STOKE DAMEREL

Aspire Achieve Thrive

Cycle 4

HISTORY

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	Option A

Tassomai - 2 Daily Goals per week
Hegarty - 4 tasks of Hegarty per week

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

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GREENSHAW LEARNING TRUST

History Cycle 4 - Homework Plan

Week / Date	Homework task	Exam Question
Week 1 25th April	**Cornell Notes:** Anglo-Saxon, Norman and Tudor Crime	**Question 1** Describe two key features of crimes in Norman England (4)
Week 2 2nd May	**Revision Card:** Crimes 1000-1600	**Question 2** Explain one similarity between the crime of treason and the crime of heresy (4)
Week 3 9th May	**Cornell Notes on 20th Century crimes**	Question 3 Explain one difference between poaching in the 18th century and poaching today (4)
Week 4 16th May	**Revision card on Law enforcement up to the 17th century**	Question 4 Explain the reason behind a method of law enforcement used in the Middle Ages? (4)
Week 5 23rd May	**Cornell Notes: The role of the church in Law enforcement**	**Question 5** **The church got in the way of justice in Medieval England . How far do you agree? (6)**
Week 6 6th June	**Revision Card:** On the development of the police force	**Question 6** Explain one reason why the police force developed in 1829? (4)
Week 7 13th June	**Cornell Notes:** on the development of prisons from 1823 to the present day	**Question 7** **Explain one difference between prisons in the 1700s and Prisons in 19th century (4)**
Week 8 and 9 20th and 27th June	Revision using any method	

History Year 10 , Cycle 4 – Crime and Punishment

Week 1- Anglo-Saxon, Normans and Tudor Crimes

Key Words

Crimes against property- Crimes that involve taking or damaging something that belongs to another person.

Crimes against the person- Crimes that cause physical harm to another person. **Crimes against authority-** Crimes against the people who were in charge.

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

Forest laws- Made poaching on royal lands illegal. **Murdum Law** – If a Norman was found murdered in your area then the Hundred would have to pay a fine.

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.
Sturdy beggar= those who could work but chose not to. They were seen as criminals.
Impotent poor= people who were too old or sick to work. They received help.
Treason= When you betray your country, especially by attempting to kill or overthrow the leader or government.
Thomas Catesby= The leader of the Gunpowder Plotters.
Guy Fawkes= the man found under the House of Parliament ready to blow up the gunpowder.
Witchcraft Act= Witchcraft became a crime punishable by death.
Familiars= Spirits, sent by the devil, often found in an animal. They were seen as a sign of being a witch.
Demonology= The book written by James 1st about witchcraft and how to carry out witch hunts.
Matthew Hopkins= A witch hunter made a lot of money searching out witches which he got to confess either by sleep deprivation or swim test

Key Dates

5th century (400s)- 1066=Anglo Saxons period
1066-1154=Norman Period
1066= Battle of Hastings

Heresy Key Dates

1401-The punishment of being burned at the stake was introduced.
1533-1534= Church of England created by Henry VIII **1612-** Last execution for Heresy.

Vagabondage Key Dates- Major crime in the 16th century (the 1500s)

1495- Put in the stocks for 3 days.
1547- Vagrancy Act – First offence= 2 years slavery. Second offence- Slavery for life or execution.
1598- Whipped and sent home.

Key Facts -The King and nobility decided what a crime was. -William 1st needed to establish control over the Saxons when he took power in England after the Battle of Hastings.

Tudor Heresy Killings: When Henry VIII changed the Church in England, it led to the crime of Heresy growing, as religious ideas changed quite frequently between Catholic and Protestant ideas.

- Henry VIII- 81 people Edward VI- 2 people Mary I- 283 people Elizabeth I- 5 people

Vagabondage Key Facts: Vagabondage became a crime because the Population was growing at a time where there was high unemployment, poor harvests, low wages and food shortages.

- The government feared vagabonds because they thought they would cause crime and so passed laws to control them.

