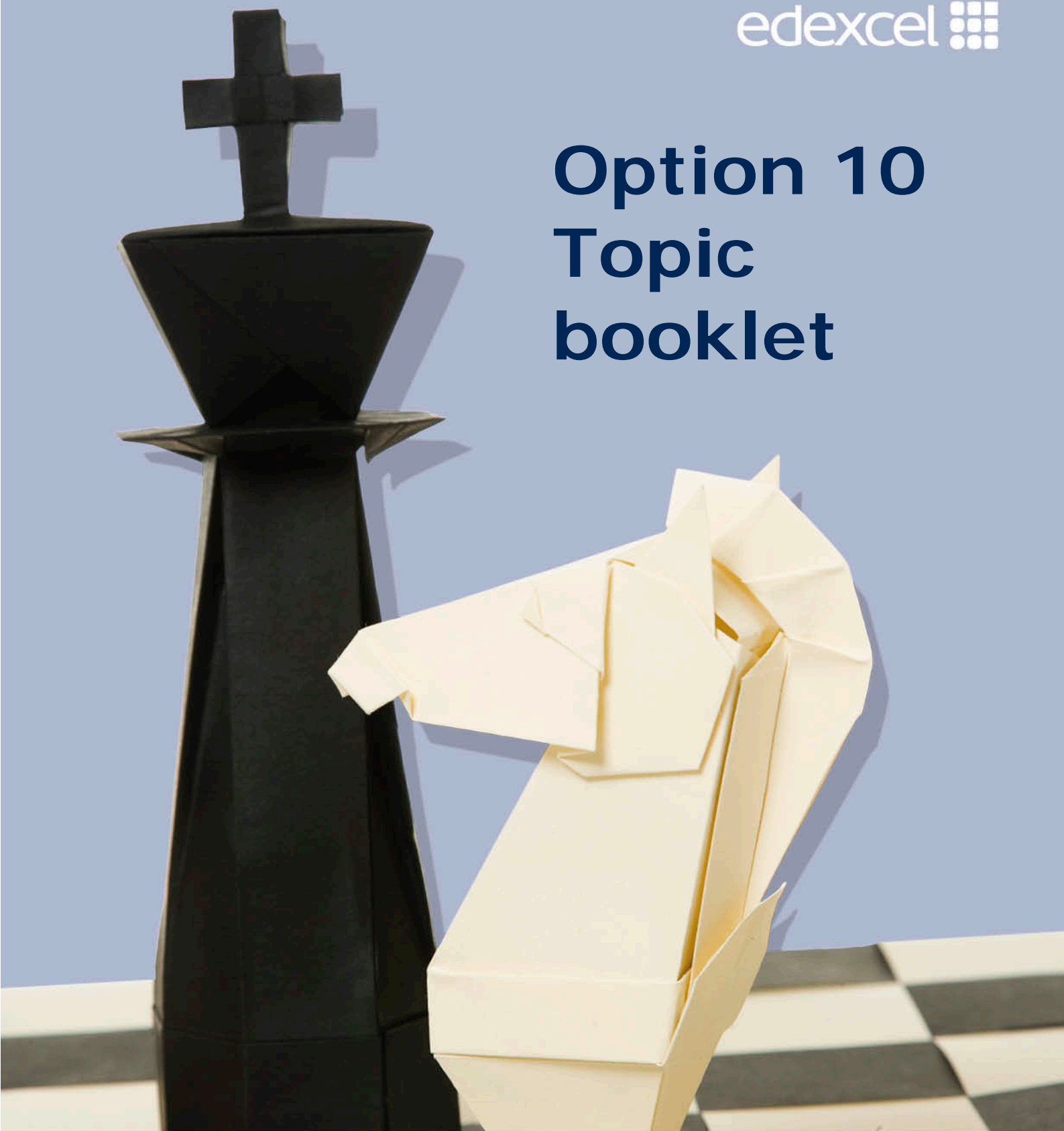


Option 10

Topic booklet



**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)

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Version 4 (March 2025)

This topic booklet has been updated to include changes made to new issues of the specification and sample assessment materials.

- Issue 5: language and assessment changes, for first assessment June 2025.
- Issue 6: content changes, for first teaching September 2024 and first assessment June 2026.

Information on new resources has also been added.

Summary guidance on the changes can be found [here](#).

1. Overview

This option comprises a thematic study, Crime and punishment in Britain c1000–present, and a study of the historic environment, Whitechapel c1870–1900: crime, policing and the inner city.

This option offers students a rewarding opportunity to engage with a variety of interesting issues within an ever-changing historical background. While the focus of the option is about the nature of change in crime, punishment and policing over time, the study of each time period brings with it an opportunity to really explore the social and political factors which have helped shape each period of history. There is also the opportunity to link in personal stories to help bring the thematic study alive, whether you choose to include stories from your local area or select them from the national archive.

Many of the topics covered still have great relevance and interest for students today, whether it be the debate about the way we should punish or help criminals within society or the role of government and the community to help bring criminals to justice. The ability to make links with modern issues and stories in the news is a great way of really engaging your students in the unit and helps to maintain interest over time.

1.1 Assessment (from June 2025)

Section A Historic environment

For the historic environment, students answer two questions requiring them to describe features (AO1) and a two-part question targeting AO3 (analyse, evaluate and use sources). Question 2 uses two contemporary sources; one of them may be visual, but at least one will be written.

- Questions 1(a) and (b): question 1 is now separated into two questions, and students describe one key feature in each question.
- Question 2(a): students assess the usefulness of two sources for a specified enquiry, making use of their knowledge of the historical context.
- Question 2(b): students suggest a follow-up area of investigation for the specified enquiry.

Section B Thematic study

Students answer three questions for the thematic study: Question 3, Question 4 and either Question 5 or Question 6.

