

## Key Vocabulary:

**Crime** – An action that breaks the law of the land.

**Punishment** – The consequence for breaking the law of the land.

**Deterrence** – To deter or put people off criminal acts.

**Protection** – To protect society from criminals.

**Retribution** – To get revenge on a criminal by making them suffer.

**Justice** – To make things fair.

**Corporal Punishment** – To punish an offender by causing them physical pain (e.g. whipping or hitting them).

**Capital Punishment** – Punishing criminals who have committed extremely serious offences by taking their life away.

**Revenge** – The idea that criminals should get what they deserve.

**Unjust Laws** – A law that is morally wrong and which should be opposed.

**Murder** – Deliberately / intentionally taking another person's life away.

**Theft** – Stealing some else's money or property.

**Reformation** – To change a criminal into a better person.

# Topic Name: Conflict, Crime and Punishment

## Summary:

We will begin this topic in Autumn 1 and continue until Christmas. This gives us the opportunity to look at some of the major conflicts the world has seen – starting with The Ancient Greeks and The Battle of Marathon.

We will then go on to develop a chronological awareness of different periods and recognise the links between conflict, crime and punishment. We will be learning about The Romans (450BC), The Normans (1066) The Tudors and The Georgians.

We will take the opportunity to look at some of the reasons for conflict, crimes and the resultant punishments.



## Class text that we will be reading:

The Boy in the Striped Pyjamas

Bruno's friendship with Schmel will take him from innocence to revelation. And in exploring what he is unwittingly a part of, he will inevitably become subsumed by the terrible process.

**Activities:** In Maths we will develop a chronological awareness of events throughout History.

In English, we will be writing a description of a gladiatorial battle; a diary entry from the viewpoint of an immigrant from The Windrush; a monologue based on The Battle of Hastings and a chronological report about The Battle of Marathon. We will also write a descriptive piece based on our reading of Macbeth and an analysis of the famous poem, 'The Highwayman'.

**In art and DT we will be learning to:**

create a colour palette based upon colours observed in the natural or built world. We will produce art based on The Boy in the Striped Pyjamas.

Use a choice of techniques to depict movement – pictures of Roman gladiators.

Show life-like qualities and real-life proportions to produce heart sculptures.

We will be learning about the artist: Jackson Pollock.

We will be learning to combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. We will create innovative designs that improve upon existing products. We will evaluate the design of products so as to suggest improvements to the user experience – we are designing and making Tudor masks based on our study of Macbeth.

**At the end of the topic I will know:**

Different combinations of colours can be mixed to form new / lighter (tints)/ darker colours (shades). Blue mixed with red makes purple. If dark blue is added to green the shade of green will become darker. Mix blue and orange to make brown. Mix black and white to get grey. If white is added to any colour, the colour will become lighter (this is called a tint).

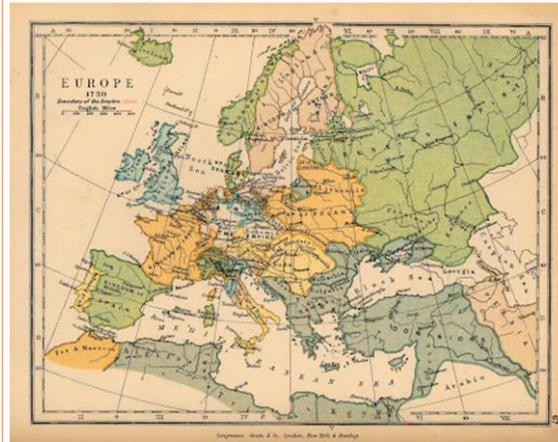
By using a combination of straight and curved lines, together with shading, I will understand how to create a gladiator in the midst of a battle, thrusting his sword towards his opponent.

Using clay, I will understand how to use modelling tools as well as smoothing and hollowing techniques to produce a human heart.

I will know Jackson Pollock was an American artist; he was known for his drip technique of pouring or splashing paint onto a horizontal surface known as abstract expressionism.

I will be able to design, make and evaluate a papier mache mask knowing the step by step procedure.

**Location:**



**In Geography we will be learning to:**

Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. We will produce maps detailing specific geographical locations of different conflicts and human migration.

**At the end of the topic I will know:**

Where the country of Greece is located (in Europe), where Athens (the capital of Greece) is located and where The Battle of Marathon took place (Marathon). The location of Persia and the Persian Empire - it encompassed the areas of modern-day Iran, Egypt, Turkey, and parts of Afghanistan and Pakistan.

