



Aspire Achieve Thrive

**Summer Term**  
**Term 3**  
**History**  
**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 11 Homework Timetable

<b>Monday</b>	Science Task 1	Ebacc Option A Task 1	Option C Task 1
<b>Tuesday</b>	Sparx Science	Option B Task 1	Sparx Maths
<b>Wednesday</b>	English Task 1	Science Task 2	Option C Task 2
<b>Thursday</b>	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
<b>Friday</b>	Sparx Science	English Task 2	Sparx Maths

### Sparx Science

- Complete 100% of their assigned homework each week

### Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)	Option B	Option C
French	Art	Business Studies
Geography	Business Studies	Catering
History	Catering	Computer Science
	Childcare	Drama
	Triple Science	Health & Social Care
	Travel and Tourism	Media Studies
	Music	Photography
	Sport	Sport
	IT	Sociology

### Half Term 5 (5 weeks) - Year 11

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 1 21st April 2025	<b>Cornell Notes on: Crimes 1000-2000</b>	<b>Question:</b> Explain one similarity between Crimes in 1000 and crimes in 1700 (4) Explain one difference between crimes in 1800 and crimes in 2000 (4)
Week 2 28th April 2025	<b>Revision Cards on: Law Enforcement and the church</b>	<b>Question:</b> Explain one reason why the church often hindered justice in the Middle Ages (6)
Week 3 5th May 2025	<b>Cornell Notes on: Law Enforcement 1700- 2000</b>	<b>Question:</b> Explain one reason why transportation was stopped (6)
Week 4 12th May 2025	<b>Revision Cards on: Punishment</b>	<b>Question:</b> Explain one reason why the Death penalty was ended in the 1960s (6)
Week 5 19th May 2025	<b>Cornell Notes on: Whitechapel</b>	<b>Question:</b> Describe one key feature of the Workhouse (2) Describe one key feature of the environment of Whitechapel (2) Describe one key feature of policing in Whitechapel (2)

# Knowledge Organiser

Week One- Crimes c.1000-c.2000	
<p><b>Key Words</b></p> <p><b>Heresy</b>= Holding a set of beliefs different to those of the traditional religion of the time.</p> <p><b>Vagabond</b>= A person who wanders from place to place without a home or job.</p> <p><b>Treason</b>= When you betray your country, especially by attempting to kill or overthrow the leader or government.</p> <p><b>Witchcraft Act</b>= Witchcraft became a crime punishable by death.</p> <p><b>Poaching</b>= The illegal hunting or capturing of wild animals.</p> <p><b>Smuggling</b>= The illegal movement of goods into or out of a country.</p> <p><b>Highway Robbery</b>= Someone on horseback robbing someone travelling on the road.</p> <p><b>Conscientious Objector</b>= A person who refuses to fight in a war.</p> <p><b>Social Crime</b>= A crime that is deemed to be acceptable</p> <p><b>Moral Crime</b>= Actions that don't physically harm anyone, or their property but didn't match up to society's views on decent behaviour.</p> <p><b>Hate Crime</b>= A crime that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds.</p>	<p><b>Key Dates</b></p> <p><b>1066</b>- Forest Laws</p> <p><b>1500s</b>- Vagabondage</p> <p><b>1534</b>- Church of England set up by Henry VIII</p> <p><b>1605</b>- Gunpowder Plot</p> <p><b>1542-1736</b>- Up to 1,000 people were executed for witchcraft.</p> <p><b>1723</b>- The Black Act was introduced for poaching</p> <p><b>1914-1918</b>- WWI</p>
<p><b>Key Words</b></p> <p><b>Conscientious Objector (CO)</b>- Refused to take part in a war because their conscience wouldn't allow it.</p> <p><b>Race Relations</b>- Relations between members of different races within one country.</p> <p><b>Abortion</b>- The ending of a pregnancy</p> <p><b>Hate Crimes</b>- A crime that occurs due to prejudice on the basis of race, religion etc.</p> <p><b>Domestic Violence</b>- Violent or aggressive behaviour within the home.</p> <p><b>Copyright</b>- Stops people from copying or reproducing someone's work</p> <p><b>Terrorism</b>- Using violence/intimidation, especially against civilians, for political aims.</p> <p><b>Smuggling</b>- Bringing goods into a country illegally.</p> <p><b>Crimes that have remained during the 20th and 21st century:</b> Smuggling, Terrorism</p>	<p><b>Key Facts</b></p> <p><b>Conscientious Objectors punishments:</b> Be given a non-combat role in the war (they don't have to fight), work in labour camps, prison, execution by firing squad. WWII- Prisons were a last resort for CO's.</p> <p><b>20<sup>th</sup> Century Crimes</b></p> <p><b>Crimes that have changed due to attitudes:</b> Race Relations, Abortion legalised, Homosexuality legalised, Hate Crimes, Domestic Violence criminalised.</p> <p><b>Crime that have changed due to technology:</b> Fraud, Copyright, Terrorism, Car Crime</p>
Week Two - Law Enforcement	
<p><b>Key Words</b></p> <p><b>Trial by Ordeal</b>-Carrying out an unpleasant experience to see if someone is innocent or guilty of a crime.</p> <p><b>Neck Verse</b> - verse from the Bible people had to read to get tried in the church</p> <p><b>Excommunicate</b> - thrown out of the church</p> <p><b>Moral offences</b> - an action that offends the moral standards of most people</p> <p><b>Reformation</b>- a period of change in the church</p> <p><b>Sanctuary</b>- a place of safety within a church .once a person claimed sanctuary they could not be removed by force</p> <p><b>Clergymen</b>- A person who worked for the Church</p>	<p><b>Key Dates</b></p> <p><b>1172</b> - clergy allowed to be tried in their own courts (Benefit of clergy)</p> <p><b>1215</b> - Pope ended the use of Trial by Ordeal</p> <p><b>1300</b> - Benefit of clergy was extended to anyone who could read</p> <p><b>1533</b> - Henry broke from Rome</p> <p><b>1536</b> - Church courts ended for serious crimes</p> <p><b>1536</b> - sanctuary ended for serious crimes</p>

