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| Topic**Crime and Punishment 1000 – present and Whitechapel** | Curriculum content | Dates revised | Traffic lights |
|  | Confidently name the four time periods covered in the courseConfidently give the dates of those time periodsName the 8 factors used to explain events in the courseFor example: The media, key individuals and urbanisation |  |  |
| **MEDIEVAL ENGLAND 1000 - 1500** |
| CrimePunishmentLaw enforcement | Understand the changing types of crime: Crime against the person, the authorities or propertyFor example: Theft, murder, poaching, TreasonDescribe the changes in types of crime following the Norman invasionFor example: the introduction of the Forest LawsUnderstand the concept of deterrence and retributionDescribe the punishments used during the period For example: Mutilation and Blood FeudDescribe the fine system used and how it changed during the period: Wergild and the Murdrum fineDescribe the use of corporal and capital punishmentUnderstand the role of communities in law enforcementFor example: Tithings, the hue & cry and constablesDescribe the role of the church in law enforcementFor example: Sanctuary, church courts and the use of trial by ordeal.Explain how this system could hinder justice |  |  |
| **EARLY MODERN ENGLAND 1500 - 1700** |
| CrimePunishmentLaw enforcement | Describe the new crimes of the periodFor example: Heresy, witchcraft and vagabondageExplain the role of Matthew Hopkins in the Witch-huntsUnderstand the changes and continuities of crimes against the person, authorities and property including cases of TreasonDescribe the crimes of the plotters in 1605Describe how Witchcraft was punishedUnderstand the reasons why corporal punishment was used during the period.For example: The punishment of vagrantsDescribe the early use of transportation in the late 1600’sFor example: Transportation to AmericaExplain why the Bloody Code was introducedExplain how the plotters of 1605 were punishedDescribe the role of local communities in law enforcement. For example: The Tudor JP’s, Constables and watchmen  |  |  |
| **INDUSTRIAL PERIOD 1700 - 1900** |
| CrimePunishmentLaw enforcement | Describe the new crimes of the periodFor example: Highway Robbery, Poaching and SmugglingExplain how opinion about what was a crime changedFor example: The crimes of the Tolpuddle MartyrsDescribe how the use of prison changed in the Industrial PeriodFor example: Creation of new types of prison like PentonvilleDescribe the different prison systems of the period – the separate and silent systemsDescribe the role of Sir Robert Peel with regards to his work to reform prisonsDescribe the work of Elizabeth Fry and John HowardExplain the changes to transportation as a punishmentExplain why the Bloody Code endedDescribe the work of the Fielding BrothersDescribe the role of the Bow Street Runners as an early form of police forceExplain the role of Sir Robert Peel and the creation of the Metropolitan Police in 1829Describe the changes to the police over the periodFor example: the development of CID |  |  |
| **THE TWENTIETH CENTURY 1900 - 2000** |
| CrimePunishmentLaw enforcement | Describe the changing nature of crime in this periodFor example: new forms of theft and changes to smugglingDescribe the crimes of the conscientious objectorsExplain the rise in new crimesFor example: Drug crimes, car crimes and computer crimeDescribe the changes to the prison systems in this periodFor example: Open prisons and Young offender institutionsExplain new types of punishmentsFor example: Electronic tagging and suspended sentencesUnderstand the role of Derek Bentley in the abolition of capital punishmentDescribe the changes to policing during this periodFor example: Use of science to detect crime (DNA) Explain the continued use of communities to policeFor example: Neighbourhood watch schemes |  |  |
| **WHITECHAPEL 1870 - 1900** |
| AreaPeopleLaw enforcementKnowledge, selection and use of sources for historical enquiries | Describe the types of accommodation in WhitechapelFor example: Slums, rookery’s, doss houses and lodging housesDescribe the area of WhitechapelFor example: consider Booth’s poverty mapExplain the work of George Peabody and the creation of the Peabody EstateDescribe the jobs held by the residents of WhitechapelFor example: the challenges faced by Whitechapel women, hand to mouth nature of life for menExplain how immigration impacted the area of WhitechapelFor example: Street gangs, rival groups, the Jewish population and segregation in WhitechapelDescribe the problems in policing WhitechapelFor example: the area and numbers of people living there, alcoholism, and prostitutionExplain the challenges faced by the police in WhitechapelFor example: The need for the different elements to work together (Metropolitan Police, City of London Police) Public perception of the policeDescribe the work of the Whitechapel Vigilance Committee (George Lusk)Be aware of the different local sources you might encounter from the periodFor example: Housing and employment records, census information, Charles Booth’s survey, local police records and newspapersBe aware of the different national sources you might encounterFor example: National newspapers, records of crimes, police investigations and Punch cartoonsBe able to recognise the strengths and weaknesses of different sources for an enquiryBe able to frame questions relevant to a specific enquiryBe able to select appropriate sources to use for a specific investigation |  |  |

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| **HOW IT WILL BE TESTED IN THE EXAM** |
| WHITECHAPEL ELEMENT (16 MARKS IN TOTAL) |
| Describe **two** features of… | Worth a total of **4 marks**Feature 1…Feature 2… |  |
| **How useful** are sources…to an enquiry into… | Worth a total of **8 marks**You must look at both sourcesConsider Nature, Content, Origin and PurposeMake an overall judgement |  |
| How could you follow up a source… | Worth a total of **4 marks**Looks at questions you would ask and how/ where you would find the answer |  |
| CRIME AND PUNISHMENT ELEMENT (36 MARKS IN TOTAL) |  |
| Explain **one**  way that something was similar or different | Worth a total of **4 marks**Ensure you understand what ‘similar and different’ actually mean |  |
| Explain **why**… | Worth a total of **12 marks**Remember to consider the factors in your answerWrite 3 **PEEL** paragraphsNo need for introduction or conclusion |  |
| How far do you agree…? | Worth a total of **16 marks**Introduction and conclusion neededBoth sides of the argument consideredGive your overall opinionEnsure you answer the questionWrite in **PEEL** format |  |