

Week	Specification content	TEACHING MATERIALS/LEARNING OUTCOMES	RELATED OWN LEARNING incl guided reading, keywords, video links, knowledge organisers	COMMON ASSESSMENTS
	<p><i>Intro to C&amp;P, Anglo-Saxon through to the end of the Medieval Period.</i></p> <p><b>1.1 Anglo-Saxon Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>★ Structure of Anglo Saxon society. How C&amp;P could be implemented - trials, enforcement methods.</li> <li>★ Role of the community in policing each-other; tithings, hue and cry.</li> <li>★ Types of Anglo-Saxon punishment; capital/corporal.</li> </ul>	<p><a href="#">Crime and Punishment in Anglo-Saxon England</a> - Lesson 1</p> <p><a href="#">Anglo-Saxon Law Enforcement</a> - Lesson 2</p> <p><a href="#">Anglo-Saxon Punishment</a> - Lesson 3</p>		
	<p><b>1.2 Norman Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>★ Norman Kings and their authority</li> <li>★ New laws introduced by the Normans - Forest Laws</li> <li>★ New punishments introduced by the Normans - Murdrum Fine, trial by combat</li> </ul>	<p><a href="#">Norman Law</a> - Lesson 4</p> <p><a href="#">Norman Punishment</a> - Lesson 5</p>		<p>EQ: Explain why the Normans made changes to crimes and punishments after the Norman Conquest.</p> <p>You may use the following in your answer</p> <ul style="list-style-type: none"> <li>- Forest Laws</li> <li>- Murdrum fines</li> </ul> <p>You must also use information of your own [12 marks] (IN LESSON - ADD TO MARKSHEET)</p> <p><b>Explain one way in which punishments were different in Anglo-Saxon times and Norman England [4 marks]</b></p>
	<p><b>1.3 Middle Ages Crime and Punishment</b></p>	<p><a href="#">Crime and Punishment in Middle Ages</a> - Lesson 6</p>		<p><b>The role of the local communities was the most important factor affecting law</b></p>

<ul style="list-style-type: none"> <li>★ New methods of enforcement - Coroners and Justices of the Peace</li> <li>★ New laws and crimes - heresy</li> <li>★ Combination of old and new punishments later in Middle Ages - burning at the stake; hanging, drawing and quartering as punishment for heresy/treason</li> </ul>				<p>enforcement during the Middle Ages'. How far do you agree?</p> <p>You may use the following in your answer</p> <ul style="list-style-type: none"> <li>- Tithings</li> <li>- Trial by Ordeal</li> </ul> <p>You must also use information of your own</p> <p style="text-align: right;">[16 marks]</p>
<p><b>1.4 Influence of the Church on Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>★ Power of the church and roles in peoples' lives - end of trial by ordeal</li> <li>★ Role of Henry II in reducing church's power - preventing curtailing of the rules through 'Benefit of Clergy' etc.</li> </ul>		<p><a href="#">How did Norman Conquest change C&amp;P?</a> - Lesson 7</p>		<p>Explain why 'Trial by Ordeal' was used c1000 – c1200.</p> <p>You may use the following in your answer</p> <ul style="list-style-type: none"> <li>● Trial by Hot Iron</li> <li>● Church Courts</li> <li>● You must also use information of your own [12 marks]</li> </ul> <p>(JMS - Req'd 2nd)</p>
<p><i>Moving into Early Modern C&amp;P up to 1700.</i></p> <p><b>2.1 Changing definitions of crime, 1500-1700</b></p> <ul style="list-style-type: none"> <li>★ Reasoning behind the rise of concern regarding heresy, treason etc.</li> <li>★ New crimes - vagabondage, witchcraft</li> <li>★ Role of Puritans in banning traditional entertainment</li> </ul>		<p><a href="#">Changing Definitions of Crime - Religion</a> - Lesson 8</p> <p><a href="#">Changing Definitions of Crime - Society</a> - Lesson 9</p>		
<p><b>2.2 Law enforcement and punishment 1500-1700.</b></p> <ul style="list-style-type: none"> <li>★ The rise of population in towns and its effects on</li> </ul>		<p><a href="#">Law Enforcement in Towns</a> - Lesson 10</p> <p><a href="#">Punishments in Towns</a> - Lesson 11</p>		

