**Crime and Punishment c1250 to present**

When I started to plan the Crime and punishment unit I wanted to use the enquiry questions provided in the textbook but also add some of my own mini enquiries that would then feed in to the overarching enquiry question. I was also keen to use different examples where possible so that students had the textbook and their notes to give them a range of ideas to use in their exam answers and to help give them comparisons. I followed the guidelines using a bullet point in the spec to equate to roughly 2 hours of teaching time and this plan is designed to be used alongside the textbook. I am sure that once I have taught the course I will need to make changes to the suggested timings. At the end of each section I would always return to the overarching question of the enquiry and draw together what has been learned and get students to create their own answer in one form or another. There would also need to be reference back to the big picture throughout the teaching sequence so that students become familiar with the overview and identify patterns and the role of factors across the time period. I plan to use a wall display to consolidate this work as we go showing change and continuity very visibly.

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| **Period** | **Enquiry Question** | **Teaching Ideas** |
| Medieval Britain c.1250- c.1500 | **Puzzling, disturbing and strange. What explains the nature of medieval crime and punishment?** | * What is crime and punishment? (1 lesson)   Questionnaire about crime and punishment, BBC news report from 2016 on issues in British prisons today. Discussion about types of crime and punishment and factors.  Card sort with time periods, crimes, punishments across the while period. Use a larger version of this to create a simple overview on classroom board for the duration of the study. Students can then add to this as they study the whole course marking on change, continuity etc.   * What was Britain like in the Middle Ages? (1 lesson)   Use extracts from Terry Jones’ ‘Medieval Lives’ and Barney Sloane’s ‘The Black Death in London’ where he describes ‘An Image of London in the 1340s’. Ask students to listen/read the extracts and pull out key points about life in medieval London/Britain. Then give groups of students the opportunity to build on their prior knowledge and research one of the key areas of life in Medieval England. As they present their findings to the class help students to draw out each one might impact on crime and punishment.   * Was Medieval Britain awash with criminals? (2 lessons)   Start with a clip from Robin Hood (Russell Crowe) and then use a variety of sources from the textbook and national Archives get students to categorise crimes into serious/petty, against property or against the person. Can students identify any patterns? Are there changes through the period? Ask students to identify reasons for the crimes using work from last lesson.  Ask students to choose 4 cases for their medieval crime story and for homework can they find a local outlaw gang as an example?  Assessment opportunity: Write a clear and organised summary of the nature of crime in the Middle Ages. (9 marks)   * How was law and order enforced? (1 lesson)   Give students different roles e.g. King, sheriff, constable, ordinary villagers, JPs etc and get them to research their role in providing law and order. Present to class and others create job descriptions for each character. Role play who would deal with each of the crimes from last lesson.   * How harsh were medieval punishments? (1 lesson)   Revisit ideas behind punishment (retribution, removal, rehabilitation, deterrence) and ask students to write a hypothesis about which they think will be the focus in medieval Britain.  Students then read (textbook/local cases) to create punishment cards and then return to the role plays to add the punishments. For homework ask students to write a ‘how to avoid death penalty guide’ for medieval criminals.   * Consolidation   Give the question if the answer is…, mind map, factors, presentation to answer the overarching enquiry question. Add to the wall display. Students complete exam question:  Write a clear and organised summary of how law and order was enforced in the Middle Ages. (9 marks) |
| Early Modern Britain c.1500-c.1750 | **Was the world of crime and punishment turned upside down?** | * What changed in Britain 1500-1750? (1 lesson)   Explain to students that you want them to have an overview of the period 1500-1750 but that you also want them to be comparing what has changed from the medieval period. To do this you are going to be using a washing line and pegs across the classroom.  Give students a wide range of issues to investigate so that they get a broad overview of the period. Issues you might include: farming, growth of inequality, trade, towns and cities, travel, religion and beliefs, changing power of monarchs, printing, ruling the country. As they present their findings ask them to peg the issue on the washing line to show how much change there has been since the Middle Ages. Then encourage students to think about creating hypotheses to test about how these changes might affect crime and punishment. Sources like William Harrison’s ‘Description of England’ to show the different groups within society could be a way in to the topic. Students could also annotate copies of the graphs on p36 in the textbook to show how events affected the number of crimes.   * Did the types of crimes change? (2 lessons)   Ask students to create a change and continuity chart as they study the crimes of the period. In groups give students a ‘new crime’ – vagrancy, witchcraft, moral crime, smuggling, highway robbery. Ask them to research and present the type of crime, specific examples (local if possible) and why people were so concerned about this type of crime. Sources could include: vagrancy – William Harrison, witchcraft – Belvoir Castle and Flower sisters (Tracy Borman), moral crime – start with Horrible Histories Puritans song, smuggling – Jack Rattenbury’s ‘Memoirs of a Smuggler’, highway robbery – John Nevison (Swift Nick Old Great North Road near Newark).  