

Crime and Punishment

History

Year 5/6

Lesson 6 of 7

Learning Objective	Resources
To explore crime and punishment in the Victorian period.	<p>Slides</p> <p>Worksheet 6A/6B/6C/6D</p> <p>'Oliver Twist' extract</p> <p>Transportation Story sheets</p> <p>Question Cards (FSD? activity only)</p>

Teaching Input

- Do you know when the Victorian era was? Children to share ideas, then show them the timeline on the slides. Explain that this was a period when the population was growing fast and Britain had a huge overseas empire.
- Go through the slides explaining why smugglers, traitors and highwaymen became less common and what new crimes became common due to changes in society (e.g. child safety laws, railways, etc.).
- Explain that one of the biggest changes was the creation of the police force. This started in 1749 with the Bow Street Runners but then in 1829 the Metropolitan Police Act was passed.
- There were lots of changes in punishments during this time. Go through the information on the slides, including details of how transportation changed from being to America to Australia, and how prisons, workhouses and reform schools were set up.
- What do you think of crime and punishment in the Victorian period? How is it different or similar to crime and punishment today? Children to discuss ideas.

Main Activity

Lower ability:	Middle ability:	Higher ability:
Read the extract from 'Oliver Twist' as a group. Provide children with worksheet 6A. Children to go through the questions one at a time and discuss altogether.	Children to read the extract from 'Oliver Twist', then write a diary entry about life as a child criminal on worksheet 6B.	Provide children with the Transportation Story sheets. Give children some time to read through them, then challenge them to write their own story about a criminal who is sentenced to transportation to Australia but who attempts an escape. Children to plan their story on worksheet 6C, then write out independently.

Fancy something different...?

- Before the lesson, stick up the Question Cards around the classroom. Provide children with a copy of worksheet 6D. Children to walk around the classroom, looking for the questions. Children to answer as many of the questions as they can on their worksheet.
- When children have answered as many questions as they can, give them some time to discuss any answers they didn't know with other people and to find out the answers using various sources of information.

Plenary	Assessment Questions
Why do you think many Victorians were against having a police force? What do you think our society would be like if we didn't have police? Children to discuss their ideas.	<ul style="list-style-type: none"> • Do children know which types of crimes became less common in this period and why? • Can children describe changes in the way crime was detected? • Can children explain the major changes in the way crimes were punished?