	<p>crime - and difficulty to enforce</p> <ul style="list-style-type: none"> <li>★ New roles for enforcers - town constables, nightwatchmen</li> <li>★ Increasing use of the death penalty and 'transportation' as a punishment</li> </ul>			
	<p><b>2.3 Case study - the Gunpowder Plotters, 1605</b></p> <ul style="list-style-type: none"> <li>★ Reasoning behind the Gunpowder Plotters; that their motivations were</li> <li>★ What the plotters were specifically accused of and why they were punished harshly.</li> </ul>	<p><a href="#">Gunpowder Plot</a> - Lesson 12</p>		
	<p><b>2.4 Witchcraft and the law, 1500-1700.</b></p> <ul style="list-style-type: none"> <li>★ Society's wide belief of witchcraft and the harsh punishments associated</li> <li>★ Role of Matthew Hopkins and his 'witch hunts' in 1640s</li> <li>★ Why Witchcraft stopped being viewed as a crime towards end of 1700s</li> </ul>	<p><a href="#">Witches</a> - Lesson 13</p>		<p><b>Explain why there were changes in the way that religion affected law enforcement in the years c1000–c1700. (12) You may use the following in your answer:</b></p> <ul style="list-style-type: none"> <li>• trial by ordeal</li> <li>• accusations of witchcraft</li> </ul> <p><b>You must also use information of your own. (2020)</b></p> <p><b>Explain why there were new definitions of crimes against authority in the years c1000 - c1700.</b></p> <p><b>You may use the following in your answer</b></p> <ul style="list-style-type: none"> <li>- poaching</li> <li>- heresy</li> </ul> <p><b>You must also add information of your own [12 marks - 2018]</b></p>
<p><i>Entering 1700-1900 C&amp;P.</i></p> <p><b>3.1 Changing definitions of crime, 1700-1900.</b></p>		<p><a href="#">Highway Robbery</a> - Lesson 14</p> <p><a href="#">Poaching</a> - Lesson 15</p> <p><a href="#">Smuggling</a> - Lesson 16</p>		<p><b>EQ: Why did the problem of highway robbery increase and decrease in the period 1700 – 1900?</b></p> <p><b>You may use the following in your answer:</b></p> <p><b>Increased wealth</b></p> <p><b>The death penalty</b></p> <p><b>You must include information of your own. [12 marks] (IN LESSON)</b></p>

	<ul style="list-style-type: none"> <li>★ Growth in highway robbery, poaching and smuggling during Ind Rev</li> <li>★ Reasoning behind witchcraft no longer being a prosecutable offence</li> </ul>			
	<p><b>3.2 Changing attitudes to punishment, 1700-1900.</b></p> <ul style="list-style-type: none"> <li>★ Decline in the death penalty, removal of transportation as a punishment, and ending of public execution</li> <li>★ Changes in the use of prison as a punishment</li> </ul>	<p><a href="#">Tolpuddle Martyrs</a> - Lesson 17</p> <p><a href="#">Changes to Punishment</a> - Lesson 18</p>		<p><b>Exam-style question, Section B</b></p> <p><b>Why was transportation used as a punishment in the period c 1600 – c1850?</b></p> <p><b>American colonies</b></p> <p><b>Convict labourers</b></p> <p><b>You must include information of your own</b></p> <p style="text-align: right;"><b>[12 marks] (IN LESSON)</b></p>
	<p><b>3.3 Law enforcement 1700-1900.</b></p> <ul style="list-style-type: none"> <li>★ Shift towards the prevention of crime.</li> <li>★ Creation of the Bow Street Runners; Metropolitan Police; and society's attitudes to them</li> <li>★ Developments in policing - creation of the CID</li> </ul>	<p><a href="#">Peel &amp; Changes to Enforcement</a> - Lesson 19</p>		<p><i>'The work of the Fielding brothers led to a great improvement in law enforcement in the years c1500–c1900.' How far do you agree? Explain your answer. (16)</i></p> <p><i>You may use the following in your answer:</i></p> <ul style="list-style-type: none"> <li>• town watchmen</li> <li>• the Bow Street Runners</li> </ul> <p><i>You must also use information of your own.</i></p> <p style="text-align: right;"><b>(2018)</b></p>
	<p><b>3.4 Case study - Pentonville</b></p> <ul style="list-style-type: none"> <li>★ Growth and changes in the Prison System in the mid-1800s.</li> <li>★ The establishment of the 'separate system' at Pentonville prison. Changes</li> </ul>	<p><a href="#">Prison Reform</a> - Lesson 20</p> <p><a href="#">Separate System</a> - Lesson 21</p>		

