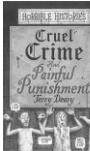
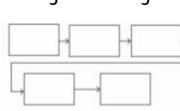


Year 6 Homework Grid	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
<b>Verbal</b> I enjoy reading, writing and speaking	Imagine you are in charge of the country and <u>write a set of laws</u> . Imagine what the punishments would be for breaking your laws!	Read a non-fiction book about Crime and Punishment in the UK and <u>write a review</u> . 	<u>Create a case study on the 'Pendle Witch trials'</u> , focusing on the intricacies of the case.	<u>Write a diary entry</u> . Imagine you are the famous detective Sherlock Holmes. Write about a crime you have just solved.	<u>Design a 'Wanted' poster</u> for a famous or fictional criminal e.g. Jack the Ripper, Mary Ann Cotton, Voldemort... Don't forget to include their crimes and a reward!	<u>Contrast the lives of a prisoner in the Victorian period and a prisoner in the UK now</u> . You could focus on two individuals or be more general.
<b>Mathematical</b> I enjoy working with numbers and sequences	<u>Use a Venn diagram to sort historic (old) and modern (new) crimes</u> . Which ones appear in both circles? For example, theft, murder...	<u>Create a quiz</u> about Crime and Punishment in the UK. It could cover all periods of time, or just one e.g. Tudor.	<u>Design a computer game</u> where your character has to escape from prison!	<u>Research some facts about crime in the UK during the Tudor period</u> . Show your findings as an informative poster.	<u>Create a board game</u> which tests people's knowledge of Crime and Punishment in the Victorian period.	It is known that prisoners used the Tally counting system to count their days in prison. <u>Can you create your own Tally chart</u> ? This can be based on something of your choice, E.g. Colours of cars in your road.
<b>Visual/Spatial</b> I enjoy painting and drawing	<u>Make an illustrated timeline of punishments</u> throughout the ages.	<u>Illustrate</u> some of the different types of punishments that have been used throughout the years. Annotate your drawings.	<u>Design a (historical or modern) prison cell</u> . Consider what prisoners need and what they can live without.	<u>Create a 'spot the difference' picture</u> for a Victorian trial and a modern one.	<u>Create your own design</u> in the style of Banksy. 	<u>Choose a painting by Banksy</u> . <u>Annotate it</u> and explain if you like it or not and why.
<b>Kinaesthetic</b> I enjoy doing hands on activities, sports and dance	<u>Collect pictures to illustrate Crime and Punishment in the UK</u> (modern or historical – or both!). Present as a poster or leaflet.	<u>Perform a dance</u> which tells the story of Robin Hood. This can be choreographed and performed as a group. 	<u>Explore the importance of sport in prisons</u> . Do prisoners take part in any sport or fitness? Record your findings.	<u>Draw a flowchart</u> that illustrates crime in the UK throughout the years. 	<u>Design and/or build your own courtroom</u> . Use imaginative resources – craft or virtual.	The great 'eggscape' <u>Cook/bake anything in the shape of a key</u> to escape from your prison cell. 
<b>Musical</b> I enjoy making and listening to music	<u>Write an acrostic poem for crime or punishment</u> . Perform it to the class. You could choose to have some instrumental music in the background that fits the theme.	Read or listen to the song 'Jailhouse Rock' by Elvis Presley. <u>Draw an A4 picture of what you think shows what is happening in the song</u> .	<u>Compose and/or perform your own song</u> about how you have been unfairly jailed for a crime you didn't commit.	<u>Listen to the sounds from inside a prison</u> . Explain how it made you feel. Describe your emotions.	<u>Produce a Rap</u> to tell the class about an aspect of life as a prisoner.	The Highwayman is a famous poem that is a story narrative. <u>Create a poem based on a memorable journey</u> . Try and make your poem rhyme!
<b>Interpersonal</b> I enjoy working with others	<u>Draw a map of somewhere in North America</u> , adding some interesting landmarks e.g. New York: The Empire State Building, The Statue of Liberty...	<u>Teach the class some French words</u> which describe a French town.	Prepare a short demonstration to the class, to <u>inform them of an aspect of an Anglo-Saxon criminal</u> .	<u>Create a mock interview</u> where one of you is the detective and the other is the criminal. Video the scene, perform the scene to the class, or write a script.	<u>Perform a short role play</u> depicting the life of a prisoner.	<u>Create and perform a dance using movements to portray the moment someone is arrested</u> . Show what happens when they are jailed.
<b>Intrapersonal</b> I enjoy working by myself	<u>Explore what police do today</u> , for the community and to prevent crime. Present it however you wish. 	<u>Research and present information about how people are punished now</u> . Do you agree with all our current punishments? Explain your answer.	<u>Listen to the news or read the newspaper for a week</u> . Make notes on the crimes reported and how the criminal was punished.	<u>What evidence is there to prove what life was like for a Tudor prisoner?</u> Choose how to present what you find.	<u>Create a glossary of draconian laws</u> that are still in effect today, but are no longer adhered to.	<u>Carry out and present some research on areas of the world that rarely experience crime</u> . Why is this?

Useful website: <https://www.nationaljusticemuseum.org.uk/museum/>  
Each task to be taken from a different row and column.

**Hand-in dates (all Mondays):**  
19<sup>th</sup> January, 9<sup>th</sup> February, 9<sup>th</sup> March, 23<sup>rd</sup> March