- Question 3: focuses on similarity or difference over time.
Questions will cross sections and will normally span at least a century (and may span much longer periods).
- Question 4: focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued).
Questions will normally span at least a century and may span much longer periods.
- Questions 5/6: require a judgement and may focus on any of the following: the *nature* or *extent* of change (similarity/difference or change/continuity); *patterns* of change (turning points, i.e. significance); the *process* of change (factors bringing it about, i.e. causation); or the *impact* of change (i.e. consequence).
Questions will normally span either a complete period named in the specification or at least 200 years and may span much longer periods.

Detailed information and guidance on assessment can be found in the separate [Getting Started Guide](#).

2. Crime and punishment in Britain, c1000–present

2.1 Introduction

There are two main strands to the crime and punishment thematic study:

- 1) the nature and changing definitions of criminal activity
- 2) 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.

Students 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 here are:

- attitudes in society;
- individuals and institutions (Church and government);
- 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. However, not every case study is capable of illustrating all of the key factors or elements of the content strands, and so the relevant aspects of the case study should be explored as appropriate.

2.2 Content guidance

As the Paper 1 unit forms part of the requirement that the GCSE focuses on a minimum of 40% British content, the focus of the thematic study is on crime and punishment in England (first two key topics) and then Britain (last two key topics).

It is important that students have an understanding of the context and of 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, Industrial Revolution and 'modern period'. Students also need to be able to associate these labels with chronological periods, so they need to understand that the sixteenth and seventeenth centuries broadly coincide with the Tudor and Stuart periods, the term 'nineteenth century' applies to the 1800s, and the 'modern period' in the thematic studies means 1900–present.

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

2. Crime and punishment in Britain, c1000–present

Conquest, the Reformation, the Civil War, urbanisation, industrialisation and the First and Second World Wars.

Please note that there is no requirement for candidates to have knowledge of crime and punishment in the period before c1000.

c1000–c1500: Crime and punishment in medieval England

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 – by creating royal forests and asserting his rights, William criminalised hunting and other activities in those areas. 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, shown by the way that many punishments were conducted in public and had lasting physical effects. They should recognise that, in the absence of a formal law enforcement organisation, the deterrent effect of punishment also contributed towards law enforcement. The significance of the Norman Conquest should be noted, for example in ending wergild or introducing trial by combat. References to Church courts and trial by ordeal are included as part of the coverage of the role and influence of the Church, and students should be aware of the more formal role of the Church after the Norman Conquest, but a study of secular court systems and trial processes is not required.

c1500–c1700: Crime and punishment in early modern England

In the early modern period, students will need to look at continuity from the Middle Ages in the nature of crimes, 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, and understand the reasons why these activities were criminalised.

Students should understand that the nature of law enforcement and punishment saw significant change in the early modern period, including the introduction of transportation to America and the start of the Bloody Code. The two case 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 combination with 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.

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain

In the eighteenth and nineteenth centuries, students will need to study continuity and change in the nature of crimes, including increased incidences of highway robbery, poaching and smuggling, and the varying attitudes towards these crimes. 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.

2. Crime and punishment in Britain, c1000–present

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 aspects of his work as Home Secretary, 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.

c1900-present: Crime and punishment in modern Britain

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. They should understand that new definitions of crime are affected by factors such as changes in attitude or technical developments. 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 and 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 changing attitudes to the treatment of criminals 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.

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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. Students should be familiar with the terminology found in the specification content.

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 (1900–present in the thematic studies). They should also be familiar with broad terms, such as authorities, economic, government, political, religious, social, and institution.

Other key vocabulary for this unit includes:

- abolition
- authority
- Bloody Code
- Borstal
- capital punishment
- Civil War
- clergy
- community
- conquest
- conscientious objectors
- constable
- convict
- corporal punishment
- custodial
- deterrence
- execution
- heresy
- highway robbery
- hue and cry
- law enforcement
- martyr
- metropolitan
- Neighbourhood Watch
- ordeal
- offence
- parish
- penal
- poaching
- poverty
- prevention
- prosecution
- protection racket
- reform
- retribution
- rookery
- sanctuary
- separate and silent system
- slum
- smuggling
- specialist police
- tithings
- transportation
- treason
- trial
- vagabondage
- watchmen
- Wergild
- Witchfinder
- workhouse
- young offenders

2. Crime and punishment in Britain, c1000–present

2.3 Content exemplification

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content, and other relevant material illustrating aspects of change within periods can be used.

The role of key factors in change: students should develop an understanding of the nature and process of change. This involves understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The exemplification in the third column below is designed to support this.

c1000–c1500: Crime and punishment in medieval England	Exemplification	Exemplification of the role of key factors in change
<p>1 Nature and changing definitions of criminal activity</p> <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.	<ul style="list-style-type: none">Distinction between serious crimes like murder and arson and minor crimes like petty theft.Crimes against the person such as assault and murder. Crimes against property such as theft or poaching. Crimes against authority such as treason or poaching.Impact of the Norman Conquest, such as the introduction of the Forest Laws, and extension of royal authority. Other examples could include the murdrum fine and rebellion.	<ul style="list-style-type: none">Role of individuals and institutions: role of the monarch and the Church in defining what was a crime; and changes after the Norman Conquest and in the later medieval period.Role of attitudes in society: attitudes towards 'social' crimes.
<p>2 The nature of law enforcement and punishment</p> <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.	<ul style="list-style-type: none">Change and continuity between the Saxon and Norman era, e.g. increasing importance of the king under the Normans along with the continuation of local law enforcement.Increase in capital punishment under the Normans and increasing use of physical and public punishment to deter.The ending of the Wergild and introduction of fines paid to the king.	<ul style="list-style-type: none">Role of individuals and institutions: changing role of monarch in law enforcement. Impact of the Normans' need to maintain authority. Role of the Church in law enforcement and punishment.Role of attitudes in society: attitudes to punishment as deterrence and retribution.

