

History Department GCSE Curriculum 2021 – 2022

Year 10 Term 1

Paper 1

Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.

Focus

c1000–c1900: Crime and punishment in Medieval England, early Modern and Industrial eras

Intent of this scheme of learning

The intent of this scheme of learning is for students to understand change and continuity across a long sweep of history, including the most significant characteristics of different ages from the medieval to modern periods. They include people, events and developments and reveal wider changes in aspects of society over the centuries and allow comparisons to be made between different periods of history.

Prior learning and links to future learning

At KS3, students have learned about each society revisited at GCSE from Anglo – Saxon and Norman through to the modern day. Therefore, students have a grasp of the social and environmental surroundings for each era. Students have equally developed their ability to address source material and work with second order concepts, with change and continuity being key for this scheme. This scheme of learning links to Term 2 when students will assess Modern crime and punishment and complete a case study on Whitechapel.

Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concept of change and continuity across the timescale. Students will also touch on significance, causation and similarities and differences.

Interpreting the past

Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at the works outlined:

- Ian Mortimer ‘A time travellers guide to Medieval and Elizabethan England’
- John Briggs ‘Crime and Punishment in England’

Substantive Knowledge

Student will learn about change and continuity in crime, punishment and law enforcement c1000 – c1900. Students will learn about Monarchs and society at the time along side each theme.

- Crime – Crimes against a person, property and authority. Treason, heresy, poaching, smuggling, highway robbery
- Punishment – capital: The Bloody code and executions, Corporal: flogging, stocks and pillory. The purpose of punishment
- Law Enforcement – Tithings, Hue and cry, influence of the church, Trial by Ordeal, Justices of the Peace, Night watchmen, Town constables, courts,

Assessment and Feedback	Links to careers and the wider world	Academy core values – Respect, Ambition, Resilience and Compassion
<p>Students will be formally assessed on 4 strands and receive feedback:</p> <p>A01 – Knowledge and understanding A02 – Concepts A03 – Source analysis A04 – Evaluating Interpretations</p> <p>Students will also frequently revisit topics through retrieval activities and peer/self - assessment.</p>	<p>Throughout the scheme of learning, students will develop academic skills which are transferable to the world of work and future learning. For example, students will analyse evidence and reach judgements to provide a balanced argument. Students will also discuss careers in policing, forensics and trade unions when linked to relevant topics.</p>	<p>Students will have the opportunity to look at the lives of individuals and empathise with society c1000 – c1900. Students will draw comparisons with their own life.</p>

Lesson Sequencing			
	Learning Intention TBAT	Key knowledge	Challenge Framework
1	Outline society and communities in Anglo-Saxon England	<ul style="list-style-type: none"> • Anglo – Saxon England by 1000 • King Ethelred II – The King’s peace • Role of the King v role of the Church • Anglo – Saxon society: King, nobles, freemen, serfs 	<ul style="list-style-type: none"> • Describe the role of different groups in Anglo – Saxon England. • Explain how England was ruled. • Evaluate the growing importance of the King and central government.
2	Explain the role of law enforcement in Anglo-Saxon England	<ul style="list-style-type: none"> • Shires, hundreds, tithings • Hue and Cry – how the alarm was raised • The role of the Court • Swearing of Oaths • Trial by Ordeal 	<ul style="list-style-type: none"> • Describe law enforcement in A-S England. • Explain why the community is important to law enforcement in A-S England. • Compare the role of the community and Church in law enforcement.
3	Explain punishments used in Anglo-Saxon England.	<ul style="list-style-type: none"> • The purpose the punishment – deterrence, reformation, retribution, protection. • Fines and compensation – Wergild • Corporal and capital punishment 	<ul style="list-style-type: none"> • Identify and describe the different types of punishment. • Explain the purpose of different punishments. • Analyse and categorise the purpose of different punishments.
4	Explain how William I controlled England.	<ul style="list-style-type: none"> • William I Forest Laws • Resistance and rebellions • Murdrum Fine 	<ul style="list-style-type: none"> • Describe the new laws introduced by William I. • Explain why William introduced new laws.

