



Aspire Achieve Thrive

**Summer Term
(Half Term 5 & 6)**

History

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

| | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Monday | English Task 1 | Ebacc Option A Task 1 | Option C Task 1 | |
| Tuesday | Tassomai | Option B Task 1 | Modern Britain Task 1 | |
| Wednesday | Sparx | Science Task 1 | Option C Task 2 | |
| Thursday | Ebacc Option A Task 2 | Tassomai | Option B Task 2 | Modern Britain Task 2 |
| Friday | Sparx | Science Task 2 | English Task 2 | |

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

| Option A (EBACC) |
|------------------|
| French |
| Geography |
| History |

| Open B |
|----------------------|
| Art |
| Business Studies |
| Catering |
| Computer Science |
| History |
| Health & Social Care |
| Music |
| Sport |
| IT |

| Open C |
|----------------------|
| Business Studies |
| Childcare |
| Catering |
| Drama |
| Geography |
| Health & Social Care |
| Triple Science |
| Sport |

Week 27 or Week 1 (Either does not matter as long as you are clear) / Separate to half terms or not again does not matter.

| Half Term 5 (6 weeks) - Year 10 | | |
|---------------------------------|---|---|
| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
| Week 27 17th April 2023 | Cornell Notes on: Crimes c.1000-c.2000 (Recap from year 9) | Question: <u>Explain one reason why</u> the nature of crimes changed across the period c.1000-c.2000 (4) |
| Week 28 24th April 2023 | Revision Cards on: Law Enforcement and the Church c.1000-c.1600 | Question: The church got in the way of justice in Medieval England' 1. What is your opinion on this statement? 2. Why do you have this opinion? (8) |
| Week 29 1st May 2023 | Cornell Notes on: Law enforcement c.1000-c.1700 | Question: Explain one <u>similarity</u> between trials in the Middle Ages and modern day trials (4) |
| Week 30 8th May 2023 | Revision Cards on: Establishment of the Bow Street Runners and the Met Police | Question: <u>Explain one reason why</u> there was a change in policing in the period c.1750-c.1900 (4) |
| Week 31 15th May 2023 | Cornell Notes on: 1 880s Whitechapel Conditions Recap | Question: <u>Describe two key features</u> of the problems of living in Whitechapel in the 1880s. (4) |
| Week 32 22nd May 2023 | Revision Cards on: Policing in Whitechapel | Question: <u>Describe two key features</u> of the Whitechapel Vigilance Committee. (4) |

Exam Question Structures:

1. Explain one reason why... (4)

- You need to identify one relevant reason.
- You need to explain why this reason led to the change/introduction
- You need to use detailed factual evidence (your own knowledge) about the reason to back up your answer.

2. Explain one similarity....(4)

- You need to identify a similarity between the time periods.
- You need to explain why the time periods were similar
- You need to use detailed factual evidence (your own knowledge) about both time periods to back up your answer.

3. Describe two key features...(4)

- You need to give two relevant features linked to the topic in the question.
- You need to support both features with detailed factual evidence (your own knowledge)

4. What is your opinion on this statement? (8)

- You need to give your opinion- do you agree/disagree/partly agree?
- What factual evidence (own knowledge) do you have to back up your opinion?
- Why does this evidence help prove your argument?

Half Term 6 (7 weeks) - Year 10

| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
|---------------------------|---|---|
| Week 33 5th June 2023 | Cornell Notes on: 20th Century Policing | Question: Explain one way in which policing in the 1800s was <u>different</u> to policing in the modern period. (4) |
| Week 34 12th June 2023 | Revision Cards on: Punishments, c.1000-c.1600 | Question: Explain one <u>difference</u> between punishments in Saxon England and punishments in the modern period. (4) |
| Week 35 19th June 2023 | Cornell Notes on: Punishments- The Bloody Code and Transportation | Question: <u>Explain one reason why</u> transportation was introduced as a punishment from the 1600s. (4) |
| Week 36 26th June 2023 | Mock Exams | Mock Exams |
| Week 37 3rd July 2023 | Mock Exams | Mock Exams |
| Week 38 10th July 2023 | Revision Cards on: Changes in prisons c.1000-c.1900 | Question <u>Explain one reason why</u> the Gaols Act was introduced in 1823. (4) |
| Week 39 17th July 2023 | Cornell Notes on: Changes in prisons c.1000-c.1900 | Question <u>Explain one reason why</u> prisons changed in the period c.1800-c.1900 (4) |

Week One- Crimes c.1000-c.2000

Key Words

Heresy= Holding a set of beliefs different to those of the traditional religion of the time.