2. Crime and punishment in Britain, c1000–present

c1000–c1500: Crime and punishment in medieval England	Exemplification	Exemplification of the role of key factors in change
<p>3 Case study</p> <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. 	<ul style="list-style-type: none"> The use of Church courts to deal with moral crimes. Right of fugitives to seek Church protection in Sanctuary. Benefit of Clergy as a way of avoiding the death penalty. The use of trial by ordeal to determine innocence or guilt. The ending of trial by ordeal in 1215 illustrating Church authority affecting action in secular society. 	<ul style="list-style-type: none"> Role of individuals and institutions: the role of the Church.
c1500–c1700: Crime and punishment in early modern England	Exemplification	Exemplification of the role of key factors in change
<p>1 Nature and changing definitions of criminal activity</p> <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. 	<ul style="list-style-type: none"> The impact of tensions during Tudor rule, the Reformation, economic context and unemployment in terms of defining crimes. The implications of the invention of the printing press and increased population, for example the increased population of towns making crime easier and criminals less likely to be caught. Challenges of social crimes such as poaching and smuggling. Continuity and change in the nature of crimes against the person (e.g. murder, assault), crimes against property (e.g. theft, burglary, arson) and crimes against authority (e.g. treason, heresy, poaching). The Vagrancy Acts (e.g. 1547/97) and Witchcraft Acts (e.g. 1542/1604) to highlight the changing definitions of crime. 	<ul style="list-style-type: none"> Role of individuals and institutions: role of Church and government in punishing heresy, treason and witchcraft. Role of individuals and institutions: the impact of poverty and authorities' fear of 'masterless men'. Role of attitudes in society: changing religious beliefs; attitudes to social crimes; attitudes towards witchcraft Role of science and technology: invention of the printing press.

2. Crime and punishment in Britain, c1000–present

c1500–c1700: Crime and punishment in early modern England	Exemplification	Exemplification of the role of key factors in change
<p>2 The nature of law enforcement and punishment</p> <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. 	<ul style="list-style-type: none"> • Change and continuity in official and community methods of law enforcement. • Impact of changes to the Church on law enforcement and punishment – reform of Sanctuary and Benefit of Clergy. Increased secular control during this period. • The reasons for transportation to the Americas, the start of the Bloody Code in 1688 with 50 capital offences. 	<ul style="list-style-type: none"> • Role of individuals and institutions: impact of threats to rulers’ authority on nature of punishments. Impact of changes to the Church on law enforcement and punishment. • Attitudes in society: changing attitudes towards how different crimes should be punished and severity of punishments.
<p>3 Case studies</p> <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. 	<ul style="list-style-type: none"> • Reasons for harsh and public punishments, as a result of religious and political instability. Absence of police and prisons as a determining factor. • Reasons include the impact of the Civil War, printed works, social tension and religious change and the role of key individuals like James I. 	<ul style="list-style-type: none"> • Role of individuals and institutions: the Gunpowder Plotters’ threat to authority and the government’s response. • Role of individuals and institutions: Matthew Hopkins. • Role of attitudes in society: impact of religious and political instability. Witch-hunt mass hysteria.

2. Crime and punishment in Britain, c1000–present

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain	Exemplification	Exemplification of the role of key factors in change
<p>1 Nature and changing definitions of criminal activity</p> <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. 	<ul style="list-style-type: none"> The Waltham Black Act as an example of a change in response to poaching. Impact of improvements to roads and increased road travel. Dick Turpin as an example of highway robbery. The Hawkhurst Gang as an example for smuggling. The decline of witchcraft linked to the increasing development of scientific thinking under the Royal Society. The case of the Tolpuddle Martyrs in highlighting government action in dealing with challenge to authority and in defining criminal activity. 	<ul style="list-style-type: none"> Role of individuals and institutions/Role of attitudes in society: changing response of authorities to social crimes; attitudes in society to social crimes. Role of individuals and institutions/Role of attitudes in society: authorities' use of the law to deal with the Tolpuddle Martyrs and public reaction to their case. Role of science and technology/Role of attitudes in society: increase in scientific thinking.
<p>2 The nature of law enforcement and punishment</p> <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. 	<ul style="list-style-type: none"> The increasing need for more official forms of law enforcement in the context of industrialisation and urbanisation. The Bow Street Runners and mounted patrols, and their limitations. The work of Robert Peel (case study below) and subsequent police acts, demonstrating the increasing centralisation and official nature of the police. The changing social and political context, highlighting the need to move executions inside prisons and end transportation. The Age of Enlightenment and values of the humanitarians. Changing attitudes to punishment and prisons and the Bloody Code. The work of Howard and Fry and extent to which they influenced change. 	<ul style="list-style-type: none"> Role of individuals and institutions: development of police forces. Individuals such as the Fielding brothers and Robert Peel. Role of attitudes in society: changing attitudes on the purpose of punishment. Role of individuals and institutions/Role of attitudes in society: John Howard and Elizabeth Fry, and changing attitudes towards prison conditions.

2. Crime and punishment in Britain, c1000–present

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain	Exemplification	Exemplification of the role of key factors in change
<p>3 Case studies</p> <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. 	<ul style="list-style-type: none"> Debates surrounding prison reform: separate, silent, pointless and useful work. The increasing centralised control of prisons. Peel’s role as Home Secretary in the 1823 Gaols Act and 1829 Metropolitan Police Act. 	<ul style="list-style-type: none"> <i>As above</i>
c1900–present: Crime and punishment in modern Britain	Exemplification	Exemplification of the role of key factors in change
<p>1 Nature and changing definitions of criminal activity</p> <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. 	<ul style="list-style-type: none"> The extent to which ‘new’ crimes are old crimes in a new format – for example, drug and people smuggling, theft of cars or mobile phones, cybercrime. Legislation prohibiting racial discrimination in housing and employment. Changes in the law associated with drink driving and speeding. 	<ul style="list-style-type: none"> Role of individuals and institutions: government involvement in changing laws. Role of science and technology: use of technology in committing crimes, e.g. online fraud. Role of attitudes in society: varying attitudes towards social crimes, e.g. drug-taking, drink driving. Attitudes towards hate crimes.

