

## Implementation: Scheme of Learning

Subject: History

Year: 10

Unit Title: Whitechapel

Summary of unit: *Historic Environment* – Whitechapel, c1870 – 1900: crime, policing and the inner city.

Linked to the thematic study (Crime and Punishment) is the study of a historic environment i.e. Whitechapel. Pupils will examine the specific site of Whitechapel and its relationship to historical event and developments. Through this scheme of work, pupils will know about: the context of national and regional policing in the late 19<sup>th</sup> century; the local context and problems of Whitechapel in C19; the problems caused by immigration and a fluctuating population; the organisation of policing in Whitechapel C19; the methods of investigative policing available in C19 and finally, know how to use sources and ask appropriate questions in enquiries into crime, policing and the inner city.

The primary focus of this scheme of work is to:

- Develop an understanding of key features of Whitechapel and its national historical context.
- Develop source knowledge and appreciation of their value as evidence
- Develop relevant enquiry skills.

### Assessment Objectives:

**AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.**

**AO3: Analysis and evaluation of source utility and the ability to frame historical questions.**

### GCSE Examination details

- Paper 1, Section A
- Option 10
- 16 Marks
- 10% of the GCSE qualification

Key Concepts: key features; chronological understanding; source utility

**Content:**

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### **1. Whitechapel, C1870-1900: 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. The lack of employment opportunities and level of poverty. Links between the environment and crime: the significance of Whitechapel as an inner city area of poverty, discontent and crime.
- The prevalence of lodging houses and pubs creating a fluctuating population without ties to the community. The tensions arising from the settlement of immigrants from Ireland and Eastern Europe. Pressures caused by the increase in Jewish immigration during the 1880s and the tendency towards segregation. The growth of socialism and anarchism in Whitechapel.
- The organisation of policing in Whitechapel. The work of H division and the difficulties of policing the slum area of Whitechapel, the rookeries, alleys and courts. Problems caused by alcohol, prostitution, protection rackets, gangs, violent demonstrations and attacks on Jews. The Whitechapel Vigilance Committee.
- 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 national and regional context: the working of the Metropolitan Police, the quality of police recruits, the role of the 'beat constable'. The development of CID, the role of the Home Secretary and of Sir Charles Warren, public attitudes towards the police

### **2. Knowledge, selection and use of sources for historical enquiries**

- Knowledge of local sources relevant to the period and issue, e.g. housing and employment records, council records and census returns, Charles Booth's survey, workhouse records, local police records, coroners' reports, photographs and London newspapers.
- Knowledge of national sources relevant to the period and issue, e.g. national newspapers, records of crimes and police investigations, Old Bailey records of trials and Punch cartoons.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations

**Key Processes: historical enquiry; using evidence; communicating about the past.**

**Mid Unit assessment: Knowledge assessment and GCSE assessment practice: Source usefulness**

**End of Unit assessment: GCSE assessment practice: Whitechapel mock (Paper 1, Section A)**

Links to future learning/key stage 4:

Key concepts

Paper 3: America (question types)

Links to prior learning:

Thematic study: Crime and Punishment

Attitudes to women: Suffragettes and Suffragists

Using sources as evidence

Assessing and evaluating source usefulness

**Curriculum Opportunities:** explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their findings; make links between history & other subjects.

RWCM:

**Reading:** Identify key words from a passage; make connections between key words and define key words; identifying key words in a game format e.g. scrabble; use glossaries; class reading; paired reading and individual reading; reading a variety of literature e.g. articles, song (Derek Bentley), interpretations e.g. Schama; use of challenging vocabulary when explaining concepts;

**Writing:** using key words; summarising longer extracts e.g. six word story; extended writing tasks such as written arguments, leaflets, news articles, diary extracts and argumentative speeches; comprehension questions; strength and challenge questions; official reports; non-fiction e.g. leaflets; discussion of writing strategies to be employed for questions on similarity and difference; significance and causation; provision of writing frames, sentence starters and word banks; self and peer-assessment to enable reflection; improving exemplar GCSE answers; creating mnemonics for knowledge retention; writing historically tasks from the Pearson textbook;

**Communication:** varied tasks to show development and learning e.g. class discussions, extended writing tasks (see above), ordered debates, peer quizzes; use of podcasts, documentaries and videos for content delivery; pupil led learning with pupils as teachers making presentations; tweets, text messages, face book profiles; making lists; annotating; role plays; quick fire verbal quizzes; brain builders at beginning of lessons;

**Mathematics:** emphasis on chronology in narrative account; construction of timelines; reading and plotting data on graphs and charts (bar graphs, line graphs, pie graphs, pictorial graphs) ; prioritising and ranking significance of factors; data handling; using logic and reasoning to create arguments.

