

Crime and Punishment

History

Year 5/6

Lesson 4 of 7

Learning Objective		Resources
To explore crime and punishment in the medieval and Tudor periods.		Slides Worksheet 4A/4B/4C Information Sheet A/B Character Cards (FSD? activity only)
Teaching Input		
<ul style="list-style-type: none"> Show children the timeline and explain that today we will be covering crime and punishment from 1066 to 1603. The Normans invaded in 1066 and brought a new system of laws with them. Although the Normans had originally been Vikings, they had settled down and taken on the laws of the French people around them. People didn't pay compensation for crimes any more, though people were still outlawed. Now people were often fined or mutilated for crimes. The lord of the manor would be a judge at regular courts and many trials would have juries too. Go through the information about forest law, church courts and the need for new systems by the end of the medieval period. Go through the information about the Tudor period and how there were specific crimes that now needed to be dealt with because of the changes in religion. What do you think of the justice system for the medieval and Tudor periods? How has it changed since Anglo-Saxon and Viking times? Discuss ideas as a class. 		
Main Activity		
<u>Lower ability:</u> Using Information Sheet A, children to fill in the blanks in worksheet 4A.	<u>Middle ability:</u> Using Information Sheet B, children to sort statements on worksheet 4B into two boxes: one for the start of the medieval period and one for the Tudor period.	<u>Higher ability:</u> Using Information Sheet B, books and the internet, children to write a paragraph explaining how crime and punishment had changed from the Norman period to the Tudor period, and what had stayed the same.
Fancy something different...?		
<ul style="list-style-type: none"> Hot-seat a poor person from the Norman period living in a newly created royal forest and then a poor person in the Tudor period who was being looked after by monks but is now on the streets after the monastery was shut down. Using the Character Cards, ask two children to take these roles and the rest of the class to interview them to find out how they feel. Then hot-seat two other children as rich people from the same periods and find out what they think of the complaints of the poor people. Encourage them to have a conversation if you want! 		
Plenary	Assessment Questions	
What do you think it would have been like to have been a poor person in the medieval or Tudor periods? Were they more at risk of being accused of being a criminal and punished? Was there any way they could protect themselves?	<ul style="list-style-type: none"> Can children describe how criminals were caught in the medieval and Tudor periods? Can children explain the three main types of courts in the medieval and Tudor periods? Do children know what the punishments for theft, treason, murder and heresy were? 	