		<ul style="list-style-type: none"> Control with the building of castles 	<ul style="list-style-type: none"> Evaluate the effectiveness/issues with Williams laws.
5	Compare changes from Anglo-Saxon to Norman England.	<ul style="list-style-type: none"> Continuity – Tithings, Hue and Cry and the Court system. Change – Trial by Combat, use of Foresters, and harsh punishments 	<ul style="list-style-type: none"> Identify similarities and differences between A-S and Norman England. Explain why there were new definitions of crime 1000-1500. Analyse the change and continuity between A-S and Norman England.
6	Explain why new laws and punishments were introduced in the later Middle Ages.	<ul style="list-style-type: none"> The Statue of Labourers Capital punishment decreased Corporal punishment such as flogging still widely used Fines more common 	<ul style="list-style-type: none"> Identify the different laws and punishments that were introduced. Compare new laws and punishments to A-S/Norman and explain how they have changed. Evaluate the extent of change and growing importance of central government.
7	Compare Law enforcement in the later Middle ages.	<ul style="list-style-type: none"> Henry II and the reorganisation of the courts Richard I appointed Keepers of the Peace Continuity – Hue and Cry and Tithings, Trial by Ordeal. Change – Parish constables, night watch, Justices of the Peace 	<ul style="list-style-type: none"> Describe law enforcement in the later middle ages. Categorise law enforcement 1000-1500 and explain how law enforcement changed 1000-1500. Analyse the effectiveness of law enforcement.
8	Assess the significance of the power of the Church in the Middle Ages.	<ul style="list-style-type: none"> Influence of the Church Benefit of the Clergy Trial by Ordeal and its end The use of Sanctuary 	<ul style="list-style-type: none"> Describe the role of the Church. Explain why the Church place a role in Crime and Punishment. Evaluate the significance of the Church.
9	Explain how England was ruled in the early modern period, 1500 – 1700.	<ul style="list-style-type: none"> From Tudor to Stuart Monarchs The role of religion The importance of Heresy and Treason 	<ul style="list-style-type: none"> Describe how England was ruled. Identify and explain the change and continuity from 1000-1500. Evaluate the effectiveness of rule in early modern England.
10	Describe the crime of Vagabondage in the early modern period.	<ul style="list-style-type: none"> Different vagabonds – sturdy beggar, dummerers, drunken tinkers. Societal attitudes towards vagabonds Laws against vagabonds such as the Vagrancy Act 	<ul style="list-style-type: none"> Define the crime vagabondage and different types of vagabonds. Explain why vagabonds were disliked. Compare attitudes in the early modern era to attitudes today.
11	Outline the changing definitions of crime in the early modern period.	<ul style="list-style-type: none"> Rural crimes – new farming and land management methods 	<ul style="list-style-type: none"> Identify the features of ‘new’ crimes Explain the continuity of rural crime from the Medieval era.

		<ul style="list-style-type: none"> • Witchcraft – laws by Henry VIII, Elizabeth I and James I • Smuggling – social crime 	<ul style="list-style-type: none"> • Reach a sustained judgement on the most significant change to crime 1500-1700.
12	Describe the features of law enforcement in the early modern period.	<ul style="list-style-type: none"> • Changes to the role of the Church • Nigh Watchmen • Town Constables • Professional ‘thief takers’ 	<ul style="list-style-type: none"> • Describe the roles of night watchmen and town constables. • Explain which group had the most effective role. • Compare the role of 16th century law enforcement to 12th century.
13	Explain the role of Early prisons and the Bloody code.	<ul style="list-style-type: none"> • Prison conditions in the early 16th century • The use of Bridewell prisons • Capital punishment and the Bloody code • Attitudes towards the Bloody code 	<ul style="list-style-type: none"> • Identify the features of the early prisons and the Bloody Code. • Explain why early prisons and the Bloody code were used as punishment. • Criticise the use of early prisons and the Bloody code.
14	Describe the role of 16 th century Transportation as a punishment	<ul style="list-style-type: none"> • Reasons for Transportation to North America • The Transportation journey • The setting up of colonies and James town • Attitudes towards the punishment 	<ul style="list-style-type: none"> • Describe the punishment of transportation. • Explain why there was an increase in transportation and its purpose. • Evaluate the effectiveness of transportation.
15	Explain the causes and story of the Gunpowder plot in 1605	<ul style="list-style-type: none"> • From Elizabeth I to James I • The goals of the Gunpowder plotters • The plan and why it failed 	<ul style="list-style-type: none"> • Outline the causes of the plot and sequence the story. • Explain the short and long term causes of the plot. • Compare the plot to other acts of terrorism.
16	Assess the significance of the Gunpowder plot.	<ul style="list-style-type: none"> • Questioning, trial and punishment • Reasons for the harsh and public punishment for treason • Long term consequences of the plot 	<ul style="list-style-type: none"> • Outline the consequences of the plot. • Prioritise the consequences of the plot. • Justify the actions of James I and the consequences for the Catholics from his view.
17	Describe the accusation of witchcraft in the 17 th century.	<ul style="list-style-type: none"> • Role of James I and demonologie • 1645 – 47 witch hunts • Reasons for the intensity of the witch hunts • Role of Mathew Hopkins 	<ul style="list-style-type: none"> • Define witchcraft and describe the treatment of witches. • Explain the roles of individuals • Compare the roles of the two individuals.
18	Explain the decline in witchcraft accusation in the second half of the 17 th century	<ul style="list-style-type: none"> • Death of Matthew Hopkins • Enlightenment • Compare attitudes across the 17th century • Reasons for the decline in accusations 	<ul style="list-style-type: none"> • Describe new ideas towards witchcraft. • Prioritise the new ideas and links to the end of the crime. • Make links to changes in thinking throughout history due to modernisation.

19	Explain the changing definitions of crime c1700 – c1900.	<ul style="list-style-type: none"> • Factors causing increased crime • Highway robbery – crime against a person • Poaching – crime against property • Smuggling – crime against property 	<ul style="list-style-type: none"> • Identify the features of new/modernised crimes. • Explain the continuity and change for each crime. • Assess the significance of each crime for society for example – Poaching (social crime)
20	Explain the crimes of The Tolpuddle Martyrs	<ul style="list-style-type: none"> • Crimes against authority • The Tolpuddle Martyrs story • Significance of the Tolpuddle Martyrs 	<ul style="list-style-type: none"> • Describe the story and treatment of the Tolpuddle martyrs. • Explain why the treatment of the Tolpuddle martyrs was so harsh. • Criticise the actions of the government.
21	Assess why the punishment of Transportation declined	<ul style="list-style-type: none"> • Transportation to Australia • A convicts journey • Australian and British views on the reasons for the end of Transportation 	<ul style="list-style-type: none"> • List reasons for a decline in transportation. • Explain why the use of transportation ended. • Make links between the end of transportation and changing views on punishment.
22	Assess the end of the Bloody code and public executions	<ul style="list-style-type: none"> • Reasons why public executions were made private • Attitudes towards the Bloody code • Attitudes towards the death penalty 	<ul style="list-style-type: none"> • Identify problems with the death penalty and public executions. • Explain why there was a decline in the death penalty and public executions. • Criticise the use of the bloody code and public executions.
23	Explain why prisons were reformed in the 19 th century	<ul style="list-style-type: none"> • Reformer Elizabeth Fry • Reformer John Howard • Reasons for prison reforms 	<ul style="list-style-type: none"> • Describe the work of reformers. • Prioritise reasons for reform. • Compare the use of prisons to the early 16th century prisons.
24	Assess the significance of Pentonville Prison in 1842	<ul style="list-style-type: none"> • The 'model' prison • Features of the separate system • Features of the silent system • Sir Robert Peel 	<ul style="list-style-type: none"> • Describe the separate and silent system. • Explain why hard labour and the separate/silent systems were introduced. • Criticise the use of these new systems in Pentonville and analyse their effect.
25	Explain the modernisation of Law enforcement in the 19 th century	<ul style="list-style-type: none"> • The Bow street runners • The Metropolitan Police Act 1829 • Role and features of the Metropolitan police officers 	<ul style="list-style-type: none"> • Describe the features of 19th century policing. • Explain attitudes towards this new method of law enforcement. • Compare to early and modern law enforcement.