After presentations students can create their own Horrible Histories style song or explanation for each type of crime.   * Was law enforcement turned upside down? (2 lessons for law enforcement and punishments)   Ask students to read and identify different types of law enforcement and to create explanation cards. For each is this change or continuity? What do historians have to say about this?   * Were punishments turned upside down?   Teacher explanation of punishments – students create cards or a table to record their notes. Discuss whether change or continuity. Look again at the graph from the introductory lesson to the period – by 1680 what has happened to crime rates? What would you expect to happen to punishments now?  What was the Bloody Code and why was it introduced?  Assessment: Why was the Bloody Code introduced? (10 marks)   * Class debate (1 lesson)   Was crime and punishment was turned upside down? During the debate teams can score points for precise factual knowledge (to really push the importance of having knowledge at their fingertips).  Exam question ‘The most striking thing about medieval and early modern punishments is the continuity of so many aspects’. How far do you agree with this statement? Give reasons for your answers. |
| Industrial Britain c.1750-c.1900 | **Was there a revolution in crime and punishment 1750 to 1900?** | ISM John Hearn – launch enquiry question.   * What was Britain like 1750-1900? (1 lesson)   Tables of information - Students to move around the classroom gathering up information about the period including extracts from Dickens – Hard Times, Great Expectations. Once they have an understanding of the changes that took place – industrialisation, urbanisation, poverty, Empire, railways, growth of democracy and alcohol etc, ask students in groups of three to come up with hypotheses for the impact these changes might have on crime and punishment. Referring to what they have just looked at, can students suggest reasons for an increase in crime during the period? Class discussion.  Using a range of sources e.g. Dicken’s, Henry Mayhew, Penny Dreadfuls (British Library website has lots you can use) what can students deduce about Victorian attitudes to crime?   * Was the new police force a revolution in law enforcement? (2 lessons)   After looking at the Fielding Brothers, Sir Robert Peel and the reasons he was able to set up a police force and developments to the end of the period e.g. fingerprints ask pupils to design a diagrammatic introduction to the Police Force for either Cowley’s ‘A History of the British Police Force’ or Emsley’s ‘The Great British Bobby: A history of British policing’. They need to show the important events, why the changes were able to take place and what continuities there were. The final part of the diagram needs to show how revolutionary they think the introduction of the police force was.  Assessment: ‘In the period between 1750 and 1900 there were big changes in policing’. How far do you agree with this statement? Give reasons for your answer. (18 marks)   * Was there a revolution in punishments 1750-1900? (2 lessons)   Why was the Bloody Code abolished?  Transportation – teacher explanation and then give students documents about people who were transported – crimes, ages etc (local documents would be great here if they can be found).  Prisons – start with the BBC clip about prisons today used in lesson 1. Then look at the development of prisons, reformers, Lincoln prison (Tony Robinson DVD). Once students have had the chance to see the big issues and look at records for their local prison they need to bring together their findings – create an online museum about 19th century punishments. They need to include the changes and why there were changes. Encourage students to use as many local examples as they can find.   * Were the changes in crime and punishment a revolution? (1 lesson)   Class debate, again really pushing the importance of precise knowledge as they gain points for well supported statements. |
| Britain since 1900 | **Has the story of crime and punishment really changed in the 20th century?** | * Has the story of crime and punishment really changed in the 20th century? (4 lessons)   Brainstorm the types of crime students are aware of today. Look at crime figures and compare violent crime, burglary, theft etc to figures from other periods. Are these crimes similar or different to those in earlier periods? What has caused changes?  What has been the biggest change to policing in the 20th century? Students research the developments in the police force and then add to their diagram for Emsley’s or Cowley’s book looking at technology, changing role of the courts etc.  How have punishments changed? Look at the end of corporal punishment, end to capital punishment, prison reforms (BBC report again), alternatives to prison. Return to timeline and look for changes and continuities.  Assessment: How far do you agree that the most important changes in the punishment of offenders took place in the twentieth century? Give reasons for your answer. (18 marks) |
|  | **Crime and Punishment 1250 - present** | The big picture (1 lesson)  To bring together the thematic study a range of consolidation and revision activities can be used. Refer back to the change/continuity display board and help students describe patterns of change and continuity. Also focus on the factors across the time period looking for which factors had most influence and looking to see if this changes over the different time periods. Asking students to form living graphs and factor diagrams with links shown by wool can help students see the big picture.  Groups could be given the 3 different issues and five factors and ask them to create a ‘human story’ starting in 1250 each group tells the story of their issue or factor across the time period. |