Week 2- Changing nature of crimes and punishment

Key Words

Poaching= The illegal hunting or capturing of wild animals.
The Black Act=You could face the death penalty if you were caught poaching hare, rabbits or deer.
Highway robbery= Someone on horseback robbing someone travelling on the road.
Smuggling= The illegal movement of goods into or out of a country.
Import duties= The tax forced on goods when they are transported across international borders.
Hawkhurst Gang= Gang of violent smugglers who operated in South-East England.
Tolpuddle Martyrs= A group of men arrested in Dorset for agreeing to a secret oath when setting up a trade union.
Trade Union= An organisation set up to help defend your working rights.
Transportation= The punishment of being sent to Australia from Britain.

Key Dates

Poaching:
1723= The Black Act was introduced for poaching

Highway Robbery became a large crime in the 1700s:

1772- The death penalty was introduced for anyone found armed and in disguise on a high road.
After 1815- The crime became less serious.
1831- Last reported case of highway robbery.

Conscription= Forced to sign up to fight in a war.
CAPITAL PUNISHMENT - the death penalty- murder, arson, theft or treason
CORPORAL PUNISHMENT - causing physical harm to the body- false accusations, fake coins,
Humiliation(shaming) - pillory / stocks -drunkenness, selling unfit goods like stale bread
Purpose of punishment
DETERRENCE- to put people off committing similar crimes
RETRIBUTION - to pay for the crimes they had committed - a sort of revenge

Smuggling
17th Century- Import duties introduced on goods coming into Britain.
1735-1749- The Hwkhurst Gang operated in South-East England.
1789- French Revolution started
1834- The Tolpuddle Martyrs were arrested for saying a secret oath.
March 1836- The Tolpuddle Martyrs were pardoned (had their sentence changed from guilty to innocent) for their crimes.
Conscientious Objectors- 1914-1918- WWI
1939-1945- WWII

Key Facts
Poaching
Poaching was seen by many as a social crime. This is a crime that people allow to happen even though it is illegal. This is because they think what the people are doing is acceptable and don't see their actions as being a crime. **However, many of the rich people did not see poaching this way.**
Highway Robbery
Why: Banks were very small in number and so people carried a lot of valuables with them on the road, horses and guns were cheaper to buy, there were lots more people travelling on the roads, a lot of roads were isolated.
Smuggling
-In the 1700s the government introduced import tax on a range of goods- including alcohol and tea- in order to make money. Smuggling carried the death penalty as a result of this.
Why was it so hard to stop smugglers? Large smuggling gangs- Between 50 and 100 men who were prepared to use violence. **Money-** You could earn a lot of money from smuggling.
Tolpuddle Martyrs: Who? Leaders of a trade union in Tolpuddle, Dorset, were arrested for saying a secret oath. **Why did they join a trade union?** They were facing poor wages and food shortages. **What happened to them?** They were arrested, put on trial, and sentenced to 7 years transportation to Australia. **What was the public's reaction to this?** They protested against it and said it was not a fair punishment. The men had their punishments overturned and came back to England 2 years later.

Week 3 - 20th Century Crimes

Key Words

Race Relations Act- Made it illegal to reuse jobs, housing or public services to anyone on the basis of their race, ethnic background or country of origin.
Hate Crimes- A crime that is caused by prejudice towards someone. This could be based on race, religion, sexual orientation, or other grounds.
Fraud- Where someone deceives someone for financial or personal gain.
Copyright- The right to copy. This applies to music, films etc. The owner needs to give permission for them to be copied.

Key Dates
Key Dates
1971- The Misuse of Drugs Act was passed.
1872- Illegal to drive drunk whilst driving a horse-drawn coach.
1925- Illegal to drive a car whilst drunk.
1967- A maximum amount of alcohol that could be in the bloodstream and still legally drive was set.
1968- The Race Relations Act was passed.
July 2005- The 7/7 bombings occured in Lodndon.

Terrorism- The unlawful use of violence for political aims. an example of terrorist act is the London 7/7 bombings in which the London Underground and London Buses were targets of attacks. **Misuse of Drugs Act**- Made many drugs illegal. **Sexual Offences Act**- Decriminalised homosexuality for men over the age of 21.	**2007**- The Government introduced a new law covering 'hate crimes'.