Where Italy and Rome are located and the extent of the Roman Empire. The Roman Empire grew until it stretched from Portugal to Persia (today's Iran), and from Scotland to the Sahara desert.

The route of The Windrush from the Caribbean to Tilbury Docks in Britain. They will identify the Caribbean islands of Trinidad, Jamaica, Cuba, Mexico and Bermuda. They will know the location of the Atlantic Ocean and the continents of the world – North America, South America, Europe, Africa, Asia, Australia and Antarctica.

The location of The Battle of Hastings (Hastings), where the Normans came from (Normandy, France) and where the Anglo-Saxons marched from, The Battle of Stamford Bridge in Yorkshire.

### In History we will learn:

To use sources of evidence to deduce information about the past;

Select suitable sources of evidence, giving reasons for choices;

Understand that no single source of evidence gives the full answer to questions about the past;

Refine lines of enquiry as appropriate and

Describe the main changes in a period of history.

Use appropriate historical vocabulary to communicate, including:

Dates, time period, era, chronology, continuity, change, century, decade, legacy, BC / AD

- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

### At the end of the topic I will know:

The dates of Ancient Greece (800 BC – 481 BC), the Persian Empire (3400 BC - 642 AD) and the Battle of Marathon. They will know that the Battle of Marathon took place in 490BC and that it was between the Athenians and Persians. They will know about the battle formation (Phalanx) which led to the Athenian's victory and the role Pheidippides played. Also, the fact that the current day marathon is named in honour of the **defeat of the Persian army** by the Athenians at Marathon, when Pheidippides, a Greek runner, ran 26 miles to give the news to the people of Athens, but died as he did so.

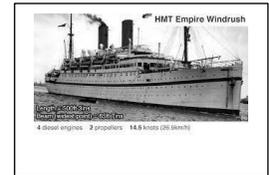
Where Italy and Rome are located and the dates of the Roman Empire (753 BC to 27 BC). They will understand that gladiators were often people who had committed crimes and that they were made to fight as gladiators as a punishment. They will know the different types of armour and weaponry carried by the gladiators, and know that some fought in the Colosseum in Rome, the remains of which still exist today.

That the Windrush, a ship, which brought people from the Caribbean (part of the British Empire) to Britain in 1948, to help rebuild and work in Britain after the end of the second world war (1945). They will know that the passengers were not always made welcome, and many were subject to racist behaviour.

The battle of Hastings, in which the Anglo-Saxon king Harold II attempted to defend his realm from the invasion forces of William, Duke of Normandy (later known as William the Conqueror), took place on **14 October 1066**. It was won by William and marked the beginning of the Norman conquest of 1066.

Macbeth is a play written by William Shakespeare in 1606. It is one of his most famous tragedies. This play is about Macbeth, who desperately wanted to become King of Scotland and he went to extraordinary lengths to achieve this. He was driven to this by Lady Macbeth and prophecies of the three witches.

'The Highwayman' by Alfred Noyes is another tragic tale about a highwayman and the inn-keeper's daughter. The King's soldiers hunt the highwayman down because of his criminal activities. Ultimately, both the highwayman and the inn-keeper's daughter are killed.



## Maths

Here are the National Curriculum objectives that we will cover this term:

I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.

I can interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

I can solve number problems and practical problems with the above.

I can solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

I can multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.

I can divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.

I can divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate.

I can solve problems involving addition, subtraction, multiplication and division.

I can identify common factors, common multiples and prime numbers.

I can use my knowledge of the order of operations to carry out calculations involving the four operations.

I can use common factors to simplify fractions and use common multiples to express fractions in the same denomination.

I can compare and order fractions, including fractions  $>1$ .

I can add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

I can multiply simple pairs of proper fractions, writing the answer in the simplest form.

I can divide proper fractions by whole numbers.

I can associate a fraction with division to calculate decimal fractions equivalents for a simple fraction.

I can identify the value of each digit to 3 decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places.

I can multiply 1-digit numbers with up to 2 decimal places by whole numbers.

I can solve problems which require answers to be rounded to specified degrees of accuracy.

