

A Victorian Scandal: Prisons, Punishment and Poverty!

Rationale: Children will study the theme of Crime and Punishment, considering how crimes, law and order has changed in the UK. The text Street Child introduces Victorian England and the particular problems faced by the poor who were often labelled criminals. The book also features Thomas Barnardo, a reformer who established children’s homes; we will study his work alongside that of Elizabeth Fry who campaigned for better conditions for prisoners.

Previous Learning:

History

When KS1 studied Guy Fawkes, they were introduced to the idea of King and Parliament as well as the crime of treason and associated punishments.

Year 3 / 4 learnt about crime and punishment in Anglo Saxon times and we will embellish this with more detail.

RE

In KS1 pupils explored why we should care for others and the world. When they studied India, they learnt about Hinduism and Rama and Sita.

Year 3 / 4 learn about the idea of life being a journey and milestones along the way.

Hook:

An activity based on National Archive historical sources – meet Joseph Lewis and John Greening – what punishments would you give them? How does your response compare to the Victorian response?

Outcome:

Narratives from different characters’ perspectives;
A persuasive speech or letter;
Knowledge about Crime and Punishment and the way it has changed over time;
Writing about history.

CLA (Core Learning Area)

History

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:

- What do we mean by crime and punishment and what have been some of its main features over time?
- Over time, what have been some of the main changes to the types of crime committed?
- How and why have punishments changed over time?

Skills and concepts:

1. Chronological knowledge and understanding: similarity and difference; change and continuity, for example understanding that the idea of crime and punishment still exists today but the way we ‘punish’ law-breakers is very different; reasoning about why situations and attitudes change
2. Historical terms, enquiry and analysis: using and understanding terms such as ‘primary source’; understanding that different versions of the past exist; devising historically valid questions; constructing informed responses by selecting from a range of sources
3. Understanding the significance of events and people such as Elizabeth Fry and Dr Barnardo; understand that different versions of the past

- How have crimes been investigated over time?
 - How have our views about crime changed over time?
- may exist and that these may be influenced by religious beliefs

RE

What do Religions Say to us When Life Gets Hard?

We will explore possible answers to the questions:

Is death the end? Does it matter?

Why is there suffering? Are there any solutions?

We will focus on Christian, Hindu and Non-religious beliefs including salvation, heaven and reincarnation.

In this context we will also consider how the faith of **Elizabeth Fry and Thomas Barnardo** influenced them to work for the poor and disadvantaged.

Literacy

Reading: Street Child by Berlie Doherty

This will be our class Guided Reading text; we will follow Jim as he experiences the cruelty and challenge of growing up poor in Victorian England. Berlie Doherty creates powerful and memorable characters and often uses imagery, symbolism and pathetic fallacy (giving human feelings to something non-human) to create ominous moments and settings; we will study these and use the same techniques in our own writing.

Writing

Using Street Child as inspiration, we will write our own narratives from different characters' perspectives. We will use the Write Stuff approach, planning our writing with Chottings (a mixture of jottings and chat) linked to the Writing Rainbow Lenses.

Speaking and Listening

Pupils develop their wider skills in spoken language through public speaking, performance and debate imagining they are Elizabeth Fry or Thomas Barnardo arguing for prison reform or changes in attitudes to the poor in a formal setting such as Parliament.

Learning Value Focus

Value: diversity, faith, tolerance, empathy, questioning, wondering

Skill: reflection, debate, chronological understanding, analysis and persuasion

How Long?

4 weeks

When?

Term 3 Weeks 1 - 4

4.1.22 – 28.1.22

Continuous Learning:

SPAG, Maths, Music, PSHE, French, PE

<p>Visit: Later in the year, we will visit Carisbrooke Castle on the Isle of Wight and learn about the royal prisoner Charles I.</p>	<p>Visitor: Parent who is a police officer</p>
<p>Parental Involvement: If any of the parents are police officers, they could come in and talk about crime and punishment today. Visit The Tower of London, the Victoria and Albert Museum or the Houses of Parliament. Visit The Clink Prison Museum (London) Visit Victorian properties open to the public.</p> <p><u>Reading:</u> Young Sherlock, Murder Most Unladylike, MG Leonard and Sam Sedgman’s train series and other crime / mystery series written for children. Historical fiction e.g. the My Story series The Horrible Histories series by Terry Deary</p> <p>Watch some children’s films set in the Victorian period e.g. A Christmas Carol, Oliver Twist. The Secret Garden. Watch Horrible Histories</p> <p><u>The Knowledge Organiser</u> Use this to quiz your child at home. We have outlined key learning and new vocabulary. Help your child to make links to previous learning and to what is in the news today. E.g. Gandhi was concerned about poverty and treating people fairly – how is this also relevant to our study of Victorian attitudes to child criminals? In History there are key ideas we return to many times; an example would be monarchy and government – this can be an interesting discussion at home. E.g. What is a monarchy? How is our monarchy today different from previous monarchies? How has the role of the King or Queen changed over time? Who makes the laws about crime and punishment today? Has this always been the case?</p>	