

Option 10

Topic pack



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

GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

Option 10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city

Crime and punishment in Britain, c1000–present

The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied.
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and institutions (Church and government); and science and technology.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c1000–c1500: Crime and punishment in medieval England

1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

c1500–c1700: Crime and punishment in early modern England	
1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain	
1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
3 Case studies	<ul style="list-style-type: none"> • 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–present: Crime and punishment in modern Britain	
1 Nature and changing definitions of criminal activity	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 of young offenders; the development of non-custodial alternatives to prison.
3 Case studies	<ul style="list-style-type: none"> • 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.

Whitechapel, c1870–c1900: crime, policing and the inner city

The historic environment	
1 Whitechapel, c1870–c1900: crime, policing and the inner city	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Crime and punishment in Britain, c1000–present

Introduction

There are two main strands to the crime and punishment thematic study: the nature and changing definitions of criminal activity and the nature of law enforcement and punishment. While acts such as murder have been considered crimes throughout the period covered by this thematic study, other acts have been newly defined as crimes as a result of wider changes in society at different times – for example, vagabondage in the sixteenth century. Political, religious, economic and social changes have also affected the prevalence of different crimes at different times – for example, the increase in heresy following the Reformation. Law enforcement too saw both change and continuity, for example in the role of the community and the development of the police force. Ideas about the purpose of punishment – deterrence and retribution, for example – and how different crimes should be punished have changed over time, with the severity of punishments meted out varying greatly in different periods. To encourage students to see broad trends over time, the timescale of c1000–present has been divided into four sections: c1000–c1500, c1500–c1700, c1700–c1900 and c1900–present day.

They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and institutions (Church and government); and science and technology.

The case studies in each time period allow students the opportunity to understand how factors worked together to bring about particular developments at particular times and make detailed comparisons over time.

Content guidance

It is important that students have an understanding of the context and society during each time period and how these influenced developments in crime and punishment. Prior to teaching the specification content it may be useful to produce a timeline to cover the basic chronology needed for this unit. Within each time period it would be useful to draw out key terms associated with each one, for example Anglo-Saxon, Norman, medieval, Middle Ages, Tudors, Stuarts, early modern Britain, Georgians and Industrial Revolution. In addition to this it would be useful to draw out some of the key political, economic and social developments associated within each one for example: the Norman Conquest, the Reformation, The Civil War, urbanisation, industrialisation and the First and Second World Wars.

For the c1000–c1500 section, students should understand the nature of crimes in Anglo-Saxon, Norman and later medieval England and changing definitions of crime as a result of key events such as the Norman Conquest. William I's Forest Laws help to demonstrate the role of the government in defining what a crime is – making activities against the law that previously were not. Students should understand the concept of 'social crimes', such as poaching, and attitudes in society towards activities that were against the law but often not frowned upon or actively deterred by one's peers. Students also need to understand the nature of law enforcement in this period, appreciating the roles of the authorities and local communities, and the nature of punishments, with an emphasis on deterrence and retribution. References to Church courts and trial by ordeal are included as part of coverage of the role and influence of the Church, but a study of secular court systems and trial processes is not required.

In the early modern period, students will need to look at continuity in the nature of crimes with the Middle Ages as well as changes that took place during this period and how these were linked to changes in society. Heresy and treason, though not strictly new crimes, had raised prominence in this period because of religious and political changes. Students will also need to cover changing definitions of crime in the sixteenth century, in relation to vagabondage and witchcraft. Students should understand that the nature of law enforcement and punishment saw significant change in this era, including the introduction of transportation to America and the start of the Bloody Code. The two cases studies for this period are the Gunpowder Plotters 1605 and Matthew Hopkins and the witch-hunts of 1645–47. The first case study can be used to exemplify the changing nature of punishment during times of political and religious unrest and the need for such a humiliating and harsh punishment in the absence of other effective forms of punishment. The second case study should be used to draw out the reasons for the intensity of witch-hunts and the punishment of those convicted. The significance of this case study should be considered in comparison to other key factors such as science, technology and Church and government when considering the reasons for the rise and decline of witchcraft accusations in the seventeenth century.

In the eighteenth and nineteenth centuries, students will need to study continuity and change in the nature of crimes, including highway robbery, poaching and smuggling. In addition changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs will also need to be covered. The second strand continues the study of the changing nature of law enforcement, including the work of the Fielding brothers as well as the development of police forces and the beginning of CID. The changing nature of punishment in this period focuses on changing views on the purpose of punishment. The content should include the use and ending of transportation, public execution and the Bloody Code as well as a study of prison reform including the influence of John Howard and Elizabeth Fry. The first case study for this period is Pentonville prison in the mid nineteenth century and can be used to exemplify the changing attitudes to punishment and penal reform in the nineteenth century. The second case study is of Robert Peel, covering his work including the 1823 Gaols Act as well as the ways the Metropolitan Act of 1829 helped to shape the development of the first official police force.

In the modern period, students will need to analyse continuity and change in the nature of crimes, including new forms of theft (e.g. identity theft or computer fraud) and smuggling, and changing definitions of crime, including driving offences, race crimes and drug crimes. The second strand concludes the role of the authorities and local communities in law enforcement, including ideas like the development of Neighbourhood Watch. Changes within the police force including increased specialisation, the use of science and technology and the move towards prevention should be covered to demonstrate the changing role of the modern police. Attitudes to punishment should focus on the abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders. The development of non-custodial alternatives to prison should also be covered. The two specified case studies are the treatment of conscientious objectors in the First and Second World Wars, and the Derek Bentley case and its significance for the abolition of the death penalty. The first case study can be used to draw out examples of changing definitions of criminal activity and the changing treatment by both the public and those in authority. The second case study is helpful in exemplifying the changing nature of attitudes to punishment in the twentieth century.

