

The Abbey Hill CURRICULUM



HOW DO WE
ACHIEVE JUSTICE?

Achieving our dreams together





How do we achieve justice?



Key Idea:



In this topic, pupils explore how justice and punishment have evolved from ancient civilizations to modern Britain. They compare systems of law and order, from brutal ancient penalties to today's focus on rehabilitation and rights, including the impact of key figures like Dame Elizabeth Lane.

We will:



Pupils create crime puzzle with stations representing historical justice systems for parents to explore and solve including interactive clues, and historical context.

Core Text:



Stormbreaker
Anthony Horowitz



Core Knowledge



1. The Ancient World: In Ancient Egypt and the Mayan Empire, crimes like theft or betrayal were punished harshly.
2. Ancient Greece: Policing was done by citizens or public slaves called Scythian Archers.
3. The Romans: The Romans used the Cohortes Urbanae to keep order and the Vigiles for fire-fighting and night security.
4. Saxons and Vikings: Both cultures used compensation systems where criminals paid victims or their families.
5. Victorian Britain: The first modern police force was created in 1829 by Sir Robert Peel.
6. Modern Britain: Today's focus includes rehabilitation and community service.
7. E&DL Dame Elizabeth Lane: In 1965, Dame Elizabeth Lane became the first woman appointed as a High Court judge in the UK.
8. Modern Britain: Today's justice system protects the rights of the accused, with fair trials and legal representation.

Disciplinary Knowledge



Being a Historian:

Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.

Know clear narratives within and across periods studied. (including previous years in reverse-chronological order)

Know the connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

Know the connections between short-term and long-term timescales.

Know which source of evidence is most appropriate

Know that evaluating the usefulness and accuracy of a source is important.

Know that some accounts are biased and may miss out key facts.

Being a Geographer:

Know that fieldwork can be used to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.





? Lesson 1: What was crime and punishment like in Ancient Egypt and the Mayan Empire?

Section	Detail
🎯 Learning Intention	Understand how crime and punishment were handled in Ancient Egypt and the Mayan Empire. (<i>History NC</i>)
🧠 Disciplinary Knowledge	Know clear narratives within and across periods; know similarities and differences across time.
📖 Key Knowledge	The Ancient World: In Ancient Egypt and the Mayan Empire, crimes like theft or betrayal were punished harshly, sometimes by sacrifice.
📖 Activity	Pupils listen to a story of a crime committed and consider and reflect upon which justice system they wish to try the crime under, using their findings about Ancient Egypt or The Maya.
👩‍🏫 What the teacher does	Facilitates a courtroom role-play and discussion.
👦 What the pupils do	Listen carefully, discuss differences and similarities, and engage in role-play reflecting on their own opinion and response.
📷 How the lesson will be evidenced	PicCollage of the roleplay with reflection, individually, of which justice system they wish to try the defendant under and their chosen sentencing.
🔧 Adaptation	Dual Coding – Use storytelling combined with illustrations for better understanding.





? Lesson 2: How was justice done in Ancient Greece?

Section	Detail
🎯 Learning Intention	Understand Ancient Greek policing and justice through a mock trial. (<i>History NC</i>)
🧠 Disciplinary Knowledge	Know clear narratives and evaluate sources; understand different justice practices.
📖 Key Knowledge	Ancient Greece: Policing was done by citizens or public slaves called Scythian Archers.
📖 Activity	Pupils participate in a mock trial based on Ancient Greek justice. Roles include jurors, accuser, defendant, and Scythian Archers. Pupils debate the case and deliver a verdict.
👩‍🏫 What the teacher does	Introduce the Athenian jury system with a visual timeline and images of courts and Scythian Archers. Explain key features: selection by lot, jury size, role of Scythian Archers, public trial, no lawyers. Model the trial process step-by-step: plaintiff presents case, defendant responds, jurors vote. Facilitate discussion: why were large juries and Archers necessary? What does this show about trust, fairness, and social order?
👦 What the pupils do	Take on roles, debate, and deliver a verdict reflecting Ancient Greek justice.
📸 How the lesson will be evidenced	Video or photos of the mock trial; pupil reflections on the experience.
🔧 Adaptation	Relational Approaches – Role-play to engage pupils actively.

? Lesson 3: What was the role of the Cohortes Urbanae in Roman policing?

