

Mill Lane C.P. School

Years 5 & 6

Autumn Term 2022

Crime and Punishment Through the Ages



Curriculum Planning: Class 5 & 6

Rationale for Topic Teaching at Mill Lane

At Mill Lane School, we strongly believe in teaching through a thematic approach. Through carefully selected and thoughtfully planned topics, children will access the curriculum in memorable, relevant and exciting ways. Learning will be stimulating and engaging for all children and we will strive to achieve the highest outcomes.

We believe that the education of children must focus on the needs of the individual learner. In the foundation stage, each child enters the school with different skills, knowledge, interests and experiences. It is therefore vital to find each child's starting point and the ways in which their interests can be ignited and nurtured. Young children work best from first-hand experiences, where they can use their senses to explore the world around them and then interpret it in many different ways. The ideas and interests of the children should influence planning at all stages.

In Key Stages 1 and 2, we aim to build on the skills, knowledge and experiences that the children have developed in their early years education. We continue to work from first-hand experiences, reinforcing the familiar, meaningful world of the child and increasingly moving to the less-familiar and new, through the introduction of objects and ideas as stimuli and through visits to places of interest.

I hear and I forget,

I see and I remember,

I do and I understand.

At Mill Lane, we want our learners to be engaged in everything they do. Through a cooperative approach to learning, we aim for all children to become well-rounded and passionate learners by participating in a wide variety of teaching and learning approaches.

All children will be encouraged to:

- **Collaborate** – through working together using cooperative learning strategies.
- **Observe** – through questioning, drawing, painting, discussion and handling evidence.
- **Record** – through writing, drawing, painting, photography, construction, music and movement.
- **Hypothesise** – through predicting, estimating, assessing and discussion.
- **Test** – through planning and carrying out investigations.
- **Conclude** – through decision making, assessing and discussion.

We are dedicated to using innovative approaches, moving away from the traditionally accepted 'norm.' Recording in exercise books, which are then marked, is only one way in which the children's learning will be evidenced. Throughout the school, each child will now have their own 'learning journey' book, which will be used as another way to record each child's experiences and achievements. Here photographs, examples of work, anecdotes and other evidence will be collated to present a picture of the 'whole' child.

Flexible Timetables

We do not believe that enriched and meaningful learning can take place in isolation, nor in set 'boxes' of time within a timetable. All classes are therefore encouraged to work within a flexible timetable, where learning is more fluid. The duration of time spent on many learning activities will largely be determined by the children themselves. Where it is beneficial, learning may be covered in 'blocks,' whereby a period of days may be dedicated to a particular subject area.

Teaching and Reinforcement of Key Skills

Within the flexible nature of teaching timetables, it is vital that key skills coverage is allotted on a daily basis, where the following areas are taught and reinforced:

- Reading (reading group sessions to happen on a daily basis)
- Spelling, punctuation and grammar
- Handwriting
- Learning and applying target multiplication tables

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Years 5 and 6 during the Autumn Term

Years 5 and 6 will spend terms 1 and 2 with a largely historical focus as we look at the differences in Crimes and Punishments throughout poignant periods of our history. They will start with one Ancient Civilization (Y5: Egyptians, Y6: Greeks) to build upon previous year group's learning. They will then progress chronologically through the Romans, Tudors, Victorians and Modern day. They will research and discuss influential people during these periods.

We will begin the topic by posing the following enquiry questions:

- What are the main differences for Crime and Punishment in the UK throughout the ages?
- Which time would you rather live in, considering their punishments for different crimes?
- What technology do you think the Modern Day Police force use? Can you think of any technology they could add to their tool belt?

We hope that the children will then generate further questions for investigation throughout the topic.

Questions generated by the children:

First Hand Experiences

“You never really understand a person until you consider things from his point of view... Until you climb inside his skin and walk around in it.” Harper Lee

In order that the children have the best possible insights into life in to historical crime, we aim to recreate some specific experiences to spark the imagination of the children. These will form the basis of much of the work produced during the term. The following will form the basis of the topic:

- Oxford Prison & Castle
- Court Room Visit
- PSO officer in to talk to children about use of specialist equipment and weapons