

Crime and punishment

How has crime and punishment changed over time in Britain?

Lesson 3: What was crime and punishment like in the Anglo-Saxon period?



www.grammarsaurus.co.uk

Historical skills



Aethelflaed

Key historical skills



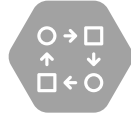
Chronology



Evidence and interpretation ✓



Similarity and difference



Cause and consequence



Change and continuity



Historical significance

Supporting enquiry skills



Understanding timelines



Studying evidence ✓



Sifting arguments



Developing perspective and judgement



Thinking critically



Asking and answering questions



How has crime and punishment changed over time in Britain?

Lesson 1: Word detective - prerequisite vocabulary learning

Lesson 2: What was crime and punishment like in Roman Britain?

Lesson 3: What was crime and punishment like in the Anglo-Saxon period?

Lesson 4: Why was 1215 a significant year for crime and punishment in the history of England?

Lesson 5: What was crime and punishment like in the Tudor period?

Lesson 6: What was crime and punishment like in the Stuart period?

Lesson 7: What was crime and punishment like in Georgian Britain?

Lesson 8: What was crime and punishment like in the Victorian era?

Lesson 9: How did the police force develop through the 20th century?



St Cuthbert



St Gildas the Wise



Key vocabulary for this lesson



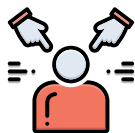
witness

– someone who saw or knows something important about a problem



victim

– someone who has been hurt, harmed, or had something bad happen



accuse

– to say that someone did something wrong or broke a rule



court

– a place where people solve problems and make sure everyone follows the rules



evidence

– information to show something is right or wrong



innocent

– a person who didn't do anything wrong



Evidence and interpretation

Hi! My name is **Rolland**, and I'm a **historian**. I study the past to understand what happened.

Evidence is anything we see, hear, read, or experience that helps us know something is true or happened. For example, a picture or a photo can be evidence.

Interpretation is how we explain the evidence and figure out what it means. So, evidence shows us what happened and interpretation helps us understand it. For example, here are some coins from Anglo-Saxon times. I can interpret that the Anglo-Saxon people used money to buy things like we do today.



Let's watch



Civilisation



Monarchy

Let's watch this video about crime and punishment in Anglo-Saxon times.



<https://www.youtube.com/watch?v=uS1n9-czDDY>

Note!
Watch until 03:58!



www.grammarsaurus.co.uk

Let's discuss



Imagine there was no police force. Discuss the following questions with your learning partner.

**You are now 12 years old. Would you be comfortable chasing the criminal?
Would you rather be fined or take a risk to make sure everyone else was safe?**

Be ready to share your feedback with the class.

Use the following sentence starters to help you.

“I would/would not be comfortable chasing the criminal because...”

“I would rather... because...”



Trial



The word **trial** comes from **Old French**. It originally meant “**a test to see if you are innocent or guilty**”.

We still use this word today when an **accused person goes to court**. This is a meeting where it is decided whether someone has broken the **law** or not.



Let's watch



Civilisation



Monarchy

Let's watch this video about crime and punishment in Anglo-Saxon times.



<https://www.youtube.com/watch?v=uS1n9-czDDY>

Note!

Watch from 03:58-06:37!



www.grammarsaurus.co.uk

Let's discuss



Remember if the jury couldn't agree, the people believed God should make the final choice. With this in mind, discuss the following question with your learning partner.

Do you think it's fair that God and the Church decide if someone has done something wrong?

Be ready to **share your feedback** with the class.

Use the following sentence starters to help you.

"I think it is fair/unfair because..."

"One reason is that..."

"Another idea could be..."



Evidence and interpretation



Evidence and
interpretation



Studying
evidence

In the video, you saw images of the Trials by Ordeal. These are primary sources, which means they come from the time. This is evidence of what happened. We can **look at the pictures and interpret what we are looking at.**



Let's discuss



Evidence and
interpretation



Studying
evidence

Let's look at this image and discuss the following questions as a class.

What can you see (evidence)?

What does this tell us about crime and punishment in the Anglo-Saxon period (interpretation)?

Be ready to **share your feedback** with the class.

Use the following sentence starters to help you.

"I can see..."

"This tells us that in the Anglo-Saxon period..."



Activity



Study the evidence on your activity worksheet and **write down** what it tells us about crime and punishment in the **Anglo-Saxon period**.



Evidence and
interpretation



Studying
evidence

What was crime and punishment like in the Anglo-Saxon period?

Key historical skill: Evidence and interpretation

Using your historical knowledge, describe what you can see in the Anglo-Saxon sources below and what it tells us about crime and punishment in the Anglo-Saxon period.



What can you see?

What does this tell us?



What can you see?

What does this tell us?



What can you see?

What does this tell us?



What can you see?

What does this tell us?

www.grammarsaurus.co.uk

What was crime and punishment like in the Anglo-Saxon period?

Key historical skill: Evidence and interpretation

Using your historical knowledge, describe what the Anglo-Saxon sources below show. What is happening in them? What does this tell us about crime and punishment in the Anglo-Saxon period?









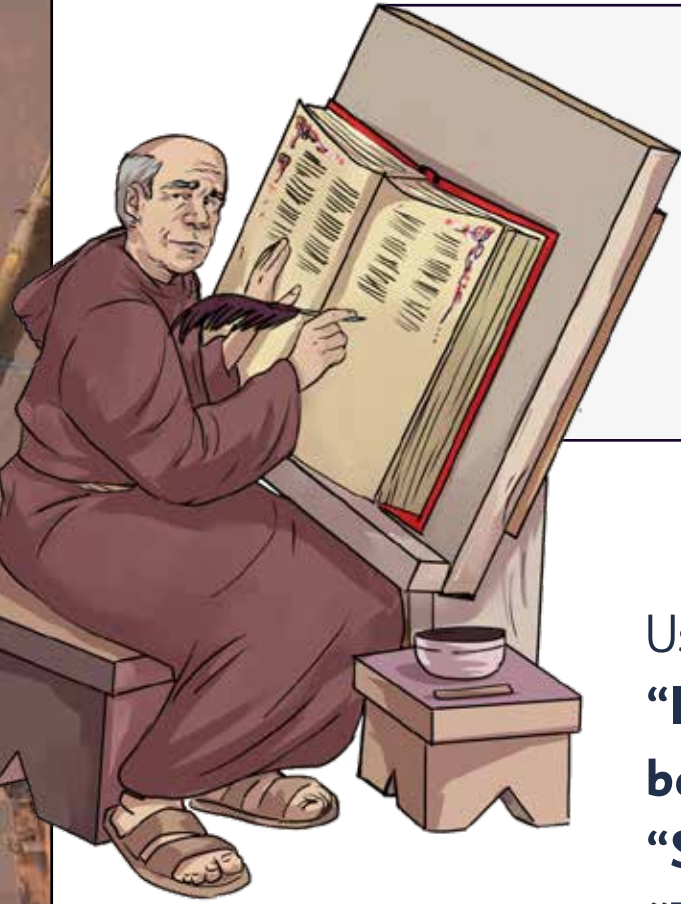
www.grammarsaurus.co.uk



www.grammarsaurus.co.uk

Challenge

Discuss the following question with your learning partner.



Monks like me, Gildas the Wise, **wrote about and drew pictures of events** after they happened. Can we always trust what they tell us?

Be ready to **share your feedback** with the class.

Use the following sentence starters to help you.

“I think we can/cannot fully trust what Anglo-Saxon monks wrote/drew because...”

“Something that might make their records less trustworthy is that...”

“To decide if a monk’s record is reliable, I would need to ask questions like...”

