

Crime and Punishment - Summer 2 - Year 4

Solo Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Pre-structural (No real understanding of the topic - fails to grasp concepts)	Uni-structural (Able to identify intended learning and follow simple instructions - but limited knowledge)	Multi-structural (Can perform and combine simple skills but not independent in using strategies for learning)	Relational (With limited support: able to analyse/apply/compare and contrast/explain and justify information gathered)	Extended Abstract (Fully independent in making connections between facts learned and able to reflect and draw conclusions)
Key Learning	With help, I can find out some of the basic facts about the crime and punishment	I can use books (or materials) provided for me to discover facts about crime and punishment	I know different ways of carrying out research and can sometimes do this without help.	I know how to analyse my findings about crime and punishment and draw conclusions from them.	
Attainment:					
What is prison and why is it a punishment used in our country? (Diary entry writing)	I know what a prison is.	I understand what a prison is and what it is used for.	I know what a prison is and why it is used as a punishment. I know what the daily routine for a prisoner might be like.	I know what a prison is and why it is used as a punishment. I know what the daily routine for a prisoner might be like and can begin to understand what thoughts and feelings a prisoner might have.	
How and why did the police force begin?	I know how the police force started and who it was started by.	I know how the police force started, who it was started by and why and what happened.	I know how the police force started, who it was started by and why and what happened. I can suggest some reasons as to why it might have been slow to start.	I know how the police force started, who it was started by and why and what happened. I can suggest some reasons as to why it might have been slow to start and I can suggest what life	

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				might be life if the police force had not been started..	
Which punishments were used during the Victorian era?	<i>I can name a punishment used by the Victorians.</i>	<i>I can name some punishments used by the Victorians</i>	<i>Children can name punishments used in Victorian times and some that had begun to die out due to social changes.</i>	<i>Children can name punishments used in Victorian times and explain what crimes they were used for. They can also name some that were discontinued due to social change.</i>	
What was the crime and punishment of witchcraft?	<i>I can tell you what witchcraft is.</i>	<i>I can tell you what witchcraft was and some things that were mean to prove what a witch was.</i>	<i>Children can think of some reasons why witchcraft was considered a crime and give some examples of what was considered to show witchcraft.</i>	<i>Children can think of some reasons why witchcraft was considered a crime and explain their choices.</i>	
What is meant by 'torture' and how it was used in medieval times?	<i>I know what is meant by torture</i>	<i>I know what is meant by torture and why it was used in mediaeval times</i>	<i>I know what is meant by torture and why it was used in mediaeval times I can research a given torture method and show some understanding.</i>	<i>I know what is meant by torture and why it was used in mediaeval times I can research a given torture method and show a clear understanding.</i>	
How was the Tower of London used to carry out punishments?	<i>I can name the Tower of London was a place that was used to carry out punishments. I</i>	<i>I understand that the Tower of London was a place that was used for carrying</i>	<i>I understand how the Tower of London was used to carry out punishments.</i>	<i>I understand how the Tower of London was used to carry out punishments. Children to place events</i>	

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	can place a few events in chronological order.	out punishments. I can place some events in chronological order.	Children to place events chronologically onto a timeline.	chronologically on a timeline.	
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