

Key question <small>All of the enquiry questions are hyperlinked to the enquiries on History Resource Cupboard.</small>	Approach	Content covered from specification	Time: Approximately 35 hours in total	End product / assessment opportunities
<u>Grand overview</u>	Picture overview.	Time periods.	1 hours	
<u>What factors are important in the history of crime and punishment?</u>	Meet the factors. Spot them in the story of execution across time?	Key factors.	1 hour	
<u>Was crime prevention in the Saxon period primitive or sophisticated?</u>	Mystery approach using the personal story.	The role of local communities in law enforcement including tithings, hue and cry and wergild. The use of trial by ordeal. Use of capital punishment.	2 hours	Answering the question: 'The Saxon Justice System was harsh and primitive' How far do you agree?
<u>Is Simon Schama right? Did William totally change Saxon crime prevention?</u>	Unpicking interpretations of Schama then using a two way graph.	Changing definitions of crime including Forest laws. Changes in nature of punishments including end of wergild. Use of fines and capital punishments.	1.5 hours	Letter / mail to Schama.
<u>How far did crime prevention change in later medieval England?</u>	Using a personal story to spot and explain change and continuity.	Tithings, hue and cry, constables, capital punishments church sanctuary and end of trial by ordeal and benefit of the clergy.	2 hours	Answering the exam style question: Explain one way in which policing in the Later Middle Ages was similar to policing in 1000. 4 marks

<u>Why were Monarchs so worried about new crimes 1500-1700?</u>	Listening to the stories of 4 so called criminals. What crimes did they commit? Why?	Change in nature of crime including heresy and treason, vagabondage and witchcraft.	2 hour	Links diagram. Answer the enquiry question.
<u>Why were they punished so harshly?</u>	Mystery approach to the Gunpowder Plot.	Gunpowder Plotters, their crime and punishment.	1hour	Answer to the enquiry question.
<u>Was the whole of England really gripped by a witchcraze?</u>	Critically analysing an interpretation given in a schools textbook.	Key individual: Matthew Hopkins and the witch-hunts of 1645-47. The reasons for their intensity; the punishment of those convicted.	2 hours	Letter / post to a publisher about their books.
<u>Why was the Bloody Code introduced 1500-1700?</u>	Correcting the mistakes in a dodgy web encyclopaedia page by cross referencing.	Continued use of capital punishment.	2 hours	Re-written web encyclopaedia page.
<u>What does the story of Mary Jones reveal to us about crime prevention in 1700?</u>	Using the personal story to spot and explain change and continuity.	The role of the authorities and local communities in law enforcement, including town watchmen. Corporal and capital punishments.	1.5 hours	Write a summary for a website about law-enforcement.
<u>Which crimes were the authorities most worried about in Industrial Period?</u>	Listening to personal stories and working out how the authorities attitudes differed to the reality of the threat they posed.	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 hours	Answering the exam style question: 'Between 1700-1900 The Tolpuddle Martyrs were more of a threat to the authorities than smugglers were.' Do you agree?

<u>Was transportation a success?</u>	Can your students unlock the message of a cartoon and use their new knowledge to date it AND decide how successful transportation was a punishment?	Changing views about the purpose of punishment –introduction and ending of transportation.	2 hours	Answer to the enquiry question.
<u>Which reformer should go on the back of a £5er?</u>	Investigation answering the big question.	Changing views about the purpose of punishment – ending of the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.	2hours	Email message / letter to the Royal Mint.
<u>Why was the Bloody Code abolished?</u>	Preparation and delivery of a speech to parliament.	Changing views about the purpose of punishment – ending of the Bloody Code.	2 hours	Speech.
<u>When was the best time for John Walker to go to prison 1700-1900?</u>	Source investigation	Pentonville Prison, prison reform, strengths and weaknesses of separate system in operation.	2hours	Diagram annotation.
<u>Did anyone really want to enforce the law properly 1700-1900?</u>	Using a personal story to spot and explain change and continuity.	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. Key individual: Robert Peel – his contribution to the development of the Metropolitan Police Force.	2.5 hours	Answer the exam style question: ‘Between 1700-1900 there were big changes to how the law was enforced.’ How far do you agree? 16 marks.

<u>Was there anything new about 20th century crime?</u>	<p>Revision games then an investigation to decide if there was anything new about 20th century crimes.</p> <p>Acts as a reminder of pre 20th century crime.</p>	<p>Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and Smuggling.</p> <p>Changing definitions of crime, including driving offences, race crimes and drug crimes.</p>	2 hours	Answering the enquiry question.
<u>How much did the police change after 1900?</u>	<p>Using a personal story to spot and explain change and continuity.</p> <p>Acts as a reminder of policing pre 1900.</p>	<p>The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch.</p> <p>Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention.</p>	1.5 hours	Links diagram.
<u>Did the 20th century see the biggest changes to the punishment of offenders?</u>	<p>Using a personal story to spot and explain change and continuity.</p> <p>Acts as a reminder of punishments pre 1900.</p>	<p>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. The Derek Bentley case: its significance for the abolition of the death penalty.</p>	2 hours	Tug of war diagram.
<u>When was the best time to steal?</u>	<p>Review and revision of the entire course</p>	<p>Review / revises of lots of the content</p>	1 hours	Graph.