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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 course  Confidently give the dates of those time periods  Name the 8 factors used to explain events in the course  For example: The media, key individuals and urbanisation |  |  |
| **MEDIEVAL ENGLAND 1000 - 1500** | | | |
| Crime  Punishment  Law enforcement | Understand the changing types of crime: Crime against the person, the authorities or property  For example: Theft, murder, poaching, Treason  Describe the changes in types of crime following the Norman invasion  For example: the introduction of the Forest Laws  Understand the concept of deterrence and retribution  Describe the punishments used during the period  For example: Mutilation and Blood Feud  Describe the fine system used and how it changed during the period: Wergild and the Murdrum fine  Describe the use of corporal and capital punishment  Understand the role of communities in law enforcement  For example: Tithings, the hue & cry and constables  Describe the role of the church in law enforcement  For example: Sanctuary, church courts and the use of trial by ordeal.  Explain how this system could hinder justice |  |  |
| **EARLY MODERN ENGLAND 1500 - 1700** | | | |
| Crime  Punishment  Law enforcement | Describe the new crimes of the period  For example: Heresy, witchcraft and vagabondage  Explain the role of Matthew Hopkins in the Witch-hunts  Understand the changes and continuities of crimes against the person, authorities and property including cases of Treason  Describe the crimes of the plotters in 1605  Describe how Witchcraft was punished  Understand the reasons why corporal punishment was used during the period.  For example: The punishment of vagrants  Describe the early use of transportation in the late 1600’s  For example: Transportation to America  Explain why the Bloody Code was introduced  Explain how the plotters of 1605 were punished  Describe the role of local communities in law enforcement.  For example: The Tudor JP’s, Constables and watchmen |  |  |
| **INDUSTRIAL PERIOD 1700 - 1900** | | | |
| Crime  Punishment  Law enforcement | Describe the new crimes of the period  For example: Highway Robbery, Poaching and Smuggling  Explain how opinion about what was a crime changed  For example: The crimes of the Tolpuddle Martyrs  Describe how the use of prison changed in the Industrial Period  For example: Creation of new types of prison like Pentonville  Describe the different prison systems of the period – the separate and silent systems  Describe the role of Sir Robert Peel with regards to his work to reform prisons  Describe the work of Elizabeth Fry and John Howard  Explain the changes to transportation as a punishment  Explain why the Bloody Code ended  Describe the work of the Fielding Brothers  Describe the role of the Bow Street Runners as an early form of police force  Explain the role of Sir Robert Peel and the creation of the Metropolitan Police in 1829  Describe the changes to the police over the period  For example: the development of CID |  |  |
| **THE TWENTIETH CENTURY 1900 - 2000** | | | |
| Crime  Punishment  Law enforcement | Describe the changing nature of crime in this period  For example: new forms of theft and changes to smuggling  Describe the crimes of the conscientious objectors  Explain the rise in new crimes  For example: Drug crimes, car crimes and computer crime  Describe the changes to the prison systems in this period  For example: Open prisons and Young offender institutions  Explain new types of punishments  For example: Electronic tagging and suspended sentences  Understand the role of Derek Bentley in the abolition of capital punishment  Describe the changes to policing during this period  For example: Use of science to detect crime (DNA)  Explain the continued use of communities to police  For example: Neighbourhood watch schemes |  |  |
| **WHITECHAPEL 1870 - 1900** | | | |
| Area  People  Law enforcement  Knowledge, selection and use of sources for historical enquiries | Describe the types of accommodation in Whitechapel  For example: Slums, rookery’s, doss houses and lodging houses  Describe the area of Whitechapel  For example: consider Booth’s poverty map  Explain the work of George Peabody and the creation of the Peabody Estate  Describe the jobs held by the residents of Whitechapel  For example: the challenges faced by Whitechapel women, hand to mouth nature of life for men  Explain how immigration impacted the area of Whitechapel  For example: Street gangs, rival groups, the Jewish population and segregation in Whitechapel  Describe the problems in policing Whitechapel  For example: the area and numbers of people living there, alcoholism, and prostitution  Explain the challenges faced by the police in Whitechapel  For example: The need for the different elements to work together (Metropolitan Police, City of London Police) Public perception of the police  Describe the work of the Whitechapel Vigilance Committee (George Lusk)  Be aware of the different local sources you might encounter from the period  For example: Housing and employment records, census information, Charles Booth’s survey, local police records and newspapers  Be aware of the different national sources you might encounter  For example: National newspapers, records of crimes, police investigations and Punch cartoons  Be able to recognise the strengths and weaknesses of different sources for an enquiry  Be able to frame questions relevant to a specific enquiry  Be 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 sources  Consider Nature, Content, Origin and Purpose  Make 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 answer  Write 3 **PEEL** paragraphs  No need for introduction or conclusion |  |
| How far do you agree…? | Worth a total of **16 marks**  Introduction and conclusion needed  Both sides of the argument considered  Give your overall opinion  Ensure you answer the question  Write in **PEEL** format |  |