I can recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

At the end of the term I will know:

That place value is the basis of our number system. I will understand the place value chart, the order of each column and how to use it:

**PLACE VALUE CHART**  
MILLIONS TO ONES

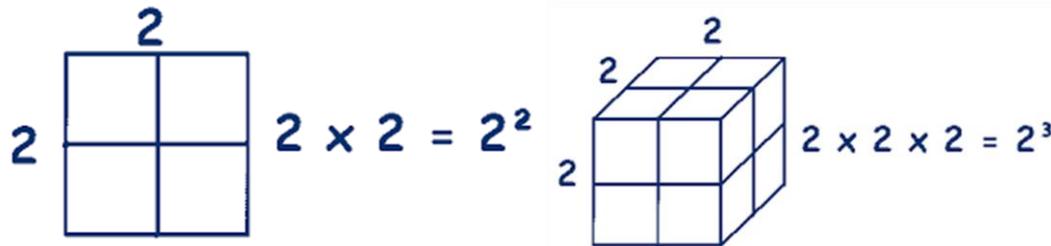
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones

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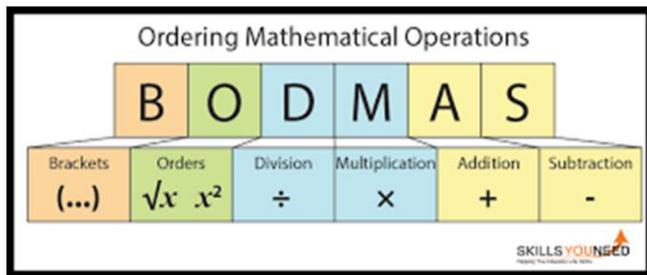
I will know how to round numbers to the nearest million. I will know to look at the column to the right of the digit you want to round to and if its value is 4 or less, I round down. If its value is 5 or more, I round up.

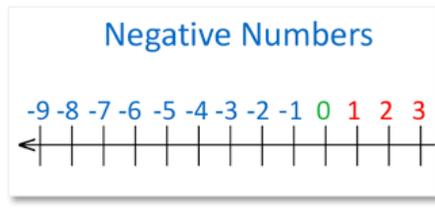
I will understand the real life use of negative numbers (temperature, sea level, lifts etc.) and that negative numbers are numbers less than zero.

I will understand factors, multiples and prime numbers as well as square and cubed numbers. I will also know square numbers make a square and cubed numbers make a cube.



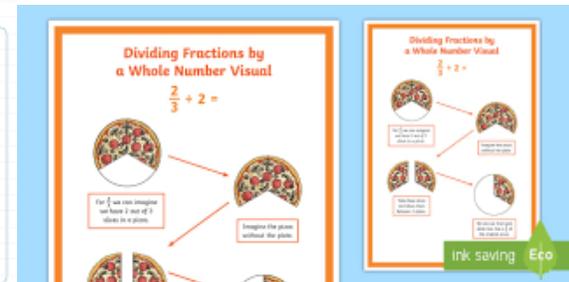
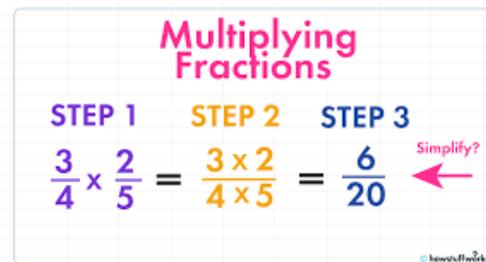
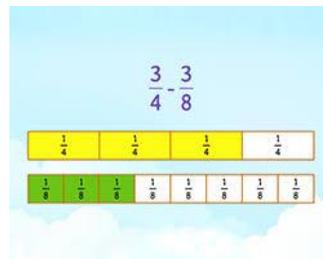
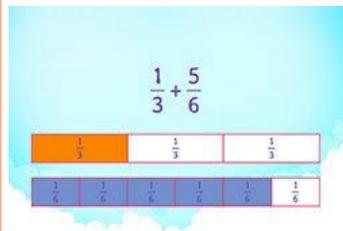
I will understand the order of operations.





I will know the formal written method of addition, subtraction, multiplication and division, including long multiplication and long division. I will be able to use different strategies to answer multi-step word problems that reflect real life.

I will know how to compare, order, add, subtract, multiply and divide fractions.



### Science:

In Science we will learn about the Circulatory System, including the heart, blood, nutrition and keeping healthy. Here are the National Curriculum objectives for this half-term:

I can identify and name the main parts of the human circulatory system.

I can describe the function of the heart, blood vessels and blood.

