

## Crime and Punishment 1000 – present and Whitechapel

Topic	Curriculum content	Dates revised	Traffic lights
	<p>Confidently name the four <u>time periods</u> covered in the course</p> <p>Confidently give the <u>dates</u> of those time periods</p> <p>Name the 8 <u>factors</u> used to explain events in the course For example: The media, key individuals and urbanisation</p>		<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>
<b>MEDIEVAL ENGLAND 1000 - 1500</b>			
Crime	<p>Understand the changing types of crime: Crime against the <u>person</u>, the <u>authorities</u> or <u>property</u> For example: Theft, murder, poaching, Treason</p> <p>Describe the changes in types of crime following the <u>Norman invasion</u> For example: the introduction of the Forest Laws</p>		<p>○ ○ ○</p> <p>○ ○ ○</p>
Punishment	<p>Understand the concept of <u>deterrence</u> and <u>retribution</u></p> <p>Describe the <u>punishments</u> used during the period For example: Mutilation and Blood Feud</p> <p>Describe the <u>fine system</u> used and how it changed during the period: Wergild and the Murdrum fine</p> <p>Describe the use of <u>corporal</u> and <u>capital</u> punishment</p>		<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>
Law enforcement	<p>Understand the role of <u>communities</u> in law enforcement For example: Tithings, the hue &amp; cry and constables</p> <p>Describe the role of the <u>church</u> in law enforcement For example: Sanctuary, church courts and the use of trial by ordeal.</p> <p>Explain how this system could <u>hinder justice</u></p>		<p>○ ○ ○</p> <p>○ ○ ○</p>
<b>EARLY MODERN ENGLAND 1500 - 1700</b>			
Crime	<p>Describe the new crimes of the period For example: <u>Heresy</u>, <u>witchcraft</u> and <u>vagabondage</u></p> <p>Explain the role of <u>Matthew Hopkins</u> in the Witch-hunts</p> <p>Understand the changes and continuities of crimes against the <u>person</u>, <u>authorities</u> and <u>property</u> including cases of <u>Treason</u></p> <p>Describe the crimes of the plotters in <u>1605</u></p>		<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>
Punishment	<p>Describe how Witchcraft was punished</p> <p>Understand the reasons why corporal punishment was used during the period.</p>		<p>○ ○ ○</p> <p>○ ○ ○</p>

Law enforcement	For example: The punishment of vagrants Describe the early use of <u>transportation</u> in the late 1600's For example: Transportation to America		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Explain why the <u>Bloody Code</u> was introduced		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Explain how the plotters of 1605 were punished		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Describe the role of local communities in law enforcement. For example: The <u>Tudor JP's</u> , <u>Constables</u> and <u>watchmen</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>INDUSTRIAL PERIOD 1700 - 1900</b>			
Crime	Describe the new crimes of the period For example: <u>Highway Robbery</u> , <u>Poaching</u> and <u>Smuggling</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Explain how opinion about what was a crime changed For example: The crimes of the <u>Tolpuddle Martyrs</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
Punishment	Describe how the use of prison changed in the Industrial Period For example: Creation of new types of prison like <u>Pentonville</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Describe the different prison systems of the period – the <u>separate</u> and <u>silent</u> systems		<input type="radio"/> <input type="radio"/> <input type="radio"/>
Law enforcement	Describe the role of <u>Sir Robert Peel</u> with regards to his work to reform prisons		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Describe the work of <u>Elizabeth Fry</u> and <u>John Howard</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Explain the changes to <u>transportation</u> as a punishment		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Explain why the <u>Bloody Code</u> ended		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Describe the work of the <u>Fielding Brothers</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Describe the role of the <u>Bow Street Runners</u> as an early form of police force		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Explain the role of Sir Robert Peel and the creation of the <u>Metropolitan Police</u> in 1829		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Describe the changes to the police over the period For example: the <u>development of CID</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>THE TWENTIETH CENTURY 1900 - 2000</b>			
Crime	Describe the changing nature of crime in this period For example: new forms of <u>theft</u> and changes to <u>smuggling</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Describe the crimes of the <u>conscientious objectors</u>		<input type="radio"/> <input type="radio"/> <input type="radio"/>