Vagabond= A person who wanders from place to place without a home or job.

Treason= When you betray your country, especially by attempting to kill or overthrow the leader or government.

Witchcraft Act= Witchcraft became a crime punishable by death.

Poaching= The illegal hunting or capturing of wild animals.

Smuggling= The illegal movement of goods into or out of a country.

Highway Robbery= Someone on horseback robbing someone travelling on the road.

Conscientious Objector= A person who refuses to fight in a war.

Social Crime= A crime that is deemed to be acceptable

Moral Crime= Actions that don't physically harm anyone, or their property but didn't match up to society's views on decent behaviour.

Hate Crime= A crime that is motivated by prejudice on the basis of race, religion, sexual orientation, or other grounds.

Key Dates

1066- Forest Laws

1500s- Vagabondage

1534- Church of England set up by Henry VIII

1605- Gunpowder Plot

1542-1736- Up to 1,000 people were executed for witchcraft.

1723- The Black Act was introduced for poaching

1914-1918- WWI

Week Two- Law Enforcement and the Church c.1000-c.1600

Key Words

Trial by Ordeal-Carrying out an unpleasant experience to see if someone is innocent or guilty of a crime.

Neck Verse - verse from the Bible people had to read to get tried in the church

Excommunicate - thrown out of the church

Moral offences - an action that offends the moral standards of most people

Reformation- a period of change in the church

Sanctuary- a place of safety within a church .once a person claimed sanctuary they could not be removed by force

Clergymen- A person who worked for the Church

Key Dates

1172 - clergy allowed to be tried in their own courts (Benefit of clergy)

1215 - Pope ended the use of Trial by Ordeal

1300 - Benefit of clergy was extended to anyone who could read

1533 - Henry broke from Rome

1536 - Church courts ended for serious crimes

1536 - sanctuary ended for serious crimes

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

Week 3 -Law Enforcement c.1000-c.1700

Key Dates

From the 10th 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 **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 decide 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:

- Earls** - Powerful nobles who were responsible for keeping the peace and enforcing the law in their areas
- 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
- 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 4 - 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 Five-Living and Social Conditions in Whitechapel in the late 1800s

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 build 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 walls. 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 - in 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.

Week Six- Policing in Whitechapel

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)

History Year 10 ,Half Term 6 – Crime and Punishment

Week 1- 20th Century Policing

Key Facts

Women a. From 1920 women could join the police force. b. Women worked mainly with children and female criminals and victims of crimes.
Training a. From 1947 training for the police improved. b. The Police Training College was established. c. It trained new recruits and moved away from recruits just learning on the job.

Key Dates

Scientific Developments

1901- Fingerprint branch established **1901-** Different blood types discovered **1935** -First police laboratory set up. **1967-** Breathalysers introduced.
1988- First murder conviction based on DNA samples. Samples came from the accused and the victim.
1995- NAFIS (National Automated Fingerprint Identification System) and National DNA Database established.

Technological Developments

1909- Bicycles started being used by the police **1930s-** Police cars started being used more regularly **1930s-** Two way radios installed in cars
1980- The Police National Computer was set up. It was capable of holding the records of 25 million individuals. **1980s-** CCTV introduced on a large scale. **1992-** Speed cameras introduced

Specialisation within the Police Force

1946 - Fraud Squad get up in London- Set up to tackle crime in business and the stock market. Extended to deal with high value crimes. Known today as 'The Specialist, Organised and Economic Crime Command'.
1946- Specialist dog squad established by the MET. **1950s-** Most police forces had set up a **dog squad**.
1971- Metropolitan Police Bomb Squad- Set up during a time of increasing terror attacks by the IRA and other groups. **1971-** Misuse of Drugs Act passed- **Drug squads** established as a result.
2001- National Hi-Tech Crime Unit- Tackles online crimes- hacking, credit card fraud, virus attacks.
2006- Counter Terrorism Command established. Merged the Anti-Terrorism Branch and Special Branch (dealt with national security threats).
2013- National Crime Agency- Tackles drug trafficking into the UK and large scale production in the UK.