### **Key Facts**

**Trial by Ordeal** :-Took place inside a church (except cold water) The accused had to fast for three days and then hear Mass as preparation. A priest was always present.

There were three main Trial by Ordeals - Hot water, Cold water, Trial by Hot Iron. The Normans added Trial by Combat

**Church courts** - Moral crimes included blasphemy, failing to attend church and having multiple wives could be tried in the church's own courts. They gave out punishments like fines, humiliation and the worst that could happen to you is you could be excommunicated. Much less severe than the crown courts where the death penalty was common.

**Benefit of clergy** -Clergymen were allowed to claim this and be tried for all crimes in the church courts. To claim this you had to read a passage from the Bible known as the neck verse because only clergy could read as they had received an education.

**Sanctuary** - Criminals had the right to seek safety in the church. They could stay there for 40 days then they could either stand trial or leave the country by the nearest port

### **Key Dates**

**From the 10<sup>th</sup> century-** Anglo-Saxon kings had set up a law enforcement system based around local communities.

**1166-** The role of the Royal Judge was introduced by Henry II.

**1195-** Richard I appointed some knights as keepers of the 'king's peace' in areas that were quite difficult to control.

**1194-** Role of the Coroner was introduced by Richard I

**1285-** Edward I introduced the role of the Parish Constable.

**1327-** Edward II extended the system of 'Keepers of the King's Peace' to all areas of the country and changed the terms to 'Justices of the Peace'.

**c1500- c1700-** There was a population increase from 2.5 million to 6 million

**From the time of the Anglo- Saxon,** kings were responsible for creating and keeping the laws

**There was no police force** to investigate crimes and make sure the law was being observed

### **Key Roles in enforcing the Law 1000-1700**

#### **Roles appointed by the community**

**1. Tithing.** Anglo-Saxon kings had set up a law enforcement system based around local communities. A tithing was a group of 10 men who were responsible for each other's behaviour. If one of them broke the law, the other members of the tithing had to bring him to court, or face a fine. Every male over the age of twelve was expected to join a tithing.

**2. Hue and Cry** If a crime was committed the victim or witness was expected to raise the 'hue and cry'. The entire village was expected to down tools and join the hunt to catch the criminal. If a person did not join the hue and cry then the whole village would have to pay a heavy fine.

**3. Trial by local jury:-** The jury was made up of men from the local village who knew both the accuser and the accused. The accuser and accused would both give their version of events and it was up to the jury to decide who was telling the truth. If there was no clear evidence, such as an eyewitness to the crime, the jury decides guilt or innocence based on their knowledge of the people concerned. If the jury felt the accuser was more honest than the accused they would swear an oath that the accused was guilty.