I can discuss the impact of diet, exercise, drugs and life style on health.

I can describe the ways in which nutrients and water are transported in animals, including humans.

### Electricity:

I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.

I can compare and give reasons for why components work and do not work in a circuit.

I can draw circuit diagrams using the correct symbols.

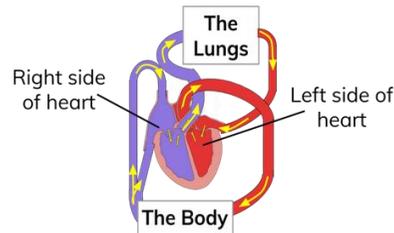
### At the end of the half-term I will know:

The human heart is the main component of the human body's circulatory system.

The heart pumps blood through the human body via blood vessels (veins, arteries, and capillaries).

The heart is in the middle compartment of the chest, between the lungs.

I will know about the double circulation of the blood, deoxygenated blood enters the right side of the heart, through the right atrium and into the right ventricle. From here, the blood is then pumped to the lungs and the blood is now oxygenated. The blood then flows back to the heart (hence double circulation) and enters the left side into the left atrium and then the left ventricle. From here, the oxygenated blood is pumped all over the body.



Arteries Carry oxygenated blood away from the heart except for the pulmonary and umbilical arteries, which carry de-oxygenated blood

Veins: Carry de-oxygenated blood toward the heart except for the pulmonary and umbilical veins which carry oxygenated blood to the heart. Veins are less muscular than arteries and are often closer to the skin. Most veins contain valves to prevent back-flow.

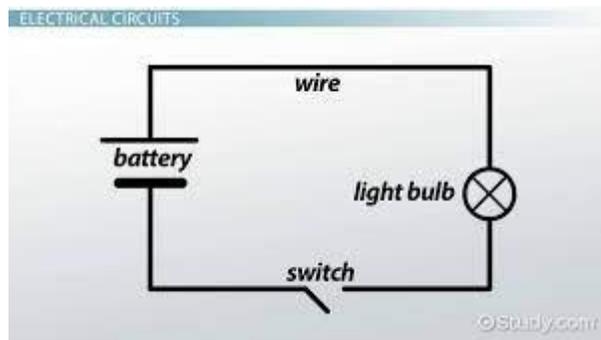
Capillaries: These are the smallest blood vessels in the body and it is here that the exchange between water, nutrients, oxygen and carbon dioxide takes place.

I will understand the adverse effects of drugs and alcohol on my body and know how to keep myself healthy with diet and exercise.

I will be able to explain how water and nutrients are absorbed in my body through osmosis and diffusion.

### Electricity:

By the end of the term I will know the history of electricity and the important roles Michael Faraday, and Thomas Edison played in its discovery. I will be able to draw a range of circuits.



PSHE:

What makes a healthy and happy relationship?

At the end of the half-term I will know:

what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

how to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

how to recognise different types of relationship, including those between acquaintances, friends, relatives and families

that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.



RE:

Buddhism – The Buddha and Living as a Buddhist

At the end of the half-term I will know:

The story of Buddha and the origins of Buddhism.

The symbols of Buddhism – the Dharma Wheel, the Buddhist Swastika and the lotus flower.

The Eightfold Path

Our life stages and how they could be linked to the Eightfold Path.

How the Noble Eightfold Path compares with the Ten Commandments.

What the Buddha image tells us about the Buddha?

Why Buddhists have shrines.

What the candles, the flowers and the incense symbolise.



Computing:

How to collaborate with others online on sites approved and moderated by teachers.

How to give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.

And be able to demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

And understand the effect of online comments and show responsibility and sensitivity when online.

And understand how simple networks are set up and used.

To understand that there are lots of different types of secret codes.

To understand the importance of having a secure password.

To understand the importance of Bletchley Park to the World War II war effort.

To understand about some of the historical figures that contributed to technological advances in computing.

To research and present information about historical figures in computing.

At the end of the half-term I will know:

How to describe issues online that give us negative feelings and know ways to get help

About the impact and consequences of sharing online

How to create a positive online reputation

How to capture bullying content as evidence

How to manage personal passwords effectively

Strategies to help me to be protected online.



I will understand that code breaking is way of understanding encrypted messages. I will know the following codes: Caesar Cipher, Pig Latin, Acrostic Code, Date Shift Cipher, Pigpen Cipher and Nth Letter Cipher.

