

<b>Lesson</b>	3 of 9	<b>National Curriculum links</b>	<b>Key lesson question</b>	What was crime and punishment like in the Anglo-Saxon period?
<b>Learning objective</b>	<p>I understand and can explain what crime and punishment was like in the Anglo-Saxon period.</p>		<b>Resources</b>	
	<p><b>NC KS2:</b> <b>Children will:</b></p> <ul style="list-style-type: none"> <li>study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>		<ul style="list-style-type: none"> <li>lesson presentation (PPT)</li> <li>practical activity ideas</li> </ul>	<ul style="list-style-type: none"> <li>activity worksheet</li> </ul>

## Teaching input

- Historical skills** – Review the 'key historical skills' and 'supporting enquiry skills' the children will use in this lesson, highlighted on the slide.
- How has crime and punishment changed over time in Britain?** – This slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- Evidence and interpretation** – Introduce Rolland. Choose a child to read what Rolland says about the key historical skill, 'Evidence and interpretation'.
- Let's watch** – The children are to watch the video about crime and punishment in Anglo-Saxon times via the link on the slide. Watch until 03:58!
- Let's discuss** – The children are to imagine that there isn't a police force and discuss the questions on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class.
- Trial** – Read through the information on the slide.
- Let's watch** – The children are to watch the video about crime and punishment in Anglo-Saxon times via the link on the slide. Watch from 03:58-06:37!
- Let's discuss** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class.
- Evidence and interpretation** – Read through the information on the slide.
- Let's discuss** – The children are to study the image on the slide and discuss the questions as a class. There are sentence starters on the slide to help them. Take feedback from the class.
- Activity** – The children are to study the evidence on their activity worksheets and record what it reveals about crime and punishment in the Anglo-Saxon period.
- Challenge** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class.

<b>Main activity</b>	<b>Challenge</b>
Children are to study the sources. They should record on their worksheet what they can see and what they think this tells us about crime and punishment during the Anglo-Saxon period. A simplified worksheet with question prompts is available.	Monks like me, Gildas the Wise, wrote about and drew pictures of events after they happened. Can we always trust what they tell us?

<b>Cumulative quiz questions</b>	<b>Self-assessment</b>	<b>Key vocabulary</b>
<p>Which word describes a group of 10 people who are responsible for each other?</p> <p>Who was responsible for carrying out the Trial by Ordeal?</p> <p>To compensate the victims and their families, the criminal had to...</p>	<ul style="list-style-type: none"> <li>I can explain the importance of Anglo-Saxon communities.</li> <li>I can explain how communities helped to maintain law and order.</li> <li>I can interpret evidence.</li> </ul>	<p><b>witness</b> – someone who saw or knows something important about a problem</p> <p><b>victim</b> – someone who has been hurt, harmed or had something bad happen</p> <p><b>accuse</b> – to say that someone did something wrong or broke a rule</p> <hr/> <p><b>court</b> – a place where people solve problems and make sure everyone follows the rules</p> <p><b>evidence</b> – information to show something is right or wrong</p> <p><b>innocent</b> – a person who didn't do anything wrong</p>