**4. Parish Constables:** Introduced by **Edward I**. The Parish was the smallest unit of local government in the country. Every parish was centred on a church. The Parish Constable was an unpaid volunteer role and a Well-respected man in the village took on the role. He was expected to keep the peace in their spare time and lead the hue and cry.

**5. Town Constable-** Increased in number from 1500+ Employed by the town authorities. Appointed by local people. Had some powers to arrest people. Expected to stop criminals, break up fights and round up sturdy beggars. They also carried out local admin jobs for the community.

**6. Night Watchmen-** Increased in number from 1500+ Work was overseen by the town constable. All householders were expected to serve as night watchmen, as part of the duties of all male town citizens. Night watchmen took turn to patrol the local area between 10pm and dawn. Watchmen were unpaid volunteers who also had to do their normal jobs to earn a living. Had to ring a bell at night to warn people to go home or risk being viewed as possible criminals. Carried a lamp to help with patrolling when it is dark.

**7. Thief-Takers-** Thief takers were used to hunt down criminals. The thief takers were paid a reward from the crown for catching a criminal and delivering them to the law. The thief takers would also receive commission from the owner for recovering their stolen goods. Thief takers would sometimes blame the crimes on rival gangs in order to remove their competition.

### Roles appointed by the King

1. **Medieval Kings** used representatives to keep the law:

- a. **Earls** - Powerful nobles who were responsible for keeping the peace and enforcing the law in their areas
- b. **Shire-reeves (sheriffs)** - they ran the shire on behalf of the king. They could summon a posse to catch criminals. Run courts and collect fines
- c. **Reeves** enforced the law in the hundreds, ran the hundreds court and collected debt.

2. **Royal Judge: Called the Justices in Eyre.** Set up by Henry II. Had to visit each county twice a year to hear the most serious criminal cases.

3. **Coroners:** Investigated suspicious deaths and ensured the king received the fines

4. **Justices of the Peace:-**Richard I appointed some knights as keepers of the 'king's peace' in areas that were seen as unruly. Edward II extended this system to all areas of the country. Justices of the Peace were men judged to be 'good and lawful'. They dealt with minor crimes in their local area and judged manor court cases. They met four times a year as a group to judge more serious cases.

## **Week 3 - The Development of a Police force- The Bow Street Runners and the MET Police**

### Bow Street Runners:

1. Set up by the **Fielding Brothers** in **1748** (Henry and John Fielding)
2. They used thief takers to attend crime scenes and detect criminals.
3. By **1785**, they were officially paid by the government.
4. They patrolled the streets of London in the evening.
5. They set up a horse patrol to stop Highwaymen.
6. They set up a national newspaper, the 'Hue and Cry'. It set up a network of shared information on crime.
7. The Bow Street Runners started with 6 people. It contained 68 people by 1800.

### MET Police:

1. Set up in **1829** by **Robert Peel** (Home Secretary)
2. First paid and full-time police force.
3. Set up in London.
4. Started with 3,200 men.
5. It was centrally organised by the Home Secretary.
6. It was important at the time for the police to not be linked to the military to help establish a positive reputation for the police. To do this the uniform was designed to look civilian rather than military and officers remained unarmed to distinguish them from the army.
7. You received two weeks training in military drill when you first joined the MET. Then you did one week of 'beat' alongside a more experienced constable in B or C division.

### National Police Force

1. **From 1856**, the entire country was forced to set up local police forces.
2. **By 1884-** There were over 39,000 police in Britain and over 200 separate forces.

### Detective Force

**1842-** The MET set up the first detective force to gather evidence, investigate and solve crimes after they had been committed.

**1877-** Trial of the Detectives- The **Trial of the Detectives** was a police corruption scandal involving three senior officers at Scotland Yard in 1877.

**1878-** Due to the Trial of the Detectives and the poor reputation the MET detective force was organised into the Criminal Investigation Department (CID). Over the next few years this was rolled out across the rest of the country.

### Key Names

**Henry Fielding-** Set up the Bow Street Runners in 1748

**John Fielding-** Took over the Bow Street Runners in 1754

**Robert Peel-** Established the Metropolitan Police in 1829

### Key Acts

**1792- The Middlesex Justices Act-** Extended the funding of the Bow Street runners to other areas. 7 other magistrates in the London area were given funding to employ 6 full time constables to combat crime in their area.

