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**Rationale:** Although the Victorians firmly believed in punishing criminals, they faced a problem: What should the punishment be? One attempt to stop the growth of crime had been through making punishments severe (hanging or transportation.) However many people had become more and more angry at the number of people hung for petty crime. We are going to be looking at if the punishment fit the crime. What punishments were given and why? Were crimes treated the same way? Your child will learn about the changes towards punishments that took place in the Victorian era, how laws and punishments were enforced and learn how to present evidence and arguments in a fun and engaging way through a court case, drama and a real-life crime scene.

**Pick a Pocket or Two**

**Woodpeckers-Year 6**

**Start Date:** Tuesday 12th November 2019

**End Date:** Friday 29th November 2019

**Subject 2:** English

**Subject 1:** History

**How you can help at home:**

* Help with weekly spellings given out
* Please support your child with their take Home task
* Discuss the learning your children is doing in class
* Continue to support your child with their weekly maths and English homework
* Listen to your child read regularly at home-The Reading Challenge is now on.

**Take home task:** As a link to the work the children will be doing in class, the children will be asked to create a newspaper article on Victorian crime and punishment. They could report on a real-life crime that took place or make one up based on the knowledge they have gained. The children will use the 6 w’s (who, what, when, where, why and ho**w**) and think about the layout of the newspaper article. This is due in on Friday 29th November.

**Values: Perseverance-**The children will be working on the school value of perseverance during this experience.

**Hook:** The children will enter the classroom to find a ‘crime’ has been committed. They will need to look for clues and examine the evidence. There will be a visit from a police detective, who will talk about changes that have taken place in policing and the children will be given the opportunity to present their arguments on the Victorian crime that took place in the classroom, explaining and justifying their reasoning.

**Outcome:** The children will present what they have learned to historians from the Historical society, explaining and justifying the validity of resources used and how helpful they are in understanding life and especially crime and punishment in the Victorian era.

**Link to spiritual, moral and cultural development:** Enjoy learning about the world, use imagination and creativity, reflect.

**Link to British Values:** Mutual respect-When working together and individually, presenting arguments justifying points, to able children to distinguish right from wrong and to respect the civil and criminal law of England.

**ICT:** The children will use the iPads to research different types of Victorian crimes and punishments. The children will also watch video clips of real life Victorian crimes. The children will also produce a class documentary and vlog throughout this learning experience.

**Discrete Teaching Programmes:**

**PE-**The children will be learning and improving on their team building skills with coach James

**Maths-** The children will focus on solving multi-step word problems in context. The children will also focus on finding percentages of amounts.

**RE-** The children will be learning ideas about God

**Success criteria:**

* I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* When writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
* In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* I can participate in discussions, presentations, performances, role play, improvisations and debates
* I can consider and evaluate different viewpoints, attending to and building on the contributions of others
* I can articulate and justify answers, arguments and opinions

**How we evaluate:**

Can the children understand, describe and explain Victorian crime and punishments?

Can the children present arguments and justify their opinions?

Can the children explain and justify right from wrong in relation to Victorian crime and punishments, giving evidence?

**Additional experience information:**

The children will play an active role in a Victorian court case linked to the story Oliver Twist, which they will be reading in class.

The children will have become detectives to solve a Victorian crime, based on the clues left in the classroom.

The children will carry out a practical investigation on blood spatter.

The children will have a visit from a community police officer who will discuss crime and punishment.

**Link to Rights Respecting:** The following rights (or lack thereof) will be looked at through the story Oliver Twist.

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 11 You have the right to be protected from kidnapping. Article 12 You have the right to give your opinion, and for adults to listen and take it seriously. Article 19 You have the right to be protected from being hurt and mistreated, in body or mind. Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment. Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. Article 28 You have the right to a good quality education. Article 31 You have the right to play and rest Article 37 No one is allowed to punish you in a cruel or harmful way.