

Knowledge Organiser – Crime and Punishment 1250-present

Topic: Medieval Crime and Punishment 1250-1500		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Medieval Christian Roman Catholic Feudal system Poverty Famine Serious (felony)/petty Homicide Trial Punishment Argument Theft Scolding Vagrancy Outlaw gangs Moral crimes Treason Counterfeiting Sheriff Posse Chief Constable of the Hundred Parish Constable Hue and Cry Courts County Assizes Justices of the Peace Watchmen Borough Juries Quarter sessions Heresy Fines Humiliation Deterrent Imprisonment Death</p>	<ul style="list-style-type: none"> • The King ruled England within the feudal system (king, lords/nobles, knights, peasants) • The majority of the population was made up of poor peasants who lived in poverty • Everything depended on the harvest • The Catholic Church was powerful • The Black Death (1348) led to an increase in crime • A felony was a serious crime. Anyone stealing more than 12d of goods could be hanged for their crime • Petty crimes could involve stealing less than 12d worth of goods, getting into debt or doing limited harm to a person or property • There were various causes of crime including poverty, arguments, disease and abuse of authority. • Law enforcers included: king, sheriff, chief constables of the hundred, parish constable, people (hue and cry) • Crimes could be tried at various medieval courts including: royal courts, county assizes, quarter sessions, manor courts church courts, borough courts • The most common punishment was a fine • Public humiliation could be achieved through the cucking stool, stocks or pillories or public confessions • Prisons were only used to keep people who were in debt or awaiting trial • Serious crimes could lead to death by hanging, burning alive or hanging, drawing and quartering • There were ways to avoid trial and/or death 	<ul style="list-style-type: none"> • The King ruled England within the feudal system (king, lords/nobles, knights, peasants). The King promised to uphold the ‘King’s Peace’ by ruling the land. This could only be done if everyone knew their place in society and kept to it. • The majority of the population was made up of poor peasants who worked the land and lived in poverty. Everything depended on the harvest: if a harvest failed this could lead to famine or hunger which in turn could cause significant social and economic problems and therefore increased crime rates. Difficult working conditions could also lead to an increase in violent crimes such as homicide. • All law courts and proceedings in medieval England were based on Christian principles. The Catholic Church had its own courts and enforced its own laws. As England was a heavily religious country, many people feared that breaking the laws would result in hell and not heaven. • The Black Death hit England in 1348, leaving the population reduced by 50%. As a result, vagrancy, scolding, theft and debt significantly increased. • There was no police force. The King was in overall charge but relied on everyone in society to play their part in their own areas. Unpaid, untrained volunteers were often appointed to positions such as sheriff, constables of the hundred, parish constables and watchmen. These jobs could bring status to the men that were employed however the unpaid and untrained nature resulted in them being quite unpopular positions for many. • The people were essential in keeping law and order. Whenever a crime took place the victim had to call the hue and cry: all within earshot had to stop what they were doing and join a hunt for the criminal. The village could face a huge fine if this failed to be carried out. • Royal courts heard the most serious cases (then the assizes from 1293). From 1361 there was a change and Justices of the Peace took over the county sheriff’s role. They passed serious cases to the assizes but judged others in their own courts. Manor courts dealt with local petty crimes and Church courts dealt with moral crimes. There were no juries in church courts which is different to courts today. • The most common punishment was a fine. All fines from the courts went to the king/lord of the manor or church which was a very effective way of making money. • Public humiliation could be achieved through the cucking stool, stocks or pillories or public confessions. It would act as a deterrent in the hope that the criminal would not commit the crime again, or that other people would not wish to receive the same punishment. • Prisons were only used to keep people who were in debt or awaiting trial. They were rough, unhealthy places and often unfair – rich prisoners could be held there more comfortably. • Serious crimes could lead to death by hanging, burning alive or hanging, drawing and quartering. These were carried out in public as a warning to all. • There were ways to avoid trial and/or death: Run; seek sanctuary; have powerful friends, refuse to plead; hope for a friendly jury; buy a pardon; join the king’s army; be pregnant, claim benefit of clergy; become a king’s approver. 	<ul style="list-style-type: none"> • Links to Medieval England (Year 7): students will have a strong understanding of life in medieval England, including the concepts of feudalism, monarchy, and peasantry • The topic is thematic and therefore provides students context to understanding the religious and political changes of Early Modern England 1500-1750 and being able to explain change and continuity over time. • The progress and development of the English criminal system provides a great overview of current affairs and issues, whilst providing the perfect vehicle for students to develop a number of disciplinary skills including the use of second order concepts and primary source analysis