Community Policing

1982- The Neighbourhood Watch was established.

Week 2- Punishments c1000-c1600

Key Words

- 1. Deterrent-** A thing that discourages or is intended to discourage someone from doing something.
- 2. Retribution-** Punishing someone for their actions.
- 3. Reformation-** Trying to change someone for the better
- 4. Incapacitation-** Being stopped from being able to do things.
- 5. Maiming-** Wound/Injure someone
- 6. Stocks-** Locked in a person's feet
- 7. Pillory-** Locked in a person's neck and wrists
- 8. Blood feud=** A lengthy conflict between families involving a cycle of retaliatory killings. (you kill one of their family members so they kill one of yours in response and so on)
- 9. Wergild=** Man Price
- 10. Murdrum Fine=** The fine paid by a Hundred (an area) when a Norman was found murdered and no one was captured for it.
- 11. Kings Mund-** Norman theory that all men should expect to be safe from crime and that crime disturbed the King's peace.
- 12. High Treason-** Plotting to kill or betray the King.
- 13. Hanged, Drawn and Quartered-** Punishment which involved hanging a person until they nearly died, then having their internal organs removed from their body and then having their limbs chopped off and sent across the country as a deterrent to others.
- 14. Bloody Code-** Where multiple crimes carried the death penalty in England.
- 15. Burned at the stake.** The person being executed was tied to a wooden post, or stake, while a fire was lit beneath them
- 16. Corporal Punishment-** Punishment that involves physically harming someone.
- 17. Capital Punishment-** Death Penalty

Key Facts

Anglo-Saxons

Blood feuds were used by the Anglo-Saxons in order to punish people for committing a crime against their family.

The Wergild Fine was introduced to punish murder **by fines paid to the victims' families.**

Normans

1. If a Norman was murdered by an Anglo-Saxon, and the murderer was not captured and executed, there was a special penalty known as the **murdrum fine**.
2. This was a large sum of money paid by the hundred where the body was found.
3. Fines would no longer be paid to the families of victims. Fines were now paid to the King's officials. This is based on the Norman theory, the **King's Mund**, that all men should expect to be safe from crime and that crime disturbed the King's peace.

Middle Ages Punishments

Crimes Against Authority- Hanging

Crimes against the Person- Fines, Maiming, Stocks and Pillories

Crimes against property- Hand chopped off, hanging, fines, maiming,

Early Modern Punishments

Corporal Punishments- Vagrancy, Begging, Theft

Fines- Fraud, Assault, Breaking legal agreements

Stocks and Pillories- Begging, Drunkenness

Capital Punishments- Hanging- Witchcraft

Hanged, Drawn and Quartered- High Treason (Gunpowder Plotters)

Burning at the Stake- Heresy

Changes in punishments for Vagabondage

1547 (Edward VI- A Protestant)- Vagrancy Act- 1st offence= 2 years slavery. 2nd offence- Slavery for life or execution. **1550-** *The 1547 Vagrancy Act was stopped as it was seen as being too harsh*

1572 (Elizabeth 1st- Around the time of Catholic plots against her): 1st offence= Whipped. 2nd offence=Executed. **1593-** *The 1572 Act was stopped for being too harsh.*

Week 3 -Punishments 1700-1800- The Bloody Code and Transportation

Key Words

The Bloody Code- Laws that resulted in the death penalty became known as 'The Bloody Codes'

Plead for the Belly- Pregnant women could avoid execution until after the birth of their child which often resulted in them being pardoned after the birth anyway.

