



## Take One Prisoner - WHODUNNIT?

### What did they do?

**Resource:** Image of the full page of the Gloucester Gaol Register: Gaol register Q-GC-6-2 open.jpg

#### Learning Outcomes:

- To know that a historian asks questions such as who, what, when, why, where and how to discover information from a source.
- To discover what historical information can be learnt from a gaol register.
- To be able to identify and interpret information and use it to create a graph.
- To create a graph using ICT.
- To discover how a graph can help to show a visual pattern in data.

#### Enquiry Questions:

- What crimes are recorded on one page of the Gloucester gaol register?
- Are there any patterns in the types of crime committed? Can the pupils suggest any possible reasons for this?

Children could:

- Make a tally of the different types of crimes recorded on the page e.g. theft, assault, embezzlement etc
- Use the data collected to make a block graph on squared paper, a pictograph or a graph using ICT.
- Create a graph to show the different types of crime recorded
- Create a second graph to show what items were stolen e.g. clothing, food, money, other
- Use the data and the visual representation of the graph to discuss a possible reason for the majority of the crimes
- Discuss the nature of crime and choices facing those who commit/committed crime

#### Curriculum links: KS1&2:

**Historical, geographical and social understanding:** Essential Knowledge 1a, 1c, 1d; Key Skills 2a, 2b, 2c, 2d; Cross-curricular studies 3a, 3b, 3c; Breadth of Learning 4a1, 4b1, 4b4.

**Links with:** Mathematical understanding; Scientific and technological understanding; Understanding physical development, health and well-being; Understanding English, communication and languages.