**1805- Horse Patrols Established-** A horse patrol of 54 officers was established. They were armed with pistols, swords and truncheons. Their role was to protect the main London highways.

**1829- Metropolitan Police Act-** Replaced the system of watchmen and parish constables in London with a full time professional police force.

**1835- Municipal Corporations Act-** Borough Councils were given powers to set up a local police force.

**1839-Rural Constabulary Act-** Counties could set up paid police forces. The Bow Street Runners and other forces in London merged with the MET.

**1856- Police Act -** It became compulsory for all towns and counties to set up police forces. By this time the police were regarded with respect and not suspicion by the public.

## **Week 4 - Punishments 1700-2000**

### 1700

#### Key Words

**Transportation-** Transportation was the movement of prisoners to parts of the British Empire- North America and Australia.

**Bloody Code-** Any crime that carries the death penalty.

**Gaols Act-** Act that improved conditions in prisons.

**Robert Peel-** Home Secretary. He introduced the Gaols Act. He wanted to see the end of the Bloody Code.

**Elizabeth Fry-** Reformer. She demanded improved conditions for women and children.

**John Howard-** Reformer. He attacked the fees that prisoners had to pay. He wanted to see improvements in accommodation and separation of prisoners.

**The Separate System-** Dealt with serious criminals who were no longer being executed or transported. They would be kept separate from others.

**The Silent System-** Harsher prison conditions were introduced where prisoners were kept in their cells and away from others.

#### Key Dates

**1815-** 225 crimes carried the death penalty.

**1868-** Transportation ended as a punishment.

**1842+** The Separate System was introduced. **1860s+** The Silent System was introduced.

### 1900

#### Key Words

**Young Offenders-** Young people who have committed crimes.

**Broadmoor Hospital-** Hospital to treat mentally ill prisoners.

**Parole-** Release of a prisoner before the end of their sentence for good behaviour,

**Suspended Sentence-** Avoiding prison as long as no further crime is committed.

**Community Service-** Carrying out work to help the community as punishment for a crime.

**ASBO-** Anti Social Behaviour Order

#### Key Dates

### Ending the Death Penalty

#### Key Words

**Timothy Evans-** hanged for murdering his wife and baby. It was later proved that John Christie, a serial killer, was responsible for this.

**Derek Bentley-** Hung for being involved in the murder of a police officer. He was with the person who shot the officer but was accused of telling the man to kill the officer. Bentley had the mental age of a ten year old.

**Ruth Ellis-** Hung for killing her partner. He had been abusing her and had caused her to miscarry her child.

**Miscarriage of Justice-** When someone is punished for a crime they didn't commit.

**Prison reforms (prison changes):**

**1896-** Broadmoor Hospital was opened. **1902-** End of use of the thread wheel and crank.

**1907-** Alternative punishments to prisons introduced **1933-** Open prisons were introduced.

**Young Offenders:**

**1902-** First borstal was opened. Run like strict boarding schools. Very disciplined.

**1963-** Young Persons Act- raised age of criminal responsibility to 10 years old.

**1982-** Youth Detention Centres were set up.

**Key Dates**

**1953-** Execution of Derek Bentley

**1957-** Abolished hanging for all murders except a small number of cases (shooting a police officer, murder whilst resisting arrest, murder of more than one person etc.)

**1965-** The death penalty for murder was suspended.

**1969-** Death Penalty for murder was ended permanently.

**Week 5 - Whitechapel****Living Conditions**

**Rookeries**- was the name of the densely populated housing. They were overcrowded, poorly ventilated and unhygienic. Often houses were subdivided to allow more than one family to live in them. Living in this type of housing cost 4 shillings a week. **Flower and Dean Street**- A street in Whitechapel where the worst rookeries were found.

**Lodging houses** - Shelter for those who could not afford to permanently rent a furnished room. Cost 4p for a single or 8p for a double a night. There were about 233 in Whitechapel in 1888 housing about 8,500 people. They could use a communal kitchen but conditions were awful overcrowded, fleas, poor ventilation, overflowing toilets. These were supposed to be single sex but sexual relations often occurred between men and women

**Peabody Estate**- A rich American gave money to clear slums and built good quality housing in the form of flats. Each block of flats was separate and built from brick to improve ventilation and reduce lice in the wall. The rents were high and the rules strict. You had to be of good moral character, vaccinated against smallpox and pay for any damage.