Cross Curricular Links: (see RWCM) Further:

**Citizenship** e.g. use of evidence and processes of enquiry to discuss and reach informed judgements about topical and contemporary issues e.g. role of the police, slums and ghettos

**Science and Technology** e.g. DNA, forensic techniques etc. police investigative methods

**Business and finance:** e.g. BBC video: when banking was good

**English and Drama** e.g. writing an interview with a resident who has moved to the Peabody estate.

**Geography** e.g. using a map of Europe to investigate migration numbers.

**Strategies to Support & Stretch:** optional tasks to be undertaken as an extension activity and to pursue interest; recommended websites and reading links for independent exploration; historical misconceptions to reflect on at beginning of lesson; paired and group work according to ability; challenge tasks; targeted and scaffolded questioning; opportunity to lead teams/be nominated as a representative or speaker; option to choose type of task e.g. comprehension task or DIY flash cards; using full sentences vs. brain storming and note form; stretch and challenge questions in course content provided by Edexcel; differentiated worksheets e.g. semi-completed tables; sentence starters; word banks; assessment question templates provided; option to choose discussion questions to research and present; model answers; teacher modelling tasks; pictures as prompts; varied delivery styles suitable for audio-visual learners e.g. YouTube and BBC videos, newsreels, podcasts, cartoons; self-assessment opportunities.

### **SMSC & British Values**

***Social:*** Encouraging understanding of human feelings and emotions by placing them in their shoes through various creative empathy tasks e.g. journalistic writing (Derek Bentley; witch trials). Nurturing a sense of enjoyment in learning through multi-sensory, active tasks e.g. debating the criminality of the Tolpuddle martyrs. Most activities in the class allow for class discussions, organised debates, team problem solving and think-pair-share tasks. This means pupils are encouraged to consider their personal backgrounds when answering questions within the classroom and are taught to value all opinions and ideas.

***Moral:*** Decisions and laws impacted and influenced by individuals, governments and societies are central to the study of Crime & Punishment. Pupils will consider the moral and ethical decisions made by such figures and their impact as well as subsequent interpretations of them e.g. prison reform, Norman laws on poaching, transportation, abolition of death penalty etc. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop reasoned answers to difficult questions.

***Spiritual:*** The nature of historical truth encourages students to develop their meta-understanding of concepts such as interpretation. Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, Pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints. Lessons are interactive and imaginative (see PowerPoints for examples of tasks) so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

***Cultural:*** Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms. Pupils will consider a range of

### **Cultural Capital:**

***Listed below are examples of learning tasks within the lesson and homework set which allow learners to adopt the role of and/or research and make links to issues affecting Britain and the world today:***

- Attitudes to women
- Police investigations and development of technology
- Banking
- Serial killers
- Using historical evidence for investigative enquiries and types of historical evidence – thinking like a historian

factors (economical, governmental, and societal) when assessing the consequence of and significance of the roles of different factors in different events.

## 2 Paper 1

The Paper 1 question paper is divided into two sections:

- Section A: historic environment
- Section B: thematic study

For Paper 1, students will see questions only on the option for which they have been entered.

### Paper 1 assessment overview:

	Total marks	Assessment objective	Question description	Example question stem
<b>1</b>	4	AO1	Description of features	Describe <b>two</b> features of...
<b>2a</b>	8	AO3	Analysis and evaluation of source utility	How useful are Sources A and B for an enquiry into...?
<b>2b</b>	4	AO3	Framing historical questions	How could you follow up Source [A/B] to find out more about...?
<b>3</b>	4	AO1/AO2	Comparison of similarity and/or difference (over time)	Explain one way in which xxxx was similar to yyyy
<b>4</b>	12	AO1/AO2	Explanation of the process of change	Explain why... <b>+ two stimulus points</b>
<b>5/6</b>	16 + 4 SPaG	AO1/AO2	Judgement relating to one of the following: the extent of change; patterns of change; process of change; impact of change	'[Statement.]' How far do you agree? Explain your answer. <b>+ two stimulus points</b>