Section	Detail
🎯 Learning Intention	Learn about the Cohortes Urbanae and their role in Roman policing. (<i>History NC</i>)
🧠 Disciplinary Knowledge	Know clear narratives; evaluate sources for accuracy and bias.
📖 Key Knowledge	The Romans: The Romans used the Cohortes Urbanae to keep order and the Vigiles for fire-fighting and night security.
📖 Activity	Pupils read a factfile about the Cohortes Urbanae, then answer questions and create a poster explaining their role in Roman policing.
👩‍🏫 What the teacher does	Provide factfile, guide understanding, and support poster creation.
👦 What the pupils do	Read, discuss, and create explanatory posters about the Cohortes Urbanae.





📷 How the lesson will be evidenced	Posters displaying knowledge of Roman policing.
🔧 Adaptation	Chunking – Break information into manageable parts for clarity.

? Lesson 4: How did Saxons and Vikings use compensation to deliver justice?

Section	Detail
🎯 Learning Intention	Understand the compensation system for crime in Saxon and Viking times. (<i>History NC</i>)
🧠 Disciplinary Knowledge	Know narratives and differences across periods; evaluate sources.
📖 Key Knowledge	Saxons and Vikings: Both cultures used compensation systems where criminals paid victims or their families.
📖 Activity	<p>Pupils study four example crimes from Saxon and Viking times:</p> <ul style="list-style-type: none"> – Theft of livestock – Damage to property – Assault – Breaking a village rule <p>Pupils suggest appropriate compensation for each crime and explain their reasoning in a sentencing order report.</p>
👩 What the teacher does	Provide crime examples and guide pupils to decide on compensation.
👦 What the pupils do	Decide compensation amounts and write explanations for their choices.
📷 How the lesson will be evidenced	Written sentencing orders explaining compensation and reasoning.
🔧 Adaptation	Resources and Aids – Sentence starters and examples to support writing.





? Lesson 5: How did Victorian Britain create the first modern police force?

Section	Detail
🎯 Learning Intention	Learn about the creation of the first modern police force in 1829. (<i>History NC</i>)
🧠 Disciplinary Knowledge	Know narratives and key historical events.
📖 Key Knowledge	Victorian Britain: The first modern police force was created in 1829 by Sir Robert Peel to prevent crime and protect the public.
📖 Activity	Pupils are given facts about the founding of the police force. They use these to create a front page for a Victorian newspaper announcing the launch of the police force.
👩‍🏫 What the teacher does	Provide facts and templates for newspaper front page design.
👦 What the pupils do	Design and write a newspaper front cover explaining the new police force.
📸 How the lesson will be evidenced	Completed Victorian newspaper front pages.
🔧 Adaptation	Dual Coding – Combine writing with visual newspaper layout.

? Lesson 6: What roles do the police play in modern Britain?

Section	Detail
🎯 Learning Intention	Explore the different roles the modern police play in keeping communities safe. (<i>History NC</i>)
🧠 Disciplinary Knowledge	Know clear narratives within and across periods; evaluate sources; connect policing to justice.
📖 Key Knowledge	Today's policing: The police cover a wide range of roles such as crime prevention, cybercrime, and community support.
📖 Activity	Pupils research varied police roles including rural policing, cybercrime, crime prevention, and undercover work. They create informative posters showcasing these roles.
👩‍🏫 What the teacher does	Provide accessible resources and support research and poster creation skills.
👦 What the pupils do	Research assigned police roles and design a poster explaining each role and its importance.
📸 How the lesson will be evidenced	Completed posters illustrating different police roles, displayed or shared digitally.
🔧 Adaptation	Chunking – Research broken into clear, manageable parts with sentence starters.





? Lesson 7: How does modern Britain deliver justice and punishment?

Section	Detail
🎯 Learning Intention	Understand how modern Britain focuses on fair trials, legal rights, and rehabilitation in justice. <i>(History NC)</i>
🧠 Disciplinary Knowledge	Know clear narratives and connections; evaluate sources; understand justice concepts.
📖 Key Knowledge	Modern Britain (justice): The justice system protects the rights of the accused, with fair trials and legal representation. Punishments often focus on rehabilitation, such as prison or community service.
📖 Activity	Pupils debate what they think punishments should be. They record their ideas using photos and create thought bubbles reflecting on their views. These will be displayed for the class and visitors.
👩‍🏫 What the teacher does	Facilitate debate, support recording reflections, and organise display materials.
👦 What the pupils do	Engage in debate, share ideas, and create thought bubbles reflecting their views on punishments.
📷 How the lesson will be evidenced	Photos of debate and thought bubbles displayed in class or communal areas.
🔧 Adaptation	Resources and Aids – Visual prompts and sentence starters to support pupils' reflections.