Key Facts

Conscientious Objectors in WWI: Why did CO's refuse to fight? •Moral Reasons- 'Thou shalt not kill' one of the Bible commandments. •Political Reasons-Some felt the war was a fight between the ruling classes of Europe rather than the ordinary people. **Conscientious Objectors punishments:** •Be given a non-combat role in the war (they don't have to fight). •Could be made to work in labour camps. •Could be put in prison •Could be executed by firing squad.

Conscientious Objectors in WWII: •56, 162 people, including women, registered as Conscientious Objectors in WWII. •Ex-soldiers, who chose not to fight in WWII, were not allowed to face a tribunal. Instead they were found alternative work to help the war. Prison was a last resort.

Crimes that have changed due to attitudes:

-Race Relations -Abortion legalised -Homosexuality legalised. -Hate Crimes -Domestic Violence criminalised. -Speeding -Drink-Driving

Crime that have changed due to technology:

-Fraud -Copyright -Terrorism -Car Crime

Week 4 -Law Enforcement before 1800

Key ideas

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
The king 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
Town Constables -Employed by the town authorities.Appointed by local people some powers to arrest
Expected to turn criminals into the authorities
Expected to stop criminals, break up fights and round up sturdy beggars
Collected payments for road cleaning
Coroners 1194;-Investigated suspicious deaths and ensured the king received the fines
The Bloody code was a change in the law. The number of crimes carrying the death penalty was increased.In 1688 the number of crimes punishable by death was 50 by 1815 it was 225.Even minor crimes against property such as poaching and cutting down trees were punishable by death.

Key Roles

The Sheriff was;royal official.,responsible for a county and would lead a posse to track down criminals if the hue and cry failed.

Parish Constable was: Introduced by Edward I in 1285. 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.

Later Middle Ages

Justices of the Peace (JPs):-In 1195 Richard I appointed some knights as keepers of the 'king's peace' in areas that were seen as unruly. In 1327, Edward II extended this system to all areas of the country. JPs were men judged to be 'good and lawful' were appointed to the role. They were appointed by the king. They dealt with minor crimes in their local area, judging manor court cases. They also met four times a year as a group to judge more serious cases.

Royal Judge 1166:-Set up by Henry II. Had to visit each county twice a year to hear the most serious criminal cases.

Key Facts

Tithing.From the 10th century, 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.

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.
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 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.

Week 5- The role of the Church in Law and Order

Key Words	Key Dates
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	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 1540 - sanctuary ended for serious crimes 1623 - sanctuary ended

Key Facts
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.
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
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

Week 6 - The Development of Police force	
Bow Street Runners Set up in 1749.Set up by Fielding brothers Patrolled the street of London in the evening.Investigated crime.Presented evidence at court. Set up a horse patrol to stop Highwaymen. It effectively ended highway robbery around London.Set up a newspaper called 'the Hue and Cry' about criminals, crimes and stolen gods- led to a national network of shared information on crime. 1. They were paid by the government from 1785. Why was the police force set up? Government and Taxation - Britain's war with Napoleon and showed the government could raise taxes. Once the war was over these taxes could be used to fund the police force Increased crime and increased fear of crimeThere was a widespread belief that crime, especially violent crime, was on the increase.There was a lot of unemployment after the French wars of 1803-1814. This had led to a rise in crime. Fear of Protest -The French Revolution had worried the wealthy and the government. They worried that something similar might happen in Britain as well.There were many protests after 1815 that were linked to higher food prices and unemployment. This again added to the fear that a revolution might happen.	Metropolitan Police Force In 1829 the very first professional (paid) and full-time police force was set up in London.The Metropolitan Police Act of 1829 replaced the system of watchmen and parish constables. It was set up by Robert Peel (the Home Secretary at the time) The uniform was designed to look civilian rather than military. Officers remained unarmed to distinguish them from the army. It started with 3,200 men. It was centrally organised by the Home Secretary.
Changes to policing Since the 1980s there has been a move towards community style policing.Neighbourhood watch set up in 1982 to keep an eye on their own area and report any concerns. PCSOs - introduced in 2002 to help the main police force. They patrolled the beat and interacted with the public. Since 1900 police have been trained through the National Police College. specific units set up to deal with drugs, terrorism, vice and from 1920 women have been included in the police force advances in technology have made police work easier, CCTV, forensics and better forms of transport	