Transportation- Being sent away from England to serve a period of punishment in a colony abroad.

James 1- King of England when transportation was first used as a punishment.

Colony- Land under the control of another country that is then occupied by settlers (people) from the country that has taken over. (e.g. Britain took over parts of America and then British people moved to America to set up lives there)

American War of Independence- England lost their colonies and prisoners could no longer be sent to America.

Ticket of Leave- Prisoners could be released early if they showed good behaviour.

Hulks- Disused ships used as floating prisons just offshore to hold prisoners until ships were ready to transport.

Tolpuddle Martyrs- A group of farmers from Tolpuddle (Dorset) who were transported for setting up a trade union that involved a secret oath.

George Loveless- Leader of the Friendly Society of Agricultural Workers.

Gold Rush- When gold is discovered and people want to get access to it.

Key Dates

1688- The number of crimes carrying the death penalty increased to 50.

1765- There were 160 crimes carrying the death penalty.

1815- There were 225 crimes carrying the death penalty.

Early 1600s- When transportation was first used as a punishment

1770- Australia was claimed as part of the British Empire.

1783 - American War of Independence

March 1834- Tolpuddle Martyrs sentenced to 7 years transportation

April 1834- Public demonstrations campaigned against the sentences for the Tolpuddle Martyrs.

March 1836- Tolpuddle Martyrs were pardoned.

1851- Gold was discovered in Australia.

1868- Last use of transportation to Australia

Key Facts

Bloody Code

Why was the Bloody Code abolished?

Attitudes and Views of people at the time

1. There was a growth in the idea that punishment should be about reform.
2. There was a belief that punishments should fit the crime.
3. Juries were reluctant to convict people of crimes because it would result in executions so many criminals escaped punishment altogether.

Public Executions

1. Public executions were not putting people off committing crimes
2. It was hard to control crowds at executions and so criminals often escaped.
3. Crowds at public executions grew larger because newspapers published when they would be happening.

Robert Peel

1. He was the Home Secretary and wanted to make penal reforms (move towards prisons rather than death sentences).
2. He set up a police force and therefore did not feel that every crime needed to have corporal or capital punishment.
3. He was the Home Secretary so had a say in government decisions

Transportation

Why was transportation used as a punishment?

1. Take control of the colonies to establish the British Empire
2. Juries weren't willing to sentence people to death for crimes so people were not being found guilty of crimes. Transportation was not as harsh and so juries were willing to convict people of crimes if it meant they could face transportation as their punishment.

What happened when people were transported?

1. Transportation instead of execution would be a 14 year sentence. Lesser crimes resulted in a 7 year transportation sentence.
2. Convicts who had been transported had to work for a fixed period doing tough manual labour (Clearing trees, farm work etc.).
3. At the end of the term you would be freed; but with no money to pay for a return journey home.

The Tolpuddle Martyrs

1. Farm labourers in Tolpuddle were earning nine shillings a week and living in dreadful poverty.
2. George Loveless, made the case for a trade union in Tolpuddle to give the labourers bargaining strength.
3. George Loveless and the trade union leaders needed to gather support from farm workers before they could confront the employers.
4. To bind workers together in this common approach they used an oath of solidarity.
5. On 24 February 1834 the 6 Tolpuddle Martyrs were arrested.
6. In March 1834 there was a two-day trial-12 man jury.
7. The six men were sentenced to seven years' transportation to New South Wales, Australia.
8. The public were outraged by this treatment of the men: A huge demonstration took place in April 1834 in London and petitions were presented to parliament.
9. In March 1836, public pressure forced the government to rescind the sentences. They all received a pardon.
10. The Tolpuddle Martyrs returned to England between 1837 and 1839.

Why did Transportation to Australia end?

1. By the 1830s, transportation was costing half a million pounds a year- prisons were cheaper to run.
2. The settlers in Australia had established groups to protest against the 'dumping' of convicts in their country.
3. In 1810, the Lord Chief Justice (the top judge in Britain) described transportation as 'no more than a summer's excursion to a happier and better climate'.
4. By the 1830s, wages in Australia were actually higher than those in Britain.
5. In 1851, gold was discovered in Australia. A gold rush began and thousands of people in Britain tried to find a way to get out to Australia.
6. Since transportation to Australia had begun, the crime rate in Britain had not fallen. Rather it had increased quite sharply.