2. Crime and punishment in Britain, c1000–present

c1900–present: Crime and punishment in modern Britain	Exemplification	Exemplification of the role of key factors in change
<p>2 The nature of law enforcement and punishment</p> <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. 	<ul style="list-style-type: none"> Neighbourhood Watch and PCSOs, as examples of the increased role of community policing. Specialist officers e.g. those dealing with terrorism and sexual offences. The use of fingerprinting, radios, computers, DNA, cars, CCTV, access to electronic devices and phones. Cases like Ruth Ellis and Timothy Evans, as well as the Bentley case (case study below) to exemplify changing attitudes to capital punishment. Probation, borstals, open prisons and the use of community service, electronic 'tagging' and ASBOs as examples of changes to prisons and punishment in the twentieth century. 	<ul style="list-style-type: none"> Role of science and technology: the use of science and technology in fighting crime. Attitudes in society: changing views about the death penalty. Changing views about the use of prisons. Role of individuals and institutions: role of the government in e.g. abolishing the death penalty.
<p>3 Case studies</p> <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. 	<ul style="list-style-type: none"> Changes in treatment by the authorities from the First to the Second World War. Extent of changes in unofficial treatment by the public. The context of post-war Britain, the changing role of government and the media, along with other cases which highlighted the need for a change in the law. 	<ul style="list-style-type: none"> <i>As above</i>

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

3.1 Introduction

The historic environment of Whitechapel c1870–c1900 is linked to the thematic study on Crime and punishment and focuses on that site in its historical context. It examines the relationship between Whitechapel and historical events and developments in crime and policing.

Whitechapel has been chosen not only because of the interest it generates for the students but because it is an excellent case study that explores the issues of poverty and crime in Victorian London. A study of Whitechapel highlights the problems associated with inner city living, policing at this time and the developments and challenges to investigative policing. Public attitudes to policing and the problems associated with regional and national policing are also highlighted through the study of this historic environment.

The content is assessed through two questions on features of the period and also through an historical enquiry.

For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied. To aid teaching, the specification content is divided into two sections: the first covers the site in its historical context; the second covers knowledge, selection and use of sources relevant to this historic environment for enquiries.

There is a wide range of contemporary source material that can be used to investigate Whitechapel at the end of the nineteenth century: official records and publications, newspaper articles (both national and local publications), photographs and drawings are some examples.

3.2 Content guidance

Students need knowledge of the Whitechapel environment c1870–c1900 – events, places, individuals and significant developments outlined in the specification. Questions 1(a) and (b) each asks students to identify one key feature of one aspect of the content with some related supporting evidence. Developed explanation of the key feature is not required. Question 2(a) requires students to use only sufficient knowledge to support their criteria for judgement, e.g. using contextual knowledge to validate the accuracy or typicality of the source content. Question 2(b) requires knowledge of the potential sources available. The Historic environment (Section A) does not require candidates to write extended amounts of contextual knowledge but to select and apply knowledge appropriate to the question asked.

Before beginning the historic environment study, it may be useful to give students an overview of some of the more general issues associated with the Victorian era, such as industrial expansion, urbanisation, population growth, immigration, poverty and protest. It will also be helpful for students to be aware of the arrangements for policing Whitechapel c1870.

Students will need to study the local context of Whitechapel at this time, and what life was like in Whitechapel as an area of poverty and discontent, making links between the environment and crime. This should include an awareness of the problems of housing and overcrowding in the area, and the attempts to improve them, including construction of the Peabody Estate, which opened in 1881; the level of poverty in the area and the provision of workhouses such as South Grove; links between the environment and crimes committed.

Students need knowledge of the inhabitants of Whitechapel – the people who lived there. They should consider the lack of employment opportunities and level of

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

poverty, and the nature of the population of Whitechapel. They should understand the fluctuating population of lodging houses and pubs, the extent of migrant communities from Ireland and from Eastern Europe, including the arrival of Jewish refugees in the 1880s, and the impact of changing patterns of migration.

Students should have an understanding of the organisation of policing in Whitechapel and the work of the H division of the Metropolitan Police which covered the Whitechapel area, with officers patrolling 'on the beat' to keep order and prevent crime. They should also understand how features of the environment such as the slums, and the rookeries, alleys and courts, made it a difficult area to police, as well as the problems in keeping order caused by crime and antisocial behaviour: alcohol, prostitution, protection rackets, gangs and demonstrations. Students should be aware of the attacks on Jewish people living and working in Whitechapel.

In terms of investigative policing in Whitechapel, students should know about developments in techniques of detective investigation such as the use of sketches, photographs and interviews. Students should be aware that the City of London was not covered by the Metropolitan Police but by its own police force and that Whitechapel's location, bordering the City, led to the need for cooperation between the Metropolitan Police and Scotland Yard and the City of London Police. The problems of dealing with the crimes of Jack the Ripper and the associated problems caused by the media reporting of the 'Ripper' murders should be covered here. The Whitechapel Vigilance Committee, whose response to the murders of 1888 included volunteer patrols and calls for a reward for information, should also be studied.

Students should also look at the national and regional context. This should include the working of the Metropolitan Police. Students should understand some of the problems, such as issues with the quality of some police recruits, for example drunkenness and absence, and mixed public attitudes towards the police. Students should be aware of the development of the CID, set up in 1878, with a focus on crime detection. They should also understand the role of Charles Warren, who was Commissioner of the Metropolitan Police from 1886 until November 1888 and faced criticism for his handling of the Whitechapel murders, and the role of the Home Secretary under whose control the Metropolitan Police worked.