Week 7 - The Development and changing nature of prisons	
Reasons Punishment changed Transportation Started during the reign of James 1st (1603-1625). Convicts were sent to the new English colonies in North America and later Australia. They wanted to use the prisoners to populate the new colonies to help Britain secure its ownership of it.Transported prisoners were taken in chains to the east coast of North America.They had to work for a fixed period doing tough manual labour (Clearing trees, farm work etc.).Transportation instead of execution would be a 14 year sentence. Lesser crimes resulted in a 7 year sentence. At the end of the term you would be freed; but with no money to pay for a return journey home.They stayed and gained a better life this made people think punishment should be about reform Bloody Code was not working less people being executed Reformers Elizabeth Fry -She visited women in Newgate Prison-Set up a school for the children and taught women skills to survive when they were released	Prisons before 1823 All prisoners were housed together, regardless of the crime they had committed.Prisons were seen as a 'school for crime' Prison wardens were unpaid. They earned their money by charging the prisoners fees.You had to pay to be released..Prisons were damp, dirty and unhealthy. Gaol Act 1823 - Robert Peel Prisoners separated into groups- hardened criminals separated from first-time offenders.Male and female prisoners were separated All prisoners had to attend chapel.Prison wardens were paid.Prisoners were not allowed to pay fees.

John Howard - Inspected prisons in Bedfordshire (as he was the Sheriff)- shocked by his findings. He toured prisons around the country to find out more.	
Separate System - The model prison was set up at Pentonville. Prisoners were kept separate at all times. This resulted in lots of mental health issues Silent system- The government responded by introducing much tougher regimes in prisons.Prisoners were expected to be silent at all times. Breaking the rule of silence could result in being whipped or being put on a diet of bread and water.Food was described as 'hard fare'. It was adequate but monotonous. The same menu, every day, year in and year out.Hard wooden bunks replaced hammocks to sleep on. ● Prisoners were expected to take part in 'hard labour'- deliberately pointless work for several hours a day.	Young offenders - Before 1800 all offenders were treated the same no matter their age- young offenders were called juvenile delinquentsFrom 1900. The law began to treat child and adult offenders differently. The Gladstone Committee recommended that young offenders 16 to 21 should be treated differently. They should be imprisoned separately- Bostals were introduced

WEEK 1

Date…….

Describe 2 key features of crimes under the Normans (4)

Answer:-

WEEK 2

Date…….

Explain one similarity between the crime of heresy and the crime of treason (4)

Answer:-

WEEK 3

Date…….

Explain one difference between poaching in the 18th century and poaching today (4)

Answer:-

WEEK 4

Date…….

Explain the reason behind a method of law enforcement used in the Middle Ages? (4)

Answer:-

WEEK 5

Date…….

The church got in the way of justice in Medieval England. How far do you agree? (6)

Answer:-

WEEK 6

Date…….

Explain one reason why the police force developed in 1829? (4)

Answer:-

WEEK 7

Date…….

Explain one difference between prisons in the 1700s and Prisons in the 19th century. (4)

Answer:-

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.

Date / / Topic: Anglo-Saxon, Norman and Tudor Crimes **WEEK 1**

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / /

Topic: **20th Century Crimes**

WEEK 3

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / **Topic: The role of the Church in Law Enforcement** **WEEK 5**

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / /

Topic: The Development of Prisons

WEEK 7

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Revision Page

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Revision Card on Crimes 1000-1600	Answers
1. What are moral crimes? 2. What was the Murdrum Law? 3. What was made illegal by the Forest Laws? 4. What was the punishment for heresy? 5. What caused the crime of vagabonage to increase? 6. What was the punishment for vagabondage?	

Revision Card on Law Enforcement?	Answers
1. What was law enforcement in the Middle Ages based on? 2. What was tithing? 3. What was the role of the sheriff? 4. What types of courts were there in the Middle Ages? 5. Who patrolled the Streets at night in the towns? 6. What were thief takers?	

Revision Card on The Police Force	Answers
1. When were the Bow Street Runners set up? 2. Who set them up? 3. What was the name of their newspaper? 4. When was the Metropolitan police force set up? 5. Who set them up? 6. What did every policeman carry? 7. Why was the police force set up?	