

Year 11 History

Crime and Punishment Through Time: Terms 1 – 2

Learning Objectives

Crime and Punishment in Britain c1000-present day

Unit 1 - 1000-1500 Crime and punishment in medieval England

- What methods did the Anglo-Saxons use to maintain law and order?
- How did the Normans change crime and punishment in the Middle Ages?
- Were outlaws really heroic?
- How much change did the Normans bring to C&P?
- How did crime and punishment change under Henry II?
- How did the church influence justice in the Middle Ages?
- Why did the Church use Trial by Ordeal?
- What changed in C&P between 1066 and 1500?

Unit 2 - 1500-1750 Crime and punishment in Early Modern England

- Why was Early Modern England rife with crime?
- How did religion influence crime and punishment in the Early Modern Period?
- How far did the Gunpowder Plot threaten Law and Order?
- What impact did the Civil War have on Law and Order?
- Why was Witchcraft a crime?
- Why was there a witch finder general?
- How far did Law Enforcement change in the Early Modern Period

Unit 3 – 1700-1900 Crime and punishment in the Industrial Age

- How did the changes in the Industrial Age impact crime, punishment, and law enforcement?
- Why did Highway Robbery become such a serious crime?
- How far was smuggling a government made problem?
- Was poaching really a crime?
- How could a secret meeting get you in to trouble?
- Transportation – successful deterrent?
- What caused the reforms to prisons in the Industrial Age?
- How did prisons change in the 19th century?
- Why and how did the Police Force start?

Crime and Punishment in Britain c1000-present day

Unit 4 – 1900-today -Crime and punishment in the 20th century

- 21st century crimes – all change?
- What has changed in law enforcement in 21st century?
- How far has punishment changed since 1900?
- How were conscientious objectors treated in World War 1 and 2?
- Why was the death penalty abolished?

What previous knowledge is required?

Students will need a contextual understanding of the time periods studied within this topic – Norman England, the Middle Ages and Early Modern England., the Industrial Revolution and 20th century Britain.

Particularly the following knowledge:

- How and why did the Normans invade England?
- What changes did the Normans make to England after 1066?
- What was the structure of society in the Middle Ages?

- What power did the Church have in society during the Middle Ages?
- How much power did the King have over England?
- What changes did the Tudors bring to English religion?
- Why were events such as the witch craze and the Gunpowder Plot so terrifying for the people and the monarchy?
- The religious reformation
- Role of the Tudor monarch
- Witchfinders and attitudes to witches
- Gunpowder Plot
- What was the Industrial Revolution?
- Conditions in an industrial city
- World War One

How will this term's content help with future learning?

This topic prepares students for their first GCSE History exam - Paper 1.
The skills of causation, change and continuity are essential for any study of history and support the fundamental skills for all historical assessment.

Common Misconceptions

- "Crime always gets less violent over time"
Reality: The nature of crime changes rather than simply improving. New forms of crime emerge (e.g. cybercrime), while some traditional crimes persist.
- "The Norman Conquest completely changed crime and punishment"
Reality: There was both change and continuity. Many Anglo-Saxon methods, such as collective responsibility and local enforcement, continued after 1066.
- "The Church only punished religious crimes"
Reality: The Church had a major influence on the justice system through. It affected wider ideas about guilt, punishment, and authority.
- "People believed witches because they were stupid"
Reality: Belief in witchcraft was widespread across all social groups and was reinforced by religion, fear, superstition, and uncertainty.
- "The police have always been around"
The Police as a professional, organised "force" was only established in 1829. There have been policing methods throughout time, but our modern Police is a relatively new concept.

National Curriculum / Specification

GCSE Pearson Edexcel, Paper 1 British Thematic Breadth Study
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Crime and Punishment Through Time – the Historic Environment of Whitechapel – Term 3

Learning Objectives

Section A of Paper 1 - Historic Environment, Whitechapel 1870-1900

- To understand the local context of Whitechapel's living and working conditions
- To understand the key features of Whitechapel workhouses
- To understand how rising immigration caused tensions amongst the inhabitants of Whitechapel in the late 19th century.

- To understand how the Metropolitan Police Force was created and how it developed between 1829 and 1900.
- To understand the difficulties of policing the Whitechapel community
- To investigate the case of Jack the Ripper
- To consider the problems faced by H division in investigating the Jack the Ripper murders.

What previous knowledge is required?

Students will need a contextual understanding of the time periods studied within this topic – 20th century Britain and the Industrial Revolution. Particularly the following knowledge:

- Conscientious Objection in the World Wars
- Development of the Police Force in the 1800s
- Living and working conditions in Industrial London, including the role of the workhouse

They will also need knowledge from Term 1 and 2 – Unit 1/2/3 of the Paper 1 study.

How will this term's content help with future learning?

This topic prepares students for their final GCSE exam paper 1 – Section A and Section B.

The skills of causation, change and continuity are essential for any study of history and support the fundamental skills for all historical assessment.

Common Misconceptions

"Whitechapel was dangerous and poor everywhere"

Reality: While crime and poverty were above average in the East End, there was a vast mix of social demographic in Whitechapel – including rich and 'middle class areas.

"Jack the Ripper escaped because the police were incompetent"

Reality: They tried multiple methods from bloodhounds to eyewitness investigations, to increased patrols, handwriting analysis but Victorian policing faced major limitations:

No DNA/ CCTV

Limited forensic science

So, the failure to catch the killer does not automatically mean the police were incompetent.

National Curriculum / Specification

GCSE Pearson Edexcel, Paper 1 British Thematic Breadth – Section A Study

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>