**The Workhouse**- Used by those who were too poor to afford lodging houses. Their aim was to control the lives of the poor and frighten them into being good citizens. All new inmates were stripped of their clothing and possessions. They had a communal bath(same water all day) and were given a functional uniform to wear. Their diet was a porridge called silky (some had rats droppings in it). Both men and women were assigned work - men chopping wood, stone. Women picked oakum(pulling apart old ship rope). Children over 7 were separated from their parents and lived in separate schools- they only saw their parents once a week in the canteen (called an interview). Children were taught numeracy, literacy for three hours a day and then got some industrial experience.

**Casual Ward**- Temporary accommodation for those who wanted a bed for two nights. Had spaces for 60 people. They had to work for the bed by picking oakum or working in the kitchen.

**Homelessness**- The number of people sleeping in Trafalgar Square in 1887 numbered more than 200-600 each night. The area around Spitalfields Church in Whitechapel, was a favourite for people to sleep

**Social Issues**

**Casual Work**- No contracts. You couldn't always guarantee that there would be work for you to do so you couldn't always make money.

**Employment**

- A. People worked in the tanneries, sweatshops, tailors, slaughterhouses, butchers, bakeries or the docks.
- B. These jobs were insecure and people had to queue for them each day.
- C. Workers were paid between 6-12 shillings a week
- D. Working class women who made their own living in Victorian England could expect to make: Large scale laundry- 2-3 shillings a day -White shirt and collar ironers- 8-15 shillings a week -'Slop work' (sewing together cheap clothing)- 6 shillings a week.

**Alcohol**

a. Alcohol was cheap and readily available in Whitechapel in the late 1800s. b. All Jack the Ripper's victims were alcoholics. c. It also was the cause of crime as it made people more violent. d. There were 2,000 pubs in London by 1870. **Habitual Drunkards Act**- Forced people who were accused of being alcoholics into some kind of rehabilitation facility in order to get support and stop.

**Immigration**- Moving permanently to another country. **Prejudice**- Where you judge a person and make decisions about what they will be like before you meet them due to their gender, ethnicity, age etc.



**Persecution-** Treating somebody badly due to their ethnicity, religion, political views etc

**Segregation-** Keeping things/people apart from each other.

### Jewish Immigration

- A. Around 30,000 Jews arrived in London between 1881 and 1891 because of persecution that they faced in Eastern Europe..
- B. They did not integrate well with other races because of the language barrier and religious differences (different Sabbath, food, clothing).
- C. As a result the Jews tended to stick together and work for each other - this segregation made them a target for prejudice

### Irish Immigration

- A. They were mainly Catholic and they wanted independence from England.
- B. This led to violence and bombings in London -n they launched several attacks on London landmarks like London Bridge, House of Commons and Tower of London.
- C. This caused an anti- Irish and Catholic feeling throughout London.
- D. **Fenians-** The name given to the anti-English Catholic organisation of Irish immigrants in London.

### Key Words

**Jack the Ripper-** Responsible for the serial killing of at least 5 people in Whitechapel.

**Mary (Polly) Nichols-** First victim of Jack the Ripper      **Annie Chapman-** Second victim of Jack the Ripper

**Elizabeth Stride-** Third victim of Jack the Ripper      **Catherine Eddowes-** Fourth victim of Jack the Ripper

**Mary Kelly-** Fifth victim of Jack the Ripper

**The Double Event-** The name given to the murders of Catherine Eddowes and Elizabeth Stride as they were both killed on the same night.

**Witness Statement-** Where a person who sees a crime/suspect and reports what is said to the police.

**H Division-** H Division was a branch of the MET Police in Whitechapel.

### Key Dates

**31st August 1888-** Murder of Mary (Polly) Nichols.

**8th September 1888-** Murder of Annie Chapman

**30th September 1888-** Murder of Elizabeth Stride

**30th September 1888-** Murder of Catherine Eddowes

**9th November 1888-** Murder of Mary Kelly

### The Beat

1. Main tactic for preventing crime was 'the beat'. This was a **specific area** that each constable would have to patrol.
2. The constable would be given their specific route by their sergeant.
3. **The beat was timed precisely-** the constable would be expected to reach certain places at certain times and end the beat at a specific time. This enabled the sergeant to be able to meet or contact the constable when necessary. During the **day** the beat was about **30 minutes**. At **night** the beat was about **15 minutes**. Each shift would last **9 hours**.

