



Teachers' Notes

KS2 Learning Resources Crime and Punishment in Kent and Medway

Kent Police Museum, Faversham
The Guildhall Museum, Rochester

Overview

About these resources

You may wish to use these resources to support visits to Kent Police Museum at Faversham, or The Guildhall Museum in Rochester. They include presentations, activities and worksheets that you can deliver in class before and after your visit, along with resources that use objects from the collections and records to bring crime and punishment to life in the classroom.

This is a university of Kent project – Led by iCCi, University of Kent and supported by the Docking Station. The Docking Station is a creative digital hub opening in Medway in 2026. The project will transform the Grade II listed Scheduled Ancient Monument and former Police Section House, situated in the Historic Dockyard Chatham, into a unique creative facility.

This £15M regeneration project will deliver a dynamic centre of creative digital production, education and community engagement.

Developed by

**DOCKING
STATION**

University of
Kent | Institute of Cultural
and Creative Industries
iCCi

How to book your session and visit

Kent Police Museum
dockingstation@kent.ac.uk

Guildhall Museum
Lead Education Officer, Jeremy Clarke
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In the pack

- Teachers notes
- 2 x editable powerpoint presentations with links to digital collections
- Maps
- Timeline cards
- Person of interest files with discussion prompts
- Pocket book (worksheets)



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COLYER
FERGUSSON

Learning objectives

Pre Visit

Session activities have suggested timings.
To be delivered in school.
Includes downloadable digital presentation
and activity resources.

AIMS

To introduce theme

Establish time and place in local and British
chronology / history using key places,
events and figures.

Explore social changes over the time period
as they relate to crime and punishment.

Develop a chronologically secure
knowledge and understanding of British
crime and punishment from Tudor times
to present day.

Use independent enquiry to create
observation records that they can return
to for reviewing and revisiting of ideas
throughout the sessions.

Lay groundwork for site visit(s)

Site Visit

1 hr 30 min total
45 min session + 45 min self led explore.
To be delivered at Kent Police Museum.
and/or The Guildhall Museum.

AIMS

Introduce in-depth studies of historic figures
using real locations, objects & records.

Use role play and creative activities
to develop a deeper understanding of
community policing and court processes
over time.

Compare modern methods of crime
detection and punishment with what existed
in the past.

Construct informed responses that involve
thoughtful selection and organisation of
relevant historical information.

Understand how our knowledge of the past
is constructed from a range of sources, and
should evaluate the reliability of each of
these sources.

Post Visit

Session activities have suggested timings.
To be delivered in school.
Includes downloadable digital presentation
and activity resources.

AIMS

Consolidate learning from pre visit and
site visit sessions.

Reflect on the history of crime and
punishment in Kent and Medway.

Address and sometimes devise historically
valid questions about change, cause,
similarity and difference, and significance.

Produce creative work, exploring their ideas
in an imagined future context.

Improve mastery of art and
design techniques.

Pre Visit activity ideas

MAPPING

As a class using presentation (15 min) and/or printable maps

Introduce Modern/Contemporary map

- Where/when is this map from?
- Locate and plot locations: home, school, transport links, Kent police museum, Faversham, Docking station, Chatham Dockyard, Police stations, Guildhall museum Rochester, prisons, barracks...

Introduce Georgian/Victorian/Industrial map

- Where/when is this map from?
- Note any changes about how it is made.
- look for: familiar places, sites relevant to the theme and social change indicators

Introduce Medieval/Tudor/Stuart map

- Where/when is this map from?
- Note any changes about how it is made.
- look for: familiar places, sites relevant to the theme and social change indicators

In their pocket book (10 min)

Annotate their own personalised map
Highlight points of interest/changes over time using different stickers, colours and drawings to collate the information from the three maps.

TIMELINE

In their pocket book (10 min)

Introduce the idea of a timeline and create a personal one using the template provided. Use dates like birthdays, first day at school, trips / holidays - expand to include adults, any events in the wider world of importance to them.

As a class using the presentation (15 min) and printable timeline.

Introduce the broader timeline, extending backwards to Tudor time. In groups sort key social and policing changes into the three timeline sections, then time sequence within the sections. This could be done as paper chains or on clothes lines.

In their pocket book (10 min)

Add interesting social changes, events to your timeline. Note / comment any observations or questions

CRIME & PUNISHMENT TIMELINE

As a class using the presentation (15 min)

Look at examples of crimes and their punishments and how they have changed over time. Have a quiz to match punishments with crimes in time period.

In groups (15 min)

Print out examples of crimes and punishments so the class can sort onto a chart showing petty to most serious punishments, rearranging to compare different time periods.

Crime ideas: verbal abuse, spitting, punching, fraud, shoplifting, burglary, heresy, treason, murder, arson, drunk driving.

Punishment ideas: bans, stocks, fines, prison, exile, transportation, solitary confinement, hard labour, community service, death by hanging, imprisonment.

In their pocket book (10 min)

Add crimes and punishment examples to your timeline.

The site visit

Guildhall Museum at Rochester

Visit to explore the prison hulk and investigate the Victorian criminal justice system in a session led by a museum educator – from original offence to conviction, prison and beyond. Using replica clothing, objects, records, displays and the building itself, children will experience a historical deep dive into the lives of child criminals of the period.

Plan your visit >

Book your visit
Lead Education Officer, Jeremy Clarke
jeremy.clarke2@medway.gov.uk >
01634332686



The site visit

Kent Police Museum at Faversham

A time travelling KS2 session led by an museum educator where children will investigate real crimes from the past. Using dress-up, objects and records, children will role play detective and put their skills to the test, as well as explore the museum with an interactive digital trail.

Plan your visit >

Book your visit

[dockingstation@kent.ac.uk >](mailto:dockingstation@kent.ac.uk)



Post Visit activity ideas

DIVIDING LINE

As a class using the presentation (20 min)

Split an open space in half with agree on one side, disagree on the other and a line down the middle for undecided.

Make statements relating to crime and punishment and ask children to stand to indicate if they agree/disagree and discuss
Possible prompts:

- If you are poor, you're more likely to commit a crime
- You should always tell the truth
- The more rules there are, the more rule breakers there are
- We need people in charge
- Punishments should be the same for everyone
- Laws don't change
- You get what you deserve
- People can be impartial/objective
-

REWRITE THE RULES

As a class / In pocket book (30 min)

Create your own class charter, use the school rules as a starting point and then see what you would like to add or take away.

PROTECTING

As a class (15 min)

How were the dockyards protected? Use images (or digital objects) to find out how this was done, what people wore and what they used.

Do we still have the same concerns today? what is our approach, has it changed? What tools to do we use instead?

In groups (15 min)

Criminals vs protectors. Give out the timeline maps with locations selected and ask them what crimes they would target (criminals) or what security measures you could put in place (protectors) using what was available in the time period they were assigned.

In pocket book (10 min)

As a security expert provide a preventative plan for protecting a place, person or event in a time period of your choice.

FUTURE FORCES

As a class using the presentation (10 min)

Look at how uniforms and resources have evolved and changed for the police over the years. Show the most recent changes and how the police have adapted.

In pocket book (15 min)

Design and create your own future kent force? Think of adding protection gear, detection tools, transport and digital resources.

TOP TRUMPS

As a class / In pocket book (30 min)

Create your own set of top trumps cards including criminals and security forces over all the time periods. Use the cards to play against each other.

SAFE HANDS

In groups or individually (30 min)

Hand out a small item (or egg if you are brave) and ask the group to create a safe surrounding for it. They must then either navigate a challenge or form of trial to test if their protections work.