Key terms

It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with. The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or may have difficulty spelling.

Students should understand chronological terms such as the nineteenth century, medieval, early modern, modern.

Other key vocabulary for this unit includes: authority, constable, capital punishment, conquest, corporal punishment, deterrence, execution, hue and cry, law enforcement, ordeal, poaching, parish, retribution, sanctuary, social, tithings, trial, wergild, Civil War, heresy, transportation, treason, vagabondage, watchmen, Witchfinder, highway robbery, martyr, metropolitan, penal, prosecution, separate and silent system, smuggling, reform, abolition, conscientious objectors, custodial, Neighbourhood Watch, offence, prevention, young offenders.

Resources

The tables below list a range of resources that could be used by students and teachers for this topic. Inclusion of resources in this list does not constitute endorsement of those materials. While these resources — and others — may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

Resources for students

Details of new resources published to support this specification will be added when these become available.

Resource	Details
<i>Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present</i> (Pearson, 2016)	Student book written for this option in the new GCSE specification.
<i>Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present</i> (Hodder Education, 2016)	Student book written for this option in the new GCSE specification.
Allan Todd and Martyn Whittock, <i>Crime and Protest</i> (Pearson, 2014)	Written for Edexcel GCSE SHP and updated for the 2013 specification. Comprehensive overview. Particularly useful for information from 1950 onwards and on heresy and poaching.
Donald Cumming and Jo Philpott, <i>Crime and Punishment Through Time</i> (Hodder Education, 2011)	Written for the Edexcel 2009 GCSE SHP specification. Useful sections on punishment and policing, lots of diagrams and summaries for middle-ability students.
Ian Dawson, <i>Crime and Punishment Through Time</i> (Hodder Education, 1999)	Older textbook with detailed chronological approach, particularly for periods up to 1950. Good detail, particularly for higher-ability students.
History B Revision guide, (Pearson 2014)	Revision guide for Edexcel 2012 SHP specification but concise format is useful for use with lower-ability students.
BBC The Gunpowder Plot www.bbc.co.uk/history/the-gunpowder-plot	Information and video clips.
Derek William Bentley 'A victim of British justice?' www.capitalpunishmentuk.org/Bentley	Detailed account of the Bentley case.
Met Police http://content.met.police.uk/Site/history	Detailed chronology of the Met Police force.

Thinking History Crime activities www.thinkinghistory.co.uk/ActivityKS/ActivityGCSESHP.html#crime	Interactive class role-play activities including smuggling, the Bloody Code and highway robbery.
Tolpuddle Martyrs Museum www.tolpuddlemartyrs.org.uk	Museum website dedicated to the Tolpuddle Martyrs.
BBC GCSE Bitesize Crime and punishment www.bbc.co.uk/education/topics/z3gg87h	Range of clips from documentaries including witchcraft, Fry and the development of the police.
<i>The Incredible Journey of Mary Bryant</i> (2005)	Film based on the life of Mary Bryant. Opening scenes useful for reasons for transportation. Clips can be found on YouTube.
<i>Guy Fawkes and the Gunpowder Plot</i> (BBC)	Documentary covering Gunpowder Plot useful for lower ability. Clips can be found on YouTube.
<i>Tony Robinson's Crime and Punishment</i> (Channel 4, 2008)	Looks at crimes and punishments from the Middle Ages to twentieth century. Aimed at middle/higher ability. Clips can be found on YouTube.
<i>Storyline – Derek Bentley</i> (ITV, 1993)	Documentary. Useful info on the earlier aspects of the case. Can be found on YouTube.

Resources for teachers

Resource	Details
Angela Anderson, <i>Crime and Punishment</i> (Nelson Thornes, 1998)	Student textbook – out of print now, but one-off second-hand copies are available. Useful overviews, good detail on religion.
Stephen Lee, <i>Crime, Punishment and Protest</i> (Longman, 1995)	Student textbook – out of print now, but one-off second-hand copies are available. Useful overviews, good detail on poaching.
Colin Shepherd and Rosemary Rees, <i>Crime and Punishment Investigations</i> (Hodder, 2005)	Student textbook – out of print now, but one-off second-hand copies are available. Useful sources on punishment and policing.
BBC History www.bbc.co.uk/history	Range of biographies on key figures including Peel and Howard.
BBC www.bbc.co.uk/legacies/myths_legends/england/essex/article_1.shtml	Useful case study on Matthew Hopkins.
British Library www.bl.uk/learning	British Library overviews in the history section – good for Georgians and Victorians.
The History Learning Site www.historylearningsite.co.uk	Useful overviews on each period of time.
The Howard League www.howardleague.org	Useful overview of prisons.
London Lives www.londonlives.org	The historical background section has detailed information in the criminal justice area on a range of topics.
Spartacus Educational www.spartacus-educational.com	Good detail on conscientious objectors.
School History www.schoolhistory.co.uk	Range of revision games useful for students and in class.
The National Archives www.nationalarchives.gov.uk	Overview activities for each period of time – student and teacher material.
The Victorian Web www.victorianweb.org	Useful overviews of the Victorian period.

<p>BBC History</p> <p>Crime and the Victorians</p> <p>www.bbc.co.uk/history/british/victorians/crime_01.shtml</p>	<p>Information on crime and the Victorians.</p>
<p>Police museums</p>	<p>A number of towns and cities around the country have local police museums, which can be visited and have useful collections.</p>

Overview frame

Factor	c1000–1500	c1500–c1700	c1700–c1900	c1900–present
Context				
Nature/definition of crime				
Punishments				
Law enforcement				