	in the conditions for prisoners.			
	<p><b>3.5 Case study - reforms of Robert Peel</b></p> <ul style="list-style-type: none"> <li>★ Penal reform and the changes in policing established by Robert Peel.</li> <li>★ Dealing with the public's negative perception of the Metropolitan Police force- how Peel overcame it.</li> </ul>			
	<p><i>Moving into C20th, C&amp;P in recent times</i></p> <p><b>4.1 Definitions of Crime, 1900-present</b></p> <ul style="list-style-type: none"> <li>★ Changes in crime and criminal activity - homophobic, race, domestic violence, abortion, driving, drugs.</li> <li>★ New opportunities for 'old crimes' manifesting through new ways - terrorism, trafficking, fraud, extortion.</li> </ul>	<p><a href="#">Changing Nature of Crime</a> - Lesson 22</p>		<p>Explain why new crimes were defined in the period from c1900 to the present day. You may use the following in your answer.</p> <ul style="list-style-type: none"> <li>- Driving offences</li> <li>- Race crimes</li> </ul> <p>You must also use information of your own [12 marks]</p> <p>Exam-style question, Section B  'Types of crimes have not changed since the beginning of the 19th century, only the methods used to commit them'.  How far do you agree? Explain your answer.  You may use the following in your answer:  Fraud - Race crime  You must add information of your own [16 marks] (IN LESSON)</p>
	<p><b>4.2 Law Enforcement, 1900-present</b></p>	<p><a href="#">Changes in Policing</a> - Lesson 23</p>		

	<ul style="list-style-type: none"> <li>★ Widening of the police force to a national level</li> <li>★ Role of science and tech, specialisation, and increase in crime prevention - neighbourhood watch.</li> </ul>			<p><i>Explain one way that the system of community law enforcement in the 20th century was different from community law enforcement in the 16th century.</i></p> <p style="text-align: right;"><i>[4 marks] (IN LESSON)</i></p> <p><i>Explain one way in which the role of local communities in law enforcement in the medieval period was similar to the role of local communities in law enforcement in the modern period. (4)</i></p> <p><i>(2020)</i></p>
	<p><b>4.3 Changes in punishment 1900-present</b></p> <ul style="list-style-type: none"> <li>★ Removal of capital punishment for murder through Murder Act 1965</li> <li>★ Changing attitudes towards the law from society and capital punishment - Evans, Bentley, Ellis</li> <li>★ Changes in the prison system towards rehabilitation - young people separated</li> </ul>	<p><a href="#">Death Penalty (2 Lessons)</a> - Lessons 24/5</p> <p><a href="#">Prison Change</a> - Lesson 26</p> <p><a href="#">Young Offenders</a> - Lesson 27</p>		<p><i>'The establishment of Pentonville Prison was a turning point in the use of prisons in the years c1700 - present'. How far do you agree? Explain your answer.</i></p> <p><i>You may use the following in your answer</i></p> <ul style="list-style-type: none"> <li>- <i>The Separate system</i></li> <li>- <i>Open Prisons</i></li> </ul> <p><i>You must also use information of your own</i></p> <p style="text-align: right;"><i>[16 marks - 2018]</i></p>
	<p><b>4.4 Case Study - Conscientious Objectors</b></p> <ul style="list-style-type: none"> <li>★ Conscription, and the punishment for non-compliance</li> <li>★ Society's attitudes in both WWI and WWII, and how it developed/changed</li> </ul>	<p><a href="#">Conscientious Objectors</a> - Lesson 28</p>		<p><i>Explain one way in which the treatment of the Tolpuddle Martyrs was similar to the way Conscientious Objectors during the First World War were treated. (4)</i></p> <p><i>Explain one way in which treatment of witchcraft in the period 1500 – 1750 was similar to the treatment of conscientious objection in the 20th century</i></p> <p style="text-align: right;"><i>[4 marks] (IN LESSON)</i></p>