Week 6 and 7- Changes to Prisons c.1000-c.1900

Key Names

Bridewell Prison- The first house of correction was opened in the disused Bridewell Palace in London.

School for crime- Prisons had all types of criminals in the same place so petty criminals learnt from hardened criminals how to commit crimes.

Robert Peel- Home Secretary. He introduced the Gaols Act.

John Howard- Reformer. He attacked the fees that prisoners had to pay. He wanted to see improvements in accommodation, separation of prisoners, a decent diet and better prison guards.

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

Gaols Act- Law that improved prisons based on the ideas of Howard, Peel and Fry- Prison conditions were made better as more people were using them.

Pentonville Prison- Model prison for the Separate System

Key Dates

16th Century- Prisons were not considered to be punishments. Used as holding areas.

1556- Prison opened in Bridewell Palace. Used to punish people who had broken the law.

1800-Prisons were not the main form of punishment. All prisoners were housed together. Better conditions for the wealthy.

1823- Gaols Act introduced. Based on the ideas of Howard, Peel and Fry- Prison conditions were made better as more people were using them.

1842+ The Separate System- Dealt with serious criminals who were no longer being executed or transported. Used to deter and reform criminals.

1860s+ The Silent System- Prisons were the main method to deal with criminals. Idea that some criminals could not be reformed so harsher prisons were set up to deter them.

Key Facts

16th Century Prisons- **1.** Prisons were not considered to be punishments. They were used as a holding area where people waited for their trials, or for a punishment to be carried out.

2. There was no proper sanitation or ventilation.

3. Women, men and children were housed together.

4. Petty criminals and violent criminals were kept in the same place.

5. You had to pay prison wardens for resources- if you couldn't afford to pay then you didn't get access to food, bedding etc.

Bridewell Prison (1556)- A new, more purposeful type of prison/House of Correction was opened in the disused Bridewell Palace in London.

1. It was used to punish poor people who had broken the law (e.g. Vagabonds) **2.** It was also used to house poor children who were homeless and often orphaned.

3. All inmates were made to do 'hard labour' like breaking up rocks. They did this to pay for their stay and to encourage habits of hard work.

Prisons in the 1800s

1. All prisoners were housed together, regardless of the crime they had committed. **2.** Prison wardens were unpaid. They earned their money by charging the prisoners fees.

3. The well off could afford their own cells, good food, tobacco, beer, visitors, pets etc. **4.** You had to pay to be released. **5.** The poor had to rely on local charities to pay their fees.

6. Prisoners had to pay to see a doctor. **7.** Prisons were damp, dirty and unhealthy. The poor lived in overcrowded conditions.

1823 Gaols Act

Elizabeth Fry- Penal Reformer **1.** She was a Quaker- she believed that everyone could be reformed. **2.** She visited women in Prison and found overcrowding and women being exploited by male prison wardens. **3.** She encouraged other Quakers to visit prisons and for women to receive religious instruction. **4.** She set up a school for the children at Newgate prison.

John Howard- Penal Reformer **1.** He inspected prisons in Bedfordshire (as he was the Sheriff) and was shocked by his findings. **2.** He attacked the fees that prisoners had to pay.

3. In 1774 he campaigned to persuade parliament that prisoners were released when they had finished their sentences. **4.** He recommended that Prison Wardens (Gaolers) were paid .

5. He wanted to see improvements including healthier accommodation, separation of prisoners, a decent diet and better prison guards.

The Gaols (Jail) Act- Introduced by Robert Peel- This was a new set of laws passed in 130 of the biggest prisons.

1. Prisoners were to be separated into groups- hardened criminals separated from first-time offenders. **2.** Male and female prisoners were separated.