Sources

Students should be aware of the range of types of local sources available to the historian, the sort of information they can yield, and their strengths and weaknesses. For example, housing and employment records, council records and census returns and Charles Booth's survey can provide information about the levels of poverty, the nature of housing, the population and so on. Local police records could provide information about the organisation of policing and nature of crime in the area, as well as specifically about the Whitechapel murders. Coroners' reports may provide evidence from witnesses as well as details of the murders. Photography was used to some extent by police officers investigating the murders and may also provide detail about the environment. The murders were covered extensively by London newspapers (as well as national newspapers), though coverage was often sensationalised.

In order to appreciate the significance of local records, students also need an awareness of how national records such as national newspapers, records of crimes and police investigations, Old Bailey records of trials and *Punch* cartoons can be used to establish context and a basis for comparison between the local and national situations. There was also growing concern about poverty and crime which led to a number of articles and books by individuals such as William Booth, who founded the Salvation Army.

For more information on sources, please refer to the [Guidance on sources and interpretations](#) and [Paper 1 guide](#), which look at question types, common problems, and teaching approaches and ideas.

4. Student timeline

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1066	Norman Conquest
1215	Trial by ordeal abandoned by Catholic Church
1285	Introduction of parish constables
1494	Vagrancy Act
1542	Witchcraft Act
1547	Vagrancy Act
1604	Witchcraft Act
1605	Gunpowder Plot
1642	Civil War
1645–47	Matthew Hopkins witch-hunts
1718 1723	Transportation Act Waltham Black Act
1749	Bow Street Runners
1774	Gaols Act
1777	<i>The State of Prisons in England and Wales</i> by John Howard published
1815	Death penalty for over 225 offences
1818	Elizabeth Fry tour of prisons
1823	Gaols Act / reduction in Bloody Code by 100 offences
1829	Metropolitan Police Act

4. Student timeline

1834	Tolpuddle Martyrs
1842	Opening of Pentonville prison
1868	End of public execution and transportation
1878	CID set up
1888	Jack the Ripper murders
1901	Fingerprint database set up
1914–18	First World War – conscientious objection
1915	First female police officer with power of arrest
1916	1916 Military Service Act
1922	Abolition of separate system started
1933	First open prison
1939–45	Second World War – conscientious objection
1953	Derek Bentley case
1964	Last execution in the UK
1968	Race Relations Act
1969	Abolition of capital punishment for murder
1982	Neighbourhood Watch
1995	DNA Database
2002	PCSOs
2007	Common definition for hate crimes was agreed by the police, Crown Prosecution Service and Prison Service

5. Resources

The sections below list a range of resources that could be used by students and teachers for this topic.

The first section lists information on free support materials available on the Edexcel website. On the [GCSE History \(9–1\) from 2016](#) page:

- select the [Teaching support](#) tab, where resources are separated out by Plan, Teach, and Track and Assess;
- or select the [Course materials](#) tab, and then select the appropriate tab for [Specification and sample assessments](#), [Exam materials](#), or [Teaching and learning materials](#).

The table below provides a selection of the free support materials available on the Edexcel website. Details and links for all the free support available can be found in [this document](#). It is updated regularly, so worth bookmarking.

The second section lists publishers who have been endorsed for GCSE (9–1) History. Endorsement means that a resource has been through our quality assurance process to confirm that it meets the teaching and learning requirements a specification is aimed at. Endorsement of a resource doesn't mean it's the only suitable material available, or that it is required to achieve the qualification.

The remaining sections list both endorsed resources and those that have not been endorsed. 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.

There has been a rapid growth in podcasts in recent years, and we have added below links to a few well-known ones. Some may not be suitable for younger listeners, so please check carefully before sharing with students. Similarly, there are plenty of useful videos for History students on online sharing platforms, and any links below have been checked, but please exercise care before sharing social media links with students.

5.1 Free support materials

Resource	Details
Specification and sample assessment materials	The starting point for information on content and assessment in GCSE (9–1) History.
Past papers, mark schemes and examiner reports	An Edexcel Online login is required to access files with a silver padlock – check with your exams officer if you can't open them.
Getting Started Guide	An overview of the specification, to help you get to grips with the content and assessment requirements of the specification. Updated for Issues 5 and 6.
Summary guidance on changes for 2025 and 2026	Summary guidance with links on the changes being made for Issue 5 (first assessment 2025) and Issue 6 (2026).
Content changes for 2026: <ul style="list-style-type: none"> • Topic guidance • FAQs 	Guidance for each option on the changes being made to the content for Issue 6 of the specification (first assessment June 2026), and FAQs.

5. Resources

Resource	Details
Assessment changes for 2025: <ul style="list-style-type: none"> • Guide • FAQs 	Guidance on the changes being made to the assessment model for Issue 5 of the specification (first assessment June 2025), and FAQs.
Specification language changes: <ul style="list-style-type: none"> • Track changes on • Rationale • FAQs 	Guidance on the language changes made for Issue 4 of the specification (first teaching September 2023, first assessment June 2025).
Guidance on sources and interpretations	Guidance on AO3 sources and AO4 interpretations, looking at question types, common problems, and teaching approaches and ideas.
Paper 1 Guide	Teaching approaches and ideas for the thematic study and historic environment, with case studies from practising teachers.
Schemes of work	Sample outline schemes of work for each topic in the specification, in editable Word files. A digital interactive scheme of work is also available for both KS3 and GCSE.
Mapping documents	Mapping documents to help support teachers in moving to Edexcel GCSE History.
Exemplar student answers	Exemplar student answers, including from the summer 2018, 2019 and 2022 series, with examiner commentaries and mark schemes.
Knowledge boosters	Sets of quizzes to support AO1 knowledge and understanding: <ul style="list-style-type: none"> • 10 Crime and Punishment An Edexcel Online login is required. <i>All KBs updated for 2025–26 changes.</i>
Student walkthroughs <ul style="list-style-type: none"> • Paper 1 playlist 	A series of pre-recorded student walkthroughs, created in collaboration with Harris Federation. <i>Updated for Summer 2025.</i>
Revision tips	Some useful revision tips for students. <i>Updated for Summer 2025.</i>
Command words	A series of student-friendly files exploring each command word in turn, plus a summary document paper-by-paper. <i>Updated for 2025.</i>
Whitechapel historic environment teaching resource	Resources to help teachers incorporate the lives of the five victims of Jack the Ripper into their Whitechapel schemes of work.

