



How has crime and punishment changed over time in Britain?



History – Y6 – Lesson 5

Historical Skill:

Evidence and Interpretation.

Resources

- Sources Worksheet (HA, MA, LA)
- Challenge sheets
- PPT

Teaching Input

- **How has crime and punishment changed over time in Britain?** – Go through the key questions and the historical skills used to answer those questions.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have the children heard these words before? Did they already know their meanings? You could give the children examples of the words in context.
- **Recap activity** – Children are to decide what a court would give as a punishment for the crimes displayed on the slide with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following slide.
- **King James I** – Find out who King James was and why he was obsessed with witchcraft and supported the execution of witches.
- **Stop and jot 1** – Children are to answer the questions on their stop and jot 1 activity worksheets. Take feedback from the class before the answers are revealed on the following slide.
- **Why was witchcraft seen as a crime?** – Explore how the new Christian theory of witches making pacts with the devil resulted in villages becoming fearful of any practices deemed as witchcraft, even early medicine such as herbology.
- **True or false activity** – Children are to read the statements on the slide with their learning partners, in groups or as a class and decide whether they are true or false. Take feedback from the class before the answers are revealed on the following slide.
- **The punishment for witchcraft** – Explore the different punishments used to punish women and men accused of witchcraft.
- **The witch trials** – Find out about the Pendle Witch trials and the primary source used to inform us of their proceedings.
- **Evidence and Interpretation** – Historical interpret what was happening in the trials and use this to show how innocent people were falsely accused.
- **True or false activity** – Children are to read the statements on the slide with their learning partners, in groups or as a class and decide whether they are true or false. Take feedback from the class before the answers are revealed on the following slide.
- **Activity 1** – Children are to look at the evidence against the people of the Pendle Witch Trials and answer the questions on their activity 1 worksheets – differentiated in three ways.
- **Challenge** – Children are to answer the question on their challenge worksheets.

LA:

Look at the evidence of trials and answer the questions.

MA:

Look at the evidence of trials and answer questions, explaining your reasoning.

HA:

Look at the evidence of trials and interpret what that means.

Challenge:

Why do you think people died when they were kept in custody or went to prison for a long time during the Stuart period?

Self-assessment:

I can interpret historical evidence to find out about crime and punishment in the past.

Assessment Questions:

Who was King James I?
Why were there witch trials?
What happened during the trials that made them incredibly unfair?

Key Vocabulary

custody – being held in prison before going to court
incriminate – to show involvement in a crime
pact – to make an oath/promise