### **Methods used to investigate the crimes of Jack the Ripper:**

-Careful observations of the crime scene.      -Sketches.      -Photographs (Mary Kelly)      -Autopsy      -Interviews      -Descriptions from witnesses.

### **Problems faced by the Police investigating the crimes:**

#### **Methods used:**

- Clues were followed up on that led to dead ends.
- The autopsies for the different victims often provided different conclusions on the suspect.

#### **Stories that were told:**

- Jack the Ripper 'Dear Boss' letters. Published in the newspapers which led to over 300 letters from people claiming to be Jack the Ripper.
- Sensational Stories- Stories were published in the newspapers that led to dead-ends and people being suspected of being Jack the Ripper. (e.g. Matthew Packer, Elizabeth Stride and Grapes!)

#### **Prejudice and Segregation:**

- Jewish men were accused of being Jack the Ripper, due to people's views at the time. This included Joseph Pizer (Leather Apron)
- Evidence was removed from the crime scene of Catherine Eddowes murder accusing Jewish people of carrying out the murders.

#### **Reputations:**

- There was rivalry between the MET Police and City of London Police- this led to problems with evidence. Catherine Eddowes was killed within the boundaries of the City Police and Charles Warren worried that they would discover the murderer's identity before the MET police did.
- The Whitehouse vigilance Committee was a group of men who decided to find and stop Jack the Ripper themselves. They were led by George Lusk. They patrolled the streets of Whitechapel in the evenings armed with burning planks of wood, whistles and hob-nail boots. They also organised their own reward system to catch the killer which led to lots of hoax suspects as people wanted the reward.
- Commissioner Charles Warren was shown as being incapable of stopping the murders in the media (Illustrated Police News/Pall Mall Gazette etc)

## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

## WEEK 1: Cornell Notes (Homework task 1)

<b>Topic:</b> Crimes 1000- 2000	Revision guide page:
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## Summary

## WEEK 1: Exam Question (Homework task 2)

**Question:** Explain one similarity between Crimes in 1000 and crimes in 1700. (4)  
Explain one difference between crimes in 1800 and crimes in 2000. (4)

Answer:

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## WEEK 1: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 2: Exam Question (Homework task 2)

**Question:** Explain one reason why the church often hindered justice in the Middle Ages. (6)

Answer:

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## WEEK 2: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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### WEEK 3: Cornell Notes (Homework task 1)

<b>Topic:</b> Law Enforcement 1700-2000	Revision guide page
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## Summary

## WEEK 3: Exam Question (Homework task 2)

**Question:** Explain one reason why transportation was stopped. (6)

Answer:

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## WEEK 3: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 4: Exam Question (Homework task 2)

**Question:** Explain one reason why the Death penalty was ended in the 1960s. (6)

Answer:

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## WEEK 4: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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WEEK 5: Cornell Notes (Homework task 1)

Topic: Whitechapel	Revision guide page
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Links	Notes
Questions	

Summary

## WEEK 5: Exam Question (Homework task 2)

**Question:** Describe one key feature of the Workhouse. (2)

Describe one key feature of the environment of Whitechapel. (2)

Describe one key feature of policing in Whitechapel. (2)

Answer:

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## WEEK 5: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## Week 2

<b>Revision Card on Law Enforcement and the church</b>	<b>Answers</b>
<ol style="list-style-type: none"><li>1. What is a moral crime?</li><li>2. What was sanctuary?</li><li>3. Name the main trials by Ordeal?</li><li>4. What was the Benefit of clergy?</li><li>5. What did you have to do to claim the benefits of clergy?</li><li>6. When was Trial by Ordeal ended?</li><li>7. When did sanctuary end?</li></ol>	



## Week 4

<b>Revision Card on Punishments</b>	<b>Answers</b>
<ol style="list-style-type: none"><li>1. Where were the two places criminals could be transported to?</li><li>2. What was the Bloody Code?</li><li>3. When was the Bloody Code introduced?</li><li>4. What was the Silent system?</li><li>5. Name the 3 prison reformers?</li><li>6. Who was Timothy Evans?</li><li>7. What is a miscarriage of justice?</li></ol>	





# Aspire (ACHIEVE) Thrive

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