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> • Reading aloud the enquiry about Walter de Blowberne and the pre-1250 Norman justice system • Case study about the Folville outlaw gang • Reading for pleasure: 'A Time Traveller's Guide to Medieval England' by Ian Mortimer 	<ul style="list-style-type: none"> • Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard • Forming arguments and debates 	<ul style="list-style-type: none"> • Use of WTM and modelling to encourage students to create pieces of extended writing using second order concepts. • Students writing clinching arguments • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Develop student's ability to learn independently and effectively during lessons • To provide constructive feedback for students to improve and develop their written work 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Working under time pressure. • Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

SEND

Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.

Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance.

Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.

Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3

Multi-sensory approach using dual coding, YouTube videos and audio recordings for Medieval Crimes and Punishments

Knowledge Organiser – Crime and Punishment 1250-present

Topic: Early Modern Crime and Punishment 1500-1750		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Early Modern Poverty Inequality Urbanisation Trade Travel Government Reformation Puritan Civil War Printing Press Serious/petty crimes Vagrancy Moral crimes Witchcraft Organised crime Smuggling Highway Robbery Hue and cry JPs Constables Church Warden Watchmen Assizes Quarter sessions Petty sessions Manorial courts Church courts Public penance Cucking/ducking stool Whipping Branding Scold's bridle Pillory Stocks Prison Bridewell Capital punishment Bloody Code</p>	<ul style="list-style-type: none"> • The government increased its power over the people and the gap between rich and poor grew significantly as there was a growing 'middle class' • Most people continued to live and work in the countryside however towns started to grow • There were new products and goods available to more people • Travel across the country became easier • The Protestant Reformation created a split in the church between Catholics, Protestants, and later Puritans • Vagrancy increased and became a growing concern. • Puritan influence led to an increased concern about moral crimes. • Witchcraft accusations increased in the early modern period. • Smuggling and highway robbery were types of organised crime • There was still no paid police force. Law enforcers included: local communities, JPs, constables, watchmen and church wardens • Early modern courts included: assizes, quarter sessions, petty sessions, manorial courts and church courts. • The most common punishment was a fine. • Shaming and physical punishments could be achieved through: public penance, cucking/ducking stools, whipping and branding, scold's bridle, pillory, stocks • Prisons were still used to hold prisoners who were in debt or awaiting trial. Bridewells (houses of correction) were used to deal with vagrancy. • Capital punishments (executions) were used to deal with serious crimes. • The number of crimes punishable by death increased in 1688 (aka The Bloody Code) 	<ul style="list-style-type: none"> • The gap between rich and poor grew which led to pressure and poverty for many in the lower classes, as a result leading to increased crime levels for those struggling. A rapid population increase led to pressure on resources and increased urban and rural poverty. Many started moving to towns and cities. This mass urbanisation resulted in squalid living and working conditions. • As a result of exploration, new products and goods were available to more people. Increased duty prices were often passed on to the consumer which contributed to the emergence of the organised crime – smuggling – to avoid high taxes. Improved roads across the country led to increased travel which created opportunities for highway robbery as many carried their valuables with them due to the lack of banks. • The Reformation led to the split in the Church between Catholics and Protestants. All people were expected to follow the state religion. Growing Puritan influence in the late 16th century led to an increased concern about sinful behaviour and more actions became considered criminal • In the 1580s and 90s, many were suffering hardship because of famine and plague and the number of witchcraft accusations increased dramatically. There was a widespread belief in magic and the devil. • There was still no paid police force and many medieval law enforcement practices continued. Local communities continued to police themselves as a result. Law enforcement continued to be carried out by unpaid, untrained amateur officials: JPs, constables and churchwardens. The office of sheriff became less important as JPs extended their roles. As towns grew in size, some employed watchmen. • After 1660, local manor and church courts declined with more criminals being dealt with by JPs at petty sessions. • The most common type of punishment remained a fine. Manorial courts, petty sessions and quarter sessions all fined people for their wrongdoings. People faced fines for a range of offences such as playing unlawful games, minor assaults and small thefts. • Other punishments intended to shame the offender so they would be deterred from committing the crimes again. Some of these punishments had been used in the Middle Ages but they became more widespread in the early modern period as crime increased. Others were new. • Prisons continued to be a less common form of punishment. In the 16th century, laws were passed to regulate prisons. • A new form of punishment was the bridewell. Vagrancy was a growing concern and bridewells were used as 'houses of correction'. There criminals were forced to work. • The use of capital punishment (execution) became more widespread in the early modern period. Hangings took place in public which would also act as a deterrent. • The Bloody Code was a period when the number of crimes punishable by death increased. Over 200 crimes were punishable by death. However, many judges and juries were often unwilling to pass the death penalty for minor crimes. 	<ul style="list-style-type: none"> • This topic links with the previous: medieval crime and punishment. It allows students to assess change, continuity and causation over time. • There are links to the Year 7 topics: students will have an understanding of the Reformation and its causes which will they will be able to build on, evaluating its links to crime and punishment. Study of the English Civil War in Year 8 will give students knowledge they can use to assess its impact on witchcraft accusations in the early modern period. • Some key features of the early modern period cross over into the Industrial period, such as capital punishments, petty crimes, poverty and urbanisation. Students cannot understand some elements of the Industrial period without knowledge of the Early Modern

