

## History Department GCSE Curriculum 2021 – 2022 Year 10 Term 2

<p><b><u>Paper 1</u></b>  <b>Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</b></p>	<p><b><u>Focus</u></b>  <b>C1900 – c2000: Crime and punishment in the Modern era Whitechapel case study</b></p>
---	---

Intent of this scheme of learning	Prior learning and links to future learning
<p>The intent of this scheme of learning is for students to understand change and continuity across a sweep of history, including the most significant characteristics of the modern age. In assessing crime and punishment across the 20<sup>th</sup> century, students can make links to Liverpool which will centre the topic for students.</p>	<p>Students have studied Crime and Punishment in Term 1, and Term 2 completes the Paper 1 course. Knowledge acquired for the Tudor/Elizabethan topics will be revisited with Paper 2. Students will also continue to revisit the application skills developed such as extended writing and source analysis.</p>

Disciplinary Knowledge	Substantive Knowledge
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Hallie Rubenhold ‘The Five’</li> </ul>	<p>Student will learn about change and continuity in crime, punishment and law enforcement c1900 – c2000 and about the area of Whitechapel c1870 – c1900.</p> <ul style="list-style-type: none"> <li>• Crime – Old crimes modernised such as terrorism and new crimes such as Hate crime.</li> <li>• Punishment – prisons, alternatives to prison and the end of the death penalty.</li> <li>• Law Enforcement – Metropolitan and modern policing methods</li> <li>• Whitechapel – poverty, living conditions, tensions with the authorities, immigration, crime rates, policing methods.</li> </ul>

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:            A01 – Knowledge and understanding</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,</p>	<p>Students will have the opportunity to look at the lives of individuals and empathise with society c1900 – c2000 and in Whitechapel. In particular, the lives of</p>

<p>A02 – Concepts  A03 – Source analysis  A04 – Evaluating Interpretations  Students will also frequently revisit topics through retrieval activities and peer/self - assessment.</p>	<p>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>women and immigrants and the challenges faced. Students will draw comparisons with their own life and demonstrate compassion for individuals in the past.</p>
---	---	--

Lesson Sequencing			
	Learning Intention TBAT	Key knowledge	Challenge Framework
1	Describe the changing definitions of crime 1900-2000	<ul style="list-style-type: none"> <li>• Crime in modern Britain</li> <li>• Terrorism, smuggling, race crime, drug crime</li> <li>• Changing society and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe new definitions of crime in the 20th Century.</li> <li>• Explain why new crimes appeared in the 20th Century.</li> <li>• Compare the nature of crimes in the 20th century with the nature of crimes 1700-1900.</li> </ul>
2	Explain the developments in policing methods since 1900	<ul style="list-style-type: none"> <li>• Rapid advances in technology</li> <li>• Use of science and technology – radios, DNA, CCTV, finger printing</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the developments of policing methods after 1900.</li> <li>• Explain how new methods of policing made the police force more effective.</li> <li>• Assess the effectiveness of the police at different stages of the 19th century.</li> </ul>
3	Assess the role of law enforcement in the 20 <sup>th</sup> century	<ul style="list-style-type: none"> <li>• Changes in policing</li> <li>• Special police units such as NCA</li> <li>• Neighbourhood watch</li> <li>• Move towards prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the role of law enforcement in the 19th century.</li> <li>• Explain how the role of law enforcement changed in the 19th century.</li> <li>• Compare the role of 20th century police force with that of previous law enforcement agencies.</li> </ul>
4	Describe the changes to the prison system and alternatives to prison	<ul style="list-style-type: none"> <li>• Different types of prison</li> <li>• End of hard labour and corporal punishment</li> <li>• Rise in female prisoners</li> <li>• Alternatives – ASBO, community sentences</li> <li>• Focus on rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the changes to the prison system in the 20th century and the introduction of alternatives.</li> <li>• Explain why alternatives to the prison systems were introduced in the 20th Century .</li> </ul>

