PERSONALISED LEARNING CHECKLIST	How confident are you on this?		
Paper 1: Thematic Study and Historic Environment *Option 10: Crime and punishment in Britain, c1000–present* *and Whitechapel, c1870-c1900: crime, policing and the inner city*	🙂	😐	🙁
c1000–c1500: Crime and punishment in medieval England			
Course Overview. Name the 8 factors used to explain events and changes throughout the time periods: *Poverty and wealth, Attitudes in society, The Church/religion, Government, Key individuals, Science and technology, Travel and Towns.*			
Crimes against the person, property and authority. *E.g. Theft, murder, poaching, treason, outlaws*			
How definitions of crime changed in the Norman period to help William I gain control and establish his authority *e.g. Forest Laws & Murdrum Fines*			
Crime in Later Middle Ages: The introduction of The Statute of Labourers in 1351 and heresy			
The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England e.g. *tithings, the hue and cry, and the parish constable.*			
The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. The role of coroners and Justices of the Peace.			
Case Study: The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy. The end of Trial by ordeal ordered by the Pope in 1215 and the introduction of trial by jury which is still used today.			
c1500–c1700: Crime and punishment in early modern England			
Continuity and change in the nature of crimes against the person, property and authority. E.g. *heresy, treason and moral crimes.*			
New definitions of crime in the sixteenth century: e.g. *vagabondage and witchcraft.*			
The role of the authorities and local communities in law enforcement. E.g. *town watchmen, Justices of the Peace, Town constables and professional 'thief takers'*			
The continued use of corporal and capital punishment; the introduction of transportation, early prisons and the start of the Bloody Code.			
Case Study: The Gunpowder Plotters, 1605: their crimes and punishment.			
Case Study: Matthew Hopkins and the witch-hunts of 1645–47.The reasons for their intensity; the punishment of those convicted.			
1700–c1900: Crime and punishment in eighteenth- and nineteenthcentury Britain			
Continuity and change in the nature of crimes against the person, property and authority, including *highway robbery, poaching and smuggling.*			
Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs.			
The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers.			
The development of police forces and the beginning of CID.			
Changing views on the purpose of punishment. The use and ending of transportation, public execution and the Bloody Code.			
Prison reform, including the influence of John Howard and Elizabeth Fry			
Case Study: Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation.			
Case Study: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force.			
c1900–present: Crime and punishment in modern Britain			
Continuity and change in the nature of crimes against the person, property and authority, *including new forms of theft and smuggling.*			
Changing definitions of crime, *including driving offences, race crimes and drug crimes.*			

The role of the authorities and local communities in law enforcement, *including the development of Neighbourhood Watch.*			
Changes within the police force: *increasing specialisation, use of science and technology and the move towards prevention.*			
The abolition of the death penalty and reasons for it			
Changes to prisons, including the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.			
Case Study: The treatment of Conscientious Objectors in the First and Second World Wars.			
Case Study: The Derek Bentley case: its significance for the abolition of the death penalty.			
Historic Environment: Whitechapel, c1870–c1900: crime, policing and the inner city			
The local context of Whitechapel - The problems of housing and overcrowding. Attempts to improve housing: the Peabody Estate. Provision for the poor in the Whitechapel workhouses. Links between the environment and crime. Life in Whitechapel as an inner city area of poverty and discontent.			
The inhabitants of Whitechapel - The lack of employment opportunities and level of poverty. The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The impact of changing patterns of migration: the settlement of migrants from Ireland and Eastern Europe, and the increase in Jewish migration during the 1880s.			
The organisation of policing in Whitechapel - The role of the 'beat constable'. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems of policing caused by crime and antisocial behaviour: alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jewish people.			
Investigative policing in Whitechapel: developments in techniques of detective investigation, including the use of sketches, photographs and interviews; problems caused by the need for cooperation between the Metropolitan Police, the City of London Police and Scotland Yard. Dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders. The Whitechapel Vigilance Committee.			
The national and regional context: the working of the Metropolitan Police, the quality of police recruits. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police.			
Knowledge, selection and use of sources for historical enquiries			

Exam skills			**How confident are you on this?**		
Question Type: Below are the different types of exam question you will be asked in your GCSE exam paper on this topic.			😀	😐	☹️
Question no.	**Marks**	**Question type**			
1	2 + 2	Describe one feature of………. Describe one feature of……….			
2a	8	How useful are Sources A and B for an enquiry into……			
2b	4	How could you follow up Source B to find out more about………			
3	4	Explain one way in which …………. is similar/ different to…….			
4	12	Explain why….. You may use the following in your answer: 2 bullet points. You must also use information of your own.			
5	16	'STATEMENT.' How far do you agree? You may use the following in your answer: 2 bullet points. You must also use information of your own.			