3. Women had to have female wardens. **4.** All prisoners had to attend chapel.

5. All prisons had to have proper food.

6. Prisoners could no longer keep pets.

7. Prisons had to have adequate drainage and all prisons had to have a fresh water supply. **8.** Prison wardens were paid. **9.** Prisoners were not allowed to pay fees.

Separate System

1. Between 1842 and 1877 the government built 90 new prisons. The first one was Pentonville Prison which was used as a model for the others.

2. It was designed to deal with the increase in serious criminals who were no longer being transported or executed for their crimes.

3. The prisons operated using the Separate System. This meant that prisoners spent nearly all of their time alone in their cells, working and sleeping, and contact with other prisoners was made as difficult as possible. The idea was to stop prisoners influencing each other. If prisoners left their cells, they were made to wear a mask and were kept silent. At exercise time, each

prisoner held on to rope 4.5 metres apart from the next prisoner so they were too far apart to talk.

4. Prison chaplains would try to encourage them to live a more Christian crime-free life. **6.** The belief was that with a lot of time alone, a prisoner would reflect on his crime and be reformed. **5.** One of the jobs carried out in these prisons was operating the treadwheel. Prisoners walked up the wheel for 10 minutes at a time with a 5 minute break before they continued for another 10 minutes. This went on for 8 hours a day. Prisoners climbed the equivalent of 2.5km in one shift. There were separate booths to ensure no communication. Power generated by the treadwheel was sometimes used for pumping water in the prison.

The Silent System

Why was it introduced in the 1860s? **1.** Crime was falling by the 1860s but high-profile crimes created fear amongst the public. **2.** It was believed that certain criminals could not be reformed, only deterred by tougher prisons. **3.** The government responded by introducing much tougher regimes in prisons.

What were the conditions like in the Silent System?

1. Prisoners were expected to be silent at all times. **2.** Breaking the rule of silence could result in being whipped or being put on a diet of bread and water. **3.** Food was described as 'hard fare'. It was adequate but monotonous. The same menu, every day, year in and year out. **4.** Hard wooden bunks replaced hammocks to sleep on. **5.** Prisoners were expected to take part in 'hard labour' - deliberately pointless work for several hours a day. For example working the crank- Prisoners were expected to turn the crank handle up to twenty times a minute, 10,000 times a day, for over 8 hours.

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 27: Cornell Notes (Homework task 1)

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Summary

WEEK 27: Exam Question (Homework task 2)

Date.....

Question: Explain one reason why the nature of crimes changed across the period c.1000-c.2000 (4)

Answer:

WEEK 27: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 28: Cornell Notes (Homework task 1)

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Summary

WEEK 28: Exam Question (Homework task 2)

Date.....

Question: 'The church got in the way of justice in Medieval England'

1. What is your opinion on this statement?
2. Why do you have this opinion? (8)

Answer:

WEEK 28: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 29: Cornell Notes (Homework task 1)

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Summary

WEEK 29: Exam Question (Homework task 2)

Date.....

Question: Explain one similarity between trials in the Middle Ages and modern day trials (4)

Answer:

WEEK 29: Exam Question review and improvement (Classwork)

Question:

Answer:

Week 30: Cornell Notes (Homework task 1)

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Summary

WEEK 30: Exam Question (Homework task 2)

Date.....

Question: Explain one reason why there was a change in policing in the period c.1750-c.1900 (4)

Answer:

WEEK 30: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 31: Cornell Notes (Homework task 1)

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Summary

WEEK 31: Exam Question (Homework task 2)

Date.....

Question: Describe two key features of the problems of living in Whitechapel in the 1880s. (4)

Answer:

WEEK 31: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 32: Cornell Notes (Homework task 1)

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Summary

WEEK 32: Exam Question (Homework task 2)

Date.....

Question: Describe two key features of the Whitechapel Vigilance Committee. (4)

Answer:

WEEK 32: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 33: Cornell Notes (Homework task 1)

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| Date / / | Topic: 20th Century Policing | Revision guide page |
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Summary

WEEK 33: Exam Question (Homework task 2)

Date.....