<p><b>4.5 Case Study - Derek Bentley and abolition of capital punishment</b></p> <ul style="list-style-type: none"> <li>★ Public opinion and the Derek Bentley trial - the arguments for and against his guilt</li> <li>★ The impact of the trial - how it influenced the change in capital punishment law and parliament</li> </ul>			<p>The establishment of Pentonville Prison was a turning point in the use of prisons in the years c1700 - present'. How far do you agree? Explain your answer.</p> <p>You may use the following in your answer</p> <ul style="list-style-type: none"> <li>- The Separate system</li> <li>- Open Prisons</li> </ul> <p>You must also use information of your own [16 marks - 2018]</p>
<p><i>Historic Environment Depth Study - Whitechapel</i></p> <p><b>5.1 Context: Policing the Nation</b></p> <ul style="list-style-type: none"> <li>★ Organisation and control of the police services in England and London</li> <li>★ Different pressures on policing - media, reports, difficulty in recording crime</li> <li>★ CID (Howard Vincent) and Charles Warren, Met Police Commissioner; their roles in London.</li> </ul>	<p><a href="#">Whitechapel Lessons 1-6 (Booklet)</a></p>		
<p><b>5.2 Local context of Whitechapel</b></p> <ul style="list-style-type: none"> <li>★ Poor housing conditions, attempts to improve housing - Peabody Estate</li> </ul>			

	<ul style="list-style-type: none"> <li>★ Work in Whitechapel, workhouses, and orphanages.</li> <li>★ Role of Dr Barnado in rehousing children from workhouses into better settings</li> </ul>			
	<p><b>5.3 Tensions in Whitechapel</b></p> <ul style="list-style-type: none"> <li>★ Tensions as a cause of immigration; Irish, Eastern European, Jewish immigrants.</li> <li>★ Rise in political movements such as anarchism and socialism.</li> <li>★ Making links between socio-economics, role of media, and blame of immigrants for certain crimes</li> </ul>			
	<p><b>5.4 Police Organisation in Whitechapel</b></p> <ul style="list-style-type: none"> <li>★ Difficulties in policing the Whitechapel community - H-Division, the attitudes towards them.</li> <li>★ Social issues - prostitution, alcohol, gangs; ineffectiveness of H-Division in prevention.</li> </ul>			
	<p><b>5.5 Investigative Policing in Whitechapel</b></p>			<p>Describe two features of lids in the Whitechapel workhouses. [4 marks]</p>

	<ul style="list-style-type: none"><li>★ Jack the Ripper murders, and the problems surrounding; media, police force conflict.</li><li>★ Techniques for investigating murders &amp; their effectiveness</li><li>★ Obstacles to the policing effort, Vigilance Committee</li><li>★ Improvements - Bertillon System, police communications, Whitechapel itself - housing and health.</li></ul>			<p>How useful are sources A and B for an enquiry into the problems facing immigrants in the Whitechapel area? Explain your answer using Source A and B and your knowledge of the historical context. [8 marks]</p> <p>How could you follow up Source B to find out more about the problems facing immigrants in the Whitechapel area? In your answer, you must give the question you would ask and the type of source you would use. [4 marks]</p>
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