5. Resources

5.2 Endorsed resources*

[Pearson](#) – Designed to help develop confident, articulate and successful historians.

[Hodder Education](#) – The Hodder GCSE History for Edexcel students' book helps students achieve their full potential while ensuring pace, enjoyment and motivation.

[Oxford University Press](#) – Oxford's Edexcel GCSE History student books help to develop young historians who have the confidence to succeed, with the most up-to-date exam practice and a tried-and-trusted, accessible approach.

[Zigzag Education](#) – Photocopiable resources for learning, revision and exam practice.

[Anglia Tours](#) – A range of fully-guided History tours which enhance both teaching and learning for the related Pearson qualification.

[NST Tours](#) – Guided History tours to support teachers and students with GCSE History.

* You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.

5.3 Resources for students

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 specification.
<i>Revise Edexcel GCSE (9–1) History: Crime and Punishment in Britain Revision Guide and Workbook</i> (Pearson, 2017)	A combined revision guide and workbook written for this option in the specification.
<i>Revise Edexcel GCSE (9–1) History: Crime and punishment in Britain Revision Cards</i> (Pearson, 2019)	Pocket-sized revision cards covering the key facts.
<i>Revise Edexcel GCSE (9–1) History: Crime and punishment in Britain Practice Papers Plus</i> (Pearson, 2020)	A skills-focused companion to the revision guide.
<i>Target Grade 5 and Target Grade 9 Edexcel GCSE (9–1) History: Crime and punishment in Britain, c1000–present Workbooks</i> (Pearson, 2018)	Workbooks focused on key skills and barriers for students targeting grade 5 and grade 9.
<i>Engaging with Pearson Edexcel GCSE (9–1) History: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900</i> (Hodder Education, 2025)	New Hodder student book for this option in the 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 GCSE specification.
<i>My Revision Notes: Edexcel GCSE (9–1) History Crime and punishment through time, c1000–present</i> (Hodder, 2018)	A revision guide featuring key content coverage, exam-style questions, revision tasks, activities and practical tips.
<i>Edexcel GCSE (9–1) History Workbook: Crime and punishment through time, c1000–present</i> (Hodder, 2018)	Workbook designed for students to practise and perfect the knowledge and skills needed for the course.

5. Resources

Resource	Details
<i>Ben Walsh History: Pearson Edexcel GCSE (9–1): Medicine in Britain, Crime and Punishment in Britain, Anglo-Saxon and Norman England and Early Elizabethan England</i> (Hodder, 2022)	Student book written for four of the options in the specification.
PG Online, <i>Clear Revise: Edexcel GCSE History 1H10 Crime and Punishment in Britain, c1000–present, and Whitechapel, 1870–1900</i> (PG Online, 2023)	Illustrated revision guide matched to the specification with exam-style practice questions and practical tips.
<i>Bow Street Runners Police Museum</i> https://bowstreetpolicemuseum.org.uk/about-us/history/	Useful timeline and information on how to visit
<i>Derek William Bentley 'A victim of British justice?'</i> https://www.capitalpunishmentuk.org/bentley.html	Detailed account of the Bentley case.
Metropolitan Police https://www.met.police.uk/police-forces/metropolitan-police/areas/about-us/about-the-met/met-museums-archives/important-dates/	Detailed chronology of the Met Police force.
British Association for Women in Policing https://www.bawp.org/women-in-policing-history/	Useful timeline from the British Association for Women in policing
Thinking History Crime activities https://www.thinkinghistory.co.uk/index.html	Interactive class role-play activities including smuggling, the Bloody Code and highway robbery.
Tolpuddle Martyrs Museum https://www.tolpuddlemartyrs.org.uk/	Museum website dedicated to the Tolpuddle Martyrs.
BBC Bitesize Crime and punishment Pearson Edexcel https://www.bbc.co.uk/bitesize/guides/zk6k96f/revision/1	Range of clips, resources and self-tests to support the thematic unit.
<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>BBC Teach</i> https://www.bbc.co.uk/teach/topics/c973zv64evqt	Various BBC clips searchable by time period. The strange case of the law clips are particularly useful.
<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-attaining students.

5. Resources

Resource	Details
<i>Storyline – Derek Bentley</i> (ITV, 1993)	Documentary. Useful info on the earlier aspects of the case. Can be found on YouTube.
https://www.bbc.co.uk/cbbc/shows/horrible-histories	The iconic CBBC series that brings history alive. Not all episodes are available but between iPlayer and YouTube many can be found. Some short clips on Crime and Punishment.

5.4 Resources for teachers

Resource	Details
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-attaining 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-attaining students.
<i>History B Revision guide</i> (Pearson, 2014)	Revision guide for Edexcel 2012 SHP specification but concise format is suitable for use with lower-attaining students.
Ian Mortimer, <i>The Time Traveller's Guide to Medieval England</i> (Vintage, 2008)	Engaging read, covering various aspects of social history – chapter 10, 'The Law', provides useful comparisons between medieval and modern crime and punishment.
Sara Lodge, <i>The Mysterious Case of the Victorian Female Detective</i> (Yale University Press, 2024)	New academic research into female detectives in the Victorian era (NB includes literary detectives and the USA as well).
Kate Morgan, <i>The Walnut Tree: Women, Violence and the Law – A Hidden History</i> (Mudlark, 2024)	On the status of women under British law in Victorian and Edwardian Britain.
BBC History https://www.bbc.co.uk/history/british/	Range of biographies on key figures including Peel and Howard.
BBC History documentaries https://www.bbc.co.uk/programmes/p09blzky	Useful link to BBC documentaries on the theme of crime and punishment
BBC Essex https://www.bbc.co.uk/legacies/myths_legends/england/essex/article_1.shtml	Useful case study on Matthew Hopkins.

5. Resources

Resource	Details
British Library https://www.bl.uk/learning/	British Library overviews in the history section – good for Georgians and Victorians.
The History Learning Site https://www.historylearningsite.co.uk/	Useful overviews on each period of time.
The Howard League https://howardleague.org/	Useful overview of prisons.
London Lives https://www.londonlives.org/	The historical background section has detailed information in the criminal justice area on a range of topics.
Prison History - The Open University project on imprisonment in the British Isles from c.1500 to 1999. https://www.prisonhistory.org/about/	Prison History hosts resources created by historians at The Open University to further our knowledge of the practice and experience of imprisonment in the British Isles from c.1500 to 1999. Useful background and database where you can search for local lock ups.
A learning resource about Victorian prisons from Warwick University https://warwick.ac.uk/fac/arts/history/chm/research/current/prisoners/toolkit/	Resource free to download once short form filled in. The Toolkit contains information about: <ul style="list-style-type: none"> • the Pentonville experiment and the separate system • the prison cell • hard labour • governors, chaplains and doctors • prison reformers • prison food
Reteach https://reteach.org.uk/subject/history	Free to sign up to website, providing reading lists and ideas to deepen subject knowledge and provide fresh viewpoints on a variety of topics. Crime topics include: <ul style="list-style-type: none"> • The Gunpowder plot • Changing definitions of crime exemplified in the treatment of the Tolpuddle Martyrs • Law and order and criminality in Victorian England • Gender bias in the police investigation of the 'Whitechapel murders' • Witchcraft: A Social and Cultural Case
Spartacus Educational https://www.spartacus-educational.com/	Various biographies. Good detail on conscientious objectors.

5. Resources

Resource	Details
School History https://schoolhistory.co.uk/	A very comprehensive website with resources for teaching history. GCSE resources are arranged by exam board and cover most modules. Some resources are free but to get the full range available there is a subscription payment.
The National Archives https://www.nationalarchives.gov.uk/education/resources/crime-punishment/ https://www.nationalarchives.gov.uk/education/sessions-and-resources/ https://www.nationalarchives.gov.uk/education/resources/19th-century-prison-ships/ https://www.nationalarchives.gov.uk/education/resources/victorian-prison/ https://www.nationalarchives.gov.uk/education/resources/victorian-railways/ https://www.nationalarchives.gov.uk/education/resources/criminal-petitions/	A 'gallery' covering crime and punishment has activities for each period of time, allowing students to work on individual periods or the themes of crime, prevention or punishment; it includes both student and teacher material. There are also a range of other resources relating to crime and punishment, especially on the Tudor and Victorian periods. Some of the nineteenth-century examples are listed: prisons and prison ships, crime on the railways and criminal petitions Interactive resources no longer work but other sections are accessible.
The Museum of London Crime in London https://www.londonmuseum.org.uk/collections/london-stories/?topic=crime-and-legislation&tag=&person=&organisation=	Museum of London resources, using London as a case study for exploring crime and legislation in London.
The Victorian Web https://www.victorianweb.org/	Useful overviews of the Victorian period.
BBC History Crime and the Victorians https://www.bbc.co.uk/history/british/victorians/crime_01.shtml	Information on crime and the Victorians.
The proceedings of the Old Bailey https://www.oldbaileyonline.org/	Old Bailey archive.
Police museums https://www.tes.com/teaching-resources/hub/secondary	A number of towns and cities around the country have local police museums, which can be visited and have useful collections. A comprehensive bank of resources for teachers, some free, some paid-for.
Podcast series Historical Association , free to members The Rest Is History Dan Snow's History Hit History Extra You're Dead to Me	There are lots of History podcast series available these days through various platforms. We have listed here a few well-known ones, and you can search for relevant episodes. There are also revision podcasts available. Please check they are suitable before sharing with students.

5. Resources

5.5 Resources for the historic environment

Resource	Details
Angela Leonard and Martyn Whittock, <i>CA8, Crime, Punishment and Policing 1880–1990</i> (Pearson 2010)	Useful detail on the role of the police and Jack the Ripper. Written for the controlled assessment CA8 option in the 2009 specification. One off copies available
Drew D. Gray, <i>London's Shadows: The Dark Side of the Victorian City</i> (Bloomsbury Academic, 2013)	Sets the Whitechapel murders in a broader context.
William J. Fishman, <i>East End 1888</i> (Five Leaves Publications, 2005)	Detailed text providing useful background for teachers on conditions in the East End at the time of the Whitechapel murders.
Hallie Rubenhold, <i>The Five: The untold lives of the women killed by Jack the Ripper</i> (Doubleday, 2019) 'Bad Women: The Ripper Retold' https://www.bbc.co.uk/programmes/p0gx101s	Winner of the 2019 Baillie Gifford prize for non-fiction, examining the lives of the five women murdered by Jack the Ripper. See also her BBC podcast series about the untold story of the Jack the Ripper victims.
Charles Booth's <i>Map Shewing Degrees of Poverty in London</i> https://ids.lib.harvard.edu/ids/view/7614903?buttons=yes	Allows large viewing size and zooming in/out to show the location of Whitechapel.
Charles Booth's London online archive https://booth.lse.ac.uk/	Charles Booth online archive at the LSE.
The Workhouse https://www.workhouses.org.uk/Whitechapel/	Information about workhouses in Whitechapel.
<u>BBC Bitesize Crime and punishment in Whitechapel</u> https://www.bbc.co.uk/bitesize/guides/zrx94xs/revision/1	Background information on most topics with self-tests.
The British Library https://www.bl.uk/	British library archive of cartoons and fiction.
The British Newspaper Archive https://www.britishnewspaperarchive.co.uk/	Database to search crime stories (subscription required).
The proceedings of the Old Bailey https://www.oldbaileyonline.org/	Old Bailey archive.
Casebook https://www.casebook.org/	Detailed archive material on Jack the Ripper.
Jack the Ripper 1888 https://www.jack-the-ripper.org/	Timeline, information about victims and clips.
The National Archives https://www.nationalarchives.gov.uk/education/sessions/whitechapel/	The National Archives session on policing Whitechapel

5. Resources

Resource	Details
London Museum, Pocket History on Jack the Ripper https://www.londonmuseum.org.uk/collections/london-stories/jack-ripper/	London Museum pocket history on Jack the Ripper and the East End.
https://www.youtube.com/watch?v=c639-sZAj5o	Short animated video on Housing in Whitechapel.
https://www.youtube.com/watch?v=t_f3wroLOW8	Short animated video on Policing and the Jack the Ripper Case.

There is no requirement to visit the historic environment site, but for those wishing to do so, Pearson have endorsed Anglia Tours, Whitechapel: Crime, Policing and the Inner City, <https://www.ngttravel.com/guided-history-tours/school-tours/whitechapel-crime-policing-and-the-inner-city-edexcel/>.

Other tours offering guided walks of Whitechapel can be found by searching online. Many focus entirely on the Jack the Ripper murders but some have a broader scope. The area has changed significantly since the period studied here and much of it has been redeveloped, but the following locations may help students to get some sense of what the area would have been like in the nineteenth century:

- Mitre Square, EC3A: the site of one of the Whitechapel murders, this square is just inside the City of London and shows the proximity of Whitechapel to the City.
- Gunthorpe St, E1: a cobbled alleyway, formerly the site of George's Yard buildings.
- Lolesworth Close, E1: the end of what was the notorious Flower and Dean Street – referred to in the 1883 as 'the foulest and most dangerous street'¹ in London.
- White's Row, E1: this area was formerly the site of Dorset Street and Millers Court where there were numerous lodging houses. Dorset Street was described in the *Daily Mail* in 1901 as 'the worst street in London'.
- Artillery Lane, E1: in 1881, there were 2,516 people in 176 houses in this street.
- Fashion St, E1: another street that was full of doss houses in this period.
- Commercial St, E1: the old police station building can be seen at number 160 – one of the H division stations; The Ten Bells pub at 84 Commercial St is often linked to the Whitechapel murder victims.
- Lemon Street: the divisional headquarters of H Division were at 76. At the bottom of Lemon Street is Dock Street, highlighting the proximity of Whitechapel to the docks.

¹ James Greenwood, *In Strange Company*, 1883

Educational Recording Agency

Transform History Teaching with Multimedia Resources from the Educational Recording Agency (ERA)

[The ERA Licence](#) provides seamless access to television and radio recordings, offering a single point of clearance for the rights needed to create and use authentic media resources in your classroom. With [ERA's free video streaming platform](#), licensed institutions can explore a rich library of curriculum-mapped TV and radio clips tailored to GCSE, AS, and A-level teaching.

Engage your learners with curated clips, full-length documentaries, and programmes that bring historical contexts to life. The platform also includes exclusive access to the **BBC Shakespeare** and **Literary Archives**, offering unique cross-curricular opportunities to enrich your lessons with impactful media—perfect for both homework and classroom activities.

To access this free resource [registration is required](#) - but is quick and simple. State schools in England are licensed under a central agreement with the DfE and the vast majority of independent schools also hold a current ERA Licence.

Our Migration Story

Our Migration Story (<https://www.ourmigrationstory.org.uk/>) has been designed with teachers in mind to support opportunities for teaching students to understand and appreciate the range of peoples, from all places, who have journeyed to and helped to shape the British Isles. It is a free, online resource, created and curated by academics to share source evidence of real individuals and their experiences of migration.

This range of stories and supporting sources will be of most value to teachers delivering our new *Migrants in Britain* thematic study; in addition we have identified *Our Migration Story* resources that could be used whilst teaching other topics on the GCSE (9–1) History specification, some of direct value, some more tangential. They are an interesting way to open up discussion, or to offer different perspectives on the history that you are teaching. More information on the resources and how to deliver them can be found at: <https://www.ourmigrationstory.org.uk/information-for-teachers/>.

For this topic, you might wish to consider:

- The Irish in Early Industrial Britain
<https://www.ourmigrationstory.org.uk/oms/the-irish-in-early-industrial-britain-diversity-and-differing-opinions>

This resource addresses the experience of Irish immigrants in Britain, as well as how people treated them. This is useful in background for the issues of segregation and social tension in Whitechapel.

- Jewish Immigration and the Aliens Act
<https://www.ourmigrationstory.org.uk/oms/jewish-immigration-and-the-aliens-act-1905>

*Although the Aliens Act 1905 falls just outside the dates for the Historic Environment, it is a consequence of the tensions experienced in places like Whitechapel in the preceding 30 years.

- Italian immigration in Late Victorian Britain
<https://www.ourmigrationstory.org.uk/oms/italian-immigration-to-britain>

This gives a snapshot of Italian migration to Britain in the period covered by the course, as well as giving evidence that could be used to contrast the (relatively) more positive experience of Italian immigrants with that of Jewish or Irish immigrants.

- A London Slum: Irish Immigration and its Threat
<https://www.ourmigrationstory.org.uk/oms/a-london-slum-irish-migration-and-its-threat>

This offers a look at the experience of Irish immigration leading up to 1870, as well as chance to think critically about the issues with the surviving evidence.

- Romani Gypsies in sixteenth-century Britain
<https://www.ourmigrationstory.org.uk/oms/romani-gypsies-in-16th-century-britain>

This resource looks at the migration of Romani Gypsies, called 'Egyptians' in the period, and how the context of growing poverty and vagabondage affected attitudes to Romani Gypsies in Britain.