Question: Explain one way in which policing in the 1800s was different to policing in the modern period. **(4)**

Answer:

WEEK 33: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 34: Cornell Notes (Homework task 1)

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| Date / / | Topic: Punishments, c.1000-c.1600 | Revision guide page |
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Summary

WEEK 34: Exam Question (Homework task 2)

Date.....

Question: Explain one difference between punishments in Saxon England and punishments in the modern period. (4)

Answer: _____

WEEK 34: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 35: Cornell Notes (Homework task 1)

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| Date / / | Topic: Punishments- The Bloody Code and Transportation | Revision guide page |
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Summary

WEEK 35: Exam Question (Homework task 2)

Date.....

Question: Explain one reason why transportation was introduced as a punishment from the 1600s. (4)

[illegible]

WEEK 35: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 36: Assessment Week Revision (Homework task 1)

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[illegible]

WEEK 36: Assessment Week Revision (Homework task 2)

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[illegible]

WEEK 37: Assessment Week Revision (Homework task 1)

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WEEK 37: Assessment Week Revision (Homework task 2)

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WEEK 38: Cornell Notes (Homework task 1)

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| Date / / | Topic: Changes in prisons c.1000-c.1900 | Revision guide page |
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Summary

WEEK 38: Exam Question (Homework task 2)

Date.....

Question: Explain one reason why the Gaols Act was introduced in 1823. (4)

Answer: _____

WEEK 38: Exam Question review and improvement (Classwork)

Question:

Answer: _____

WEEK 39: Cornell Notes (Homework task 1)

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Summary

WEEK 39: Exam Question (Homework task 2)

Date.....

Question: Explain one reason why prisons changed in the period c.1800-c.1900 (4)

Answer: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 39: Exam Question review and improvement (Classwork)

Question:

Answer: _____

[illegible]

Week 28

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| Revision Card on Religion and Law Enforcement Define the following terms that link to law enforcement and the church: <ol style="list-style-type: none">1. Clergymen2. Trial by Ordeal3. Trial by combat4. Benefit of Clergy5. Neck Verse6. Sanctuary7. The English Reformation | Answers |
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Week 30

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| Revision Card on changes to the police c.1700-c.1900 How do these acts/people link to police changes c.1700-c.1900? <ol style="list-style-type: none">1. Bow Street Runners2. Metropolitan Police3. CID4. Henry Fielding5. John Fielding6. Robert Peel7. The Middlesex Justices Act8. Metropolitan Police Act9. Municipal Corporations Act10. Rural Constabulary Act-11. Police Act of 1856 | Answers |
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Week 32

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| <p>Revision card on the problems faced by the Police investigating the Jack the Ripper serial killings:</p> <p>Write a one line summary on why each of these factors caused problems for the police investigating the Jack the Ripper serial killings.</p> <ol style="list-style-type: none">1. Methods used by the police to investigate the crimes.2. Stories that were told about the serial killings.3. Prejudice and Segregation:4. Reputation of the police. | <h3>Answers</h3> |
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Week 34

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| <p>Revision card on the problems faced by the Police investigating the Jack the Ripper serial killings:</p> <p>Write a one line summary on why each of these factors caused problems for the police investigating the Jack the Ripper serial killings.</p> <ol style="list-style-type: none">1. Methods used by the police to investigate the crimes.2. Stories that were told about the serial killings.3. Prejudice and Segregation:4. Reputation of the police. | <h3>Answers</h3> |
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Week 36

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| <p>Revision Card on Changes to Prisons c.1000-c.1900</p> <p>How do these terms/people link to changing prisons c.1000-c.1900</p> <ol style="list-style-type: none">1. Bridewell Prison2. School for crime2. Robert Peel3. Elizabeth Fry4. John Howard4. Gaols Act2. Separate System3. Pentonville Prison4. Silent System5. Treadwheel6. Turning the crank | <p>Answers</p> |
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Week 38

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| <p>Revision card on main people what did the following do:</p> <p>William the Conqueror</p> <p>James 1st</p> <p>Robert Catesby</p> <p>Elizabeth Fry</p> <p>Fielding Brothers</p> <p>Robert Peel</p> | <p>Answers</p> |
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Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive