

## Implementation: Scheme of Learning

Subject: History

Year: 10

Unit Title: Crime and Punishment

### Summary of unit: Thematic study – Crime & Punishment, c1000 – present

This Scheme of Work covers the thematic study on Crime and Punishment through time, c1000 to present. The thematic studies require 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. The thematic study begins with an introductory section called *the process of change*. This explains the focus and identifies the relevant concepts and factors that need to be understood and applied with the study of this content. The key factors are attitudes in society; individuals and institutions (Church and government); and science and technology. This content is then divided into four further sections, which run sequentially from medieval to the present day. Each section is divided into three strands, the third of which contains case studies that exemplify content outlined in strands 1 and 2 and provide opportunities to make detailed comparisons over time.

### Assessment Objectives:

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

**AO2: Explain and analyse historical events and periods studied using second-order historical concepts.**

### GCSE Examination details

- Paper 1
- Option 10
- 32 Marks
- 20% of the GCSE qualification

Key Concepts: key features; causation and consequence; significance (of specified events in relation to situations and unfolding developments); chronological understanding; change; continuity; similarity and difference.

**Key topic 1: c1000–c1500: Crime and punishment in medieval England**

**1. Nature and changing definitions of criminal activity**

Crimes against the person, property and authority, including poaching as an example of 'social' crime; changing definitions of crime as a result of the Norman Conquest, including William I's Forest Laws.

**2. The nature of law enforcement and punishment**

The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including 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.

**3. 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 use of trial by ordeal and reasons for its ending.

**Key topic 2: c1500–c1700: Crime and punishment in early modern England**

**1. Nature and changing definitions of criminal activity**

Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason; new definitions of crime in the sixteenth century: vagabondage and witchcraft.

**2. The nature of law enforcement and punishment**

The role of the authorities and local communities in law enforcement, including town watchmen; the continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code.

**3. Case studies**

The Gunpowder Plotters, 1605: their crimes and punishment; key individual: Matthew Hopkins and the witch-hunts of 1645–47; the reasons for their intensity; the punishment of those convicted.

**Key topic 3: c1700–c1900: Crime and punishment in 18<sup>th</sup> & 19<sup>th</sup> century Britain**

**1. Nature and changing definitions of criminal activity**

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.

**2. The nature of law enforcement and punishment**

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

**Key topic 4: c1900–present: Crime and punishment in modern Britain**

**1. Nature and changing definitions of criminal activity**

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.

**2. The nature of law enforcement and punishment**

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; changes to prisons, including the development of open prisons and specialised treatment

influence of John Howard and Elizabeth Fry.

### 3. Case studies

Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force. c1900.

of young offenders; the development of non-custodial alternatives to prison.

### 3. Case studies

The treatment of conscientious objectors in the First and Second World Wars; the Derek Bentley case: its significance for the abolition of the death penalty.

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

**Mid Unit assessment:** GCSE assessment practice: Paper 2 assessment questions

**End of Unit assessment:** GCSE assessment practice: Paper 2

#### Links to future learning/key stage 4:

Key concepts e.g. chronology, cause and consequence and significance

Key factors e.g. science and technology, attitudes in society and role of individuals

Source based enquiries

Historical site investigation (Whitechapel)

Paper 3: America (question types)

#### Links to prior learning:

Key concepts

Key factors e.g. science and technology, attitudes in society and role of individuals

Norman conquest (Year 7)

Thematic study (Year 7)

Gunpowder Plotters (Year 8)

Witchcraft (Year 8)

Military service Act and conscription (Year 9)

The Tudors: monarchs and religion

Paper 2: Elizabethan England question styles (12 marks and 16 marks)

**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 finding; make links between history & other subjects.

## Thematic study (Ks3)

### 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:

**Religious Education** e.g. case study on the influence and role of the Church and the importance of religion as a contributing factor of change and continuity.

**Citizenship** e.g. use of evidence and processes of enquiry to discuss and reach informed judgements about topical and contemporary issues e.g. death penalty; power of government and role of individuals; community participation e.g. watchdog systems and hue and cry; role of police.

**Drama** e.g. assuming the role of Norman and Anglo Saxon characters living in towns and cities in medieval England to consider change and continuity after the Norman conquest, freeze frames for end of key topic revision and debating the Derek Bentley case in a makeshift court of law.

**Science and Technology** e.g. DNA, forensic techniques etc. for law enforcement purposes.

**Art** e.g. creating annotated posters to highlight change and continuity over time and pictorial timelines as revision guides.

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

### 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:*

**Judge and Jury e.g. Derek Bentley and the Tolpuddle martyrs**

**Derek Bentley song**

**Trade unions**

**Role of individuals in campaigning for human rights e.g. Dickens, Elizabeth Fry and John Howard**

**Gunpowder plot and the 5<sup>th</sup> of November (also linked to annual gunpowder assembly)**

**Optional tasks for most lessons e.g. watching the film 'Let him have it' by Peter Medak**

**Changes to the prison system in modern day Britain**

Researching laws on homosexuality, abortion,  
young offenders, domestic abuse and hate.