			<ul style="list-style-type: none"> <li>Evaluate the strengths and weaknesses of modern alternatives to the punitive prison system.</li> </ul>
5	Describe the specialised treatment of young offenders in the 20 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>Attitudes towards young offenders</li> <li>Separate prisons for young people</li> <li>Borstals</li> <li>Young Offenders Institutions</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the treatment of young offenders developed in the 20th century.</li> <li>Explain why new initiatives to dealing with young offenders were introduced.</li> <li>Assess the effectiveness of modern initiatives to deal with young offenders.</li> </ul>
6	Evaluate the Derek Bentley case	<ul style="list-style-type: none"> <li>Details of the case – controversial case</li> <li>Public and parliamentary opinion</li> <li>Significance – highlighted differences in punishment for murder</li> <li>Illustrated how the reprieve system was a lottery</li> </ul>	<ul style="list-style-type: none"> <li>Describe the key features of the Derek Bentley case.</li> <li>Explain why the execution of Derek Bentley led to public outcry.</li> <li>Assess the significance of the Derek Bentley case in the abolition of Capital punishment.</li> </ul>
7	Assess the significance of the abolition of the death penalty	<ul style="list-style-type: none"> <li>Controversial cases – Timothy Evans, Derek Bentley, Ruth Ellis.</li> <li>Arguments for and against abolition</li> <li>Change in society attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Identify key issues contributing to the abolition of the death penalty.</li> <li>Explain why the death penalty was abolished.</li> <li>Assess the arguments for and against the use of capital punishment in modern society.</li> </ul>
8	Explain the role of conscientious objectors in WWI an WWII	<ul style="list-style-type: none"> <li>Attitudes towards conscientious objectors</li> <li>Conscription</li> <li>Different treatment by the authorities in the 2 wars</li> <li>Similar treatment by the general public</li> </ul>	<ul style="list-style-type: none"> <li>Describe attitudes to Conscientious objectors.</li> <li>Explain why people objected to fighting for their country in times of war.</li> <li>Assess why there were negative attitudes towards Conscientious objectors.</li> </ul>
9	Evaluate source material to investigate 19 <sup>th</sup> Century Whitechapel	<ul style="list-style-type: none"> <li>Location of Whitechapel</li> <li>Environment of Whitechapel</li> <li>Charles Booth map</li> </ul>	<ul style="list-style-type: none"> <li>Describe the content of a variety of sources related to Whitechapel.</li> <li>Explain what Whitechapel was like in the 19th century.</li> <li>Compare 19th century Whitechapel to other areas of London in the 19th Century.</li> </ul>
10	Describe the living conditions in Whitechapel	<ul style="list-style-type: none"> <li>Housing – lodging houses, rookeries</li> <li>Provision for the poor - workhouses</li> <li>Peabody estate</li> <li>Lack of employment opportunities</li> <li>Link between the environment and crime</li> </ul>	<ul style="list-style-type: none"> <li>Describe living conditions in 19th century Whitechapel.</li> <li>Explain the causes of poverty in 19th century Whitechapel.</li> <li>Make links between crime and poverty in modern society and compare to Whitechapel.</li> </ul>

<b>11</b>	Assess the tensions and fears in 19 <sup>th</sup> Century Whitechapel	<ul style="list-style-type: none"> <li>• Fluctuating population</li> <li>• Anarchists and socialists</li> <li>• Alcoholism</li> <li>• Role of women</li> </ul>	<ul style="list-style-type: none"> <li>• Describe social issues in Whitechapel in the 19th Century.</li> <li>• Explain the reasons for social tensions in 19th Whitechapel.</li> <li>• Assess the link between social tensions and crime in 19th century Whitechapel.</li> </ul>
<b>12</b>	Explain the significance of Immigration in Whitechapel	<ul style="list-style-type: none"> <li>• Irish immigrants – reputation and work</li> <li>• Eastern European immigrants</li> <li>• Gangs – Bessarabian Tigers</li> <li>• Tensions over access to housing and jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the different immigrant groups.</li> <li>• Explain why there were tensions towards immigrants.</li> <li>• Compare attitudes in the 19<sup>th</sup> century to attitudes today.</li> </ul>
<b>13</b>	Assess the difficulties in policing Whitechapel	<ul style="list-style-type: none"> <li>• The environment</li> <li>• Gangs</li> <li>• Violent demonstrations</li> <li>• Attacks on Jews</li> <li>• Protection rackets</li> </ul>	<ul style="list-style-type: none"> <li>• Describe attitudes to the police in Whitechapel.</li> <li>• Explain why the police found it difficult to prevent crime.</li> <li>• Assess the effectiveness of the police in Whitechapel in the 19th century.</li> </ul>
<b>14</b>	Describe the organisation of the police in 19 <sup>th</sup> century Whitechapel	<ul style="list-style-type: none"> <li>• The work of H Division</li> <li>• Attitudes towards the police</li> <li>• The police commissioners</li> <li>• The Whitechapel Vigilance Committee 1888</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the organisation of H division in Whitechapel.</li> <li>• Explain why the organisation of H division led to problems in policing Whitechapel.</li> <li>• Compare the organisation of H division to the organisation of the modern-day police force.</li> </ul>
<b>15</b>	Investigate the lives of the victims of Jack the Ripper	<ul style="list-style-type: none"> <li>• The role of women and employment opportunities</li> <li>• Poverty and personal stories</li> <li>• Tragedies within each life</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the lives of Jack the Ripper's victims</li> <li>• Explain why Jack the Ripper targeted these women</li> <li>• Compare the commonalities shared by Jack the Ripper's victims</li> </ul>
<b>16</b>	Assess the methods used to try and catch Jack the Ripper	<ul style="list-style-type: none"> <li>• Investigative policing techniques</li> <li>• Rival police forces</li> <li>• The media</li> <li>• Improvements after 1888</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the investigation of Det. Fredrick Aberline.</li> <li>• Explain why Jack the Ripper was never identified.</li> <li>• Assess the reasons why the investigation of Jack the Ripper was unsuccessful.</li> </ul>

