settlement of a dispute that is reached by each side making concessions.

There are many ways in which people can enter into a commitment together. Everyone has the right to be free to choose who and whether to marry. The legal minimum age to enter into a marriage in England is sixteen years, although this requires consent of parents and guardians.

Some types of physical contact can produce strong negative feelings. Some inappropriate touch is also illegal.

Subject Key Vocabulary

Co-operation, Teamwork, Collaborative, Negotiation, Compromise, Strategies, Respect, Relationship, Strategies, Consequences, Diversity, Marriage

Subject/Conceptual knowledge/skills:

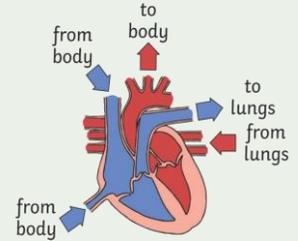
Science: The Circulatory System

LEAPS:

- I can identify and name the main parts of the human circulatory system.
- I can describe the functions of the heart, blood vessels and blood.
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- I can describe the ways in which nutrients and water are transported within animals, including humans.
- I can explore questions that I ask about the circulatory system.
- I can explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Core Knowledge

The heart pumps blood to the lungs to get oxygen. It then pumps this oxygenated blood around the body.



Mammals have hearts with four chambers. The blood that has come from the body is deoxygenated, and the blood that has come from the lungs is oxygenated again. The blood isn't actually red and blue: we just show it like that on a diagram.

Veins carry deoxygenated blood toward the heart. Arteries carry oxygenated blood away from the heart.

Capillaries are the smallest blood vessels in the body and it is here that the exchange of water, nutrients, oxygen and carbon dioxide takes place

Subject Key Vocabulary

Heart, Blood, Blood vessels, Oxygen, Nutrients, Carbon dioxide, Lungs, Oxygenated blood, Deoxygenated blood, Capillaries, Arteries, Veins

Subject/Conceptual knowledge/skills:

Music: Leonard Bernstein - 'Mambo' from Symphonic dances from 'West Side Story'.

LEAPS:

- I can perform pieces from musical notation and from memory.
- I can hold my own part in an instrumental ensemble.
- I can show awareness of blending and balancing with other performers.
- I can work out how to play simple musical phrases by ear.

Core Knowledge

This music is inspired by Central American (Latin) rhythms.

Pulse is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM).

Rhythm is the pattern of long and short sounds as you move through the song

Subject Key Vocabulary

Glissando, Jam, Pitched percussion, Pulse, Unpitched percussion, Ostinatos, Latin, Perform, Ensemble

Subject/Conceptual knowledge/skills:

RE: Islam: Beliefs and Practices

- Personal Resonance and Reflection
- Knowledge and Understanding
- Evaluation and Critical Thinking

LEAPS:

- I can show an understanding of why people show commitment in different ways.
- I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.
- I can think of some ways of showing commitment to God that would be better than others for Muslims.

Core Knowledge

What is the best way for a Muslim to show commitment to God?

This enquiry considers the 5 pillars which are central to Muslim life and Worship.

The five pillars are

1. The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet'
2. Salat - prayer, 5 times a day
3. Zakat - Giving 2.5% annual savings to charity
4. Fasting - sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours
5. Hajj - Pilgrimage to Makkah in Saudi Arabia once in a lifetime

Subject Key Vocabulary

- Allah, Commitment, Pillars, Shahadah, Salat, Zakat, Fasting, Hajj, Ramadan, Qur'an

Subject/Conceptual knowledge/skills:

Computing: ISafe

LEAPS:

- I can understand online security and protecting personal information using passwords, lock screens and two step verification.
- I can customise privacy settings for online services.
- Recognise that seeking help from one another is a sign of strength.
- I have developed an awareness of relevant e-safety issues such as cyber bullying, sexting, grooming, peer pressure, harassment and radicalisation.
- I understand my role in keeping myself and my peers safe (reporting)

Core Knowledge

It is imperative that we use technology respectfully and responsibly. We should never share personal information, such as full name, date of birth or our address online. Privacy settings can help to keep your personal information safe.

The key aspects of a strong password are length (the longer the better); a mix of letters (upper and lower case), numbers, and symbols and no ties to personal information.

