**Big Questions**

Can we ever prevent crimes from happening?

What are the signs and signals of crime?

**Hooks for Learning:**

**Victims’ Voice- crime and punishment (knife crime)**

**As responsible members of a team/society (can we…?)**

- empathise with clients/ issues

- share and listen to each other’s points of view and justifications

- relate to the impact of knife crime on society today

- understand how this issue shaping our world and us as citizens today?

- understand what positively and negatively affects their physical, mental and emotional health

- differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’

- recognise, predict and assess risks in different situations and decide how to manage them responsibly

- understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people we know and the media

- recognise when we need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes us uncomfortable or anxious or that we think is wrong

- research, discuss and debate topical issues, problems and events that are of concern to us and offer our recommendations to appropriate people

- understand why and how rules and laws that protect us and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

- gain an understanding what being part of a community means, and about the varied institutions that support communities locally and nationally

- recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing

- appreciate the range of national, regional, religious and ethnic identities in the UK

**As Geographers can we…?**

- collect information about a place and use it in a report

- find possible answers to our own geographical questions

- suggest questions for investigating

- collect and record evidence unaided

- analyse evidence and draw conclusions

- give extended descriptions of the human and physical features of different places

**As Historians can we…?**

- use dates and historical language

- create a timeline (in relation to crime and punishment through the ages)

- understand historical events- appreciate that significant events have helped shape the country we have today

• summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently

**As writers and communicators can we…?**

* communicate with a client
* share our ideas with each other
* demonstrate speaking and listening skills in role when talking to a client
* discuss and debate points of view (discussion writing)
* write in various roles using drama
* use our class readers as a basis for writing
* write and deliver a presentation relating to knife crime

**As ‘artists and makers’ can we…?**

**As STEM thinkers and problem solvers can we…?**- understand the effects that stab wounds can have on our bodies

- relate to the data and statistics connected to knife crime

**Responsible Team: Victims’ Voices** (victim support for those involved with knife crime)

**Client:** local councillor?

**Commission:** produce a presentation to present to local government/parliament on behalf of victims of knife crime and the prevention of it