Punishment	<p>Explain the rise in new crimes For example: <u>Drug crimes</u>, <u>car crimes</u> and <u>computer crime</u></p> <p>Describe the changes to the prison systems in this period For example: <u>Open prisons</u> and <u>Young offender institutions</u></p> <p>Explain new types of punishments For example: <u>Electronic tagging</u> and <u>suspended sentences</u></p> <p>Understand the role of <u>Derek Bentley</u> in the abolition of capital punishment</p>		<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>
Law enforcement	<p>Describe the changes to policing during this period For example: Use of <u>science</u> to detect crime (DNA)</p> <p>Explain the continued use of communities to police For example: <u>Neighbourhood watch</u> schemes</p>		<p>○ ○ ○</p> <p>○ ○ ○</p>
<b>WHITECHAPEL 1870 - 1900</b>			
Area	<p>Describe the types of accommodation in Whitechapel For example: <u>Slums</u>, <u>rookery's</u>, <u>doss houses</u> and <u>lodging houses</u></p> <p>Describe the area of Whitechapel For example: consider Booth's poverty map</p> <p>Explain the work of <u>George Peabody</u> and the creation of the <u>Peabody Estate</u></p>		<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>
People	<p>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</p>		<p>○ ○ ○</p>
Law enforcement	<p>Explain how <u>immigration</u> impacted the area of Whitechapel For example: <u>Street gangs</u>, rival groups, the <u>Jewish population</u> and segregation in Whitechapel</p> <p>Describe the problems in policing Whitechapel For example: the area and numbers of people living there, <u>alcoholism</u>, and <u>prostitution</u></p> <p>Explain the challenges faced by the police in Whitechapel For example: The need for the different elements to work together (Metropolitan Police, <u>City of London Police</u>) <u>Public perception</u> of the police</p> <p>Describe the work of the <u>Whitechapel Vigilance Committee</u> (George Lusk)</p>		<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>

Knowledge, selection and use of sources for historical enquiries	Be aware of the different <u>local sources</u> you might encounter from the period For example: Housing and employment records, census information, Charles Booth's survey, local police records and newspapers		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Be aware of the different <u>national sources</u> you might encounter For example: National newspapers, records of crimes, police investigations and Punch cartoons		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Be able to recognise the <u>strengths</u> and <u>weaknesses</u> of different sources for an enquiry		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Be able to <u>frame questions</u> relevant to a specific enquiry		<input type="radio"/> <input type="radio"/> <input type="radio"/>
	Be able to <u>select appropriate sources</u> to use for a specific investigation		<input type="radio"/> <input type="radio"/> <input type="radio"/>

<b>HOW IT WILL BE TESTED IN THE EXAM</b>		
<b>WHITECHAPEL ELEMENT (16 MARKS IN TOTAL)</b>		
Describe <b>one</b> feature of...x 2	Worth a total of <b>4 marks</b> Feature 1...  Feature1...	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>How useful</b> are sources...to an enquiry into...	Worth a total of <b>8 marks</b> You must look at both sources Consider Nature, Content, Origin and Purpose Make an overall judgement	<input type="radio"/> <input type="radio"/> <input type="radio"/>
How could you follow up a source...	Worth a total of <b>4 marks</b> Looks at questions you would ask and how/ where you would find the answer	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>CRIME AND PUNISHMENT ELEMENT (36 MARKS IN TOTAL)</b>		
Explain <b>one</b> way that something was similar or different	Worth a total of <b>4 marks</b> Ensure you understand what 'similar and different' actually mean	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Explain <b>why</b> ...	Worth a total of <b>12 marks</b> Remember to consider the factors in your answer Write 3 <b>PEEL</b> paragraphs No need for introduction or conclusion	<input type="radio"/> <input type="radio"/> <input type="radio"/>
How far do you agree...?	Worth a total of <b>16 marks</b> Introduction and conclusion needed Both sides of the argument considered Give your overall opinion Ensure you answer the question Write in <b>PEEL</b> format	<input type="radio"/> <input type="radio"/> <input type="radio"/>