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. Some cyberbullying crosses the line into unlawful or criminal behaviour

Subject Key Vocabulary

Cyber-safe, digital footprint, security, protection, password, privacy, verification, personal information, reliable, cyber-bullying, strong password, privacy settings

Subject/Conceptual knowledge/skills:

Art: Paul Klee

LEAPS:

- I can systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches.

Core Knowledge

Paul Klee was a Swiss-German artist. He was one of the most famous painters of the 20th century.

His work was influenced by Expressionism, Cubism, and Surrealism. He was also interested in theory of colour.

Subject Key Vocabulary

Primary, secondary and tertiary colours: hue, tint, tone, shade and mood. cubism, surrealism

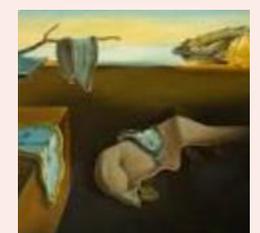
Expressionism



Cubism



Surrealism



Subject/Conceptual knowledge/skills:

PE: Tag Rugby and OAA (Orienteering)

LEAPS:

Tag Rugby

I can confidently vary skills, actions and ideas and link these in ways that suit a range of games.

I can confidently demonstrate a range of ball skills and can link these together effectively *e.g. dribbling, bouncing, kicking etc.*

I can keep possession of a ball during games situations.

I can consistently apply and demonstrate co-ordination, control and fluency skills.

I can take part in a range of invasion/competitive games with a strong understanding of tactics and composition (*KS2 games overview doc.*).

I can confidently apply my knowledge and skills to create my own game.

I can modify competitive games.

I understand and can demonstrate how different resources can be used to differentiate a game.

I can apply knowledge of skills for attacking and defending effectively.

I can run, jump, throw and catch in isolation and combination.

I can refine and adapt skills into technique.

OAA:

I can confidently think a range of activities through, and problem solve using general knowledge.

I can apply the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map

I can accurately organise and plan an event using map reading skills

I can confidently apply basic map reading skills to navigate in pairs to and from orienteering controls (orienteering signs)

I can use the key to recognise the relevant symbols and features on the school orienteering map

I can set up an orienteering course using the school orienteering map

I can work in relay teams, planning and communicating tactics and techniques to win a relay STAR event

I can tactically plan a strategy to travel around the orienteering course as quickly as possible

I can confidently use reflection and understanding to provide feedback and opinions when discussing and working with different partners and groups.

I can confidently demonstrate and provide feedback on how to stay safe in a range of environments.

Core Knowledge

Tag rugby is a fast-moving, non-contact invasion game. The tag belt is a belt worn around the waist to which two tags are attached by Velcro. One tag hangs down each side. A tag is the removal of one tags from the ball carrier's belt. The object of the game is to score a try by placing the ball with downward pressure behind the opponents' goal line. The ball can be passed only sideways or backwards through air.

OAA:

Map reading, orienteering techniques, teamwork, tactical thinking and fitness will be used to accomplish challenging Outdoor Adventurous Activities.

Legend [key]

 Earth bank, steep slope	 Watercourse, stream
 Boulder	 Open land
 Stony ground	 Open land with scattered trees
 Sandy ground	 Open land with scattered bushes



Subject Key Vocabulary

- Tactic, Technique, Cooperative physical activities, Core movement, Strategy, Effectiveness, Attacking, Defending, Control
- Orienteering, Compass, Navigate, Control point, Location

Subject/Conceptual knowledge/skills:

French: At School

LEAPS:

• I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).

• I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.

• I can read aloud with expression.

• I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats

• I can write longer sentences and short paragraphs from memory or using supported materials

• I can use verbs in the correct form.

• I can identify and correctly use adjectives.

• I understand the concept of gender.

• I am able to identify and correctly use adjectives.

Core Knowledge

• Repeat and recognise the vocabulary for school subjects.

• Say what subjects they like and dislike at school.

• Tell the time in French.

• Create a French timetable for school.

• Use the verb aller in French to say what time they go to school.

Subject Key Vocabulary

Le français = French

Le dessin = art

Le sport = P.E.

La musique = music

La géographie = geography

L'anglais = English L'informatique =

ICT L'histoire = history

Les maths = maths

Les sciences = science

Oui, j'aime... = Yes, I like...

Oui, j'adore... = Yes, I love...

Non, je n'aime pas... = No, I do not like...

Non, je déteste... = No, I hate...