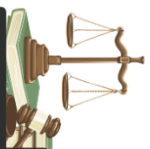
? Lesson 8: Who was Dame Elizabeth Lane and why is she important?

Section	Detail
🎯 Learning Intention	Learn about Dame Elizabeth Lane's role in justice and her historic appointment as the first female High Court judge. <i>(History NC)</i>
🧠 Disciplinary Knowledge	Know clear narratives within and across periods; understand connections between justice and social change.
📖 Key Knowledge	Modern Britain (justice): In 1965, Dame Elizabeth Lane became the first woman appointed as a High Court judge in the UK.
📖 Activity	Pupils research Dame Elizabeth Lane using teacher-provided sources. They write a short biography about her life and achievements.
👩‍🏫 What the teacher does	Provide accessible research materials and guide pupils on writing biographies.
👦 What the pupils do	Research key facts and write a concise biography of Dame Elizabeth Lane.
📷 How the lesson will be evidenced	Short biographies produced by pupils, collected or displayed digitally.
🔧 Adaptation	Preteaching – Teach key vocabulary and biography structure beforehand.



HOW DO WE ACHIEVE JUSTICE?

How did communities keep people safe from Ancient times to today? From fierce punishments and paid compensation to organised watchmen and modern police, societies changed how they prevented crime and punished offenders. This organiser shows key stages, important people, and how today's justice focuses on fair trials and rehabilitation.



KEY KNOWLEDGE

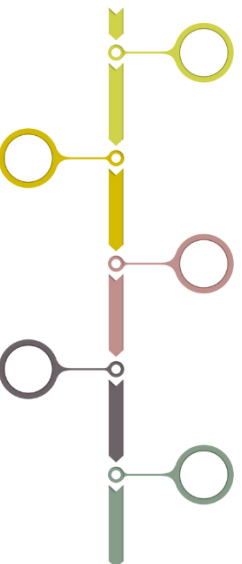
- In Ancient Egypt and the Mayan Empire, some crimes like theft were punished harshly, sometimes by sacrifice.
- In Ancient Greece, citizens and public slaves called Scythian Archers enforced laws.
- Romans used the Cohortes Urbanae to keep order and the Vigiles for night security and firefighting.
- Saxons and Vikings had compensation : criminals paid money to victims or families.
- In 1829 Sir Robert Peel created Britain's modern police to prevent crime and protect the public.
- Today police work includes crime prevention, community support, and tackling cybercrime.
- Modern justice gives fair trials, legal representation, and uses rehabilitation like prison or community service.
- In 1965 Dame Elizabeth Lane became the first woman appointed as a High Court judge in the UK.

TOPIC TIMELINE

3000 BCE — Harsh punishments used in Ancient Egypt for serious crimes.

27 BCE — Romans formed Cohortes Urbanae and Vigiles for law, night security, and firefighting.

1829 — Sir Robert Peel founded Britain's first modern police force.



500 BCE — Ancient Greece: citizens and Scythian Archers helped keep order.

c. 900 CE — Saxons and Vikings used compensation payments to resolve crimes.

FAMOUS 3



Sir Robert Peel —
Founded Britain's first police force in 1829.



Dame Elizabeth Lane — First female High Court Judge in 1965.



Augustus Caesar — Roman Emperor who helped organise the Cohortes Urbanae and Vigiles to keep cities safe.

GLOSSARY

- **Scythian Archers** — Public slaves who acted as Greek police.
- **Cohortes Urbanae** — Roman unit keeping order in cities.
- **Vigiles** — Roman night watch and firefighters.
- **Compensation** — Payment to victims to settle crimes.
- **Rehabilitation** — Helping offenders change behaviour.
- **Cybercrime** — Crimes using computers or the internet.
- **Legal representation** — Having a lawyer to defend your rights.
- **Justice system** — Courts and laws that ensure fairness.