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> • Case study about Anne of Askew • National Archives articles: www.nationalarchives.gov.uk/education/resources/early-modern-witch-trials/ 	<ul style="list-style-type: none"> • Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard • Forming arguments and debates 	<ul style="list-style-type: none"> • Use of WTM and modelling to encourage students to create pieces of extended writing using second order concepts. • Students writing clinching arguments • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Develop student’s ability to learn independently and effectively during lessons • To provide constructive feedback for students to improve and develop their written work 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Working under time pressure. • Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

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Opportunities for retrieval practice and building on prior knowledge – starter and plenary quizzes and end of topic core knowledge tests.
 Repetition of key vocabulary in every lesson and additional curriculum time allocated for the explicit teaching of key vocabulary – such as change and continuity, cause and consequence, significance.
 Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.
 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for Early Modern Crimes and Punishments

Knowledge Organiser – Crime and Punishment 1250-present

Topic: Industrial Britain Crime and Punishment 1750-1900		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Industrial Revolution Urbanisation Poverty Enlightenment Railways Democracy Alcohol Public House Petty theft Fare-dodging Vandalism White-collar crime Embezzlement Prostitution Population Pickpocketing Napoleonic Wars Juvenile crime Radical thinkers Gambling Novels Penny Dreadfuls Watchmen Parish constables Bow Street Runners Sir John Fielding Robert Peel Metropolitan Police Vagrant Photographs Fingerprinting Assizes Quarter sessions Petty sessions New drop/long drop Transportation Prison Separate/silent system</p>	<ul style="list-style-type: none"> • The Industrial Revolution occurred from c.1750 • Britain’s population increased massively. Urbanisation occurred as many people moved from the countryside to towns and cities. • There was overcrowding and poverty in urban areas. Living conditions were poor • Industrialisation increased class divisions. • Britain’s trading status across the world continued to grow. • A network of railways was built across Britain • Literacy rates increased • Pubs and alcohol played a major part in many people’s lives • There was a general increase in crime from 1750-1850 caused by the significant changes of the Industrial Revolution. Petty theft was the most common crime. • People became increasingly concerned with the increasing crime rates. • By 1900, every town and county had a professional, uniformed and full-time police force. The Bow Street Runners were established in the 1750s. Sir Robert Peel set up the Metropolitan Police force in 1829. • Technology began to be used in crime detection. • There were small developments in the system of courts in this period. • Prisons became the most common punishment. Reformers pushed for changes in the prison system. • Executions decreased and public executions were banned in 1868 • The punishment of transportation to Australia was used as an alternative to hanging • Prisons introduced the separate and silent systems. 	<ul style="list-style-type: none"> • Britain became the world’s first industrial country. New methods of production were created and urbanisation occurred as many people moved to towns and cities. This contributed to class division, poor living conditions and poverty which contributed to increasing crime rates between 1750 and 1850. • Communication and travel across the country improved. The creation and development of railways led to the spread of ideas and people, but also led to new crimes such as fare-dodging. • As literacy rates increased, more people were able to read stories and news updates about crimes which in turn increased concern about crime. More ‘radical thinkers’ did begin to make links between poverty and crime however, which was a step towards improving conditions and therefore lowering crime rates • Alcohol became a problem as drunkenness often led to violence. • Petty theft was a common crime due to high levels of poverty, particularly in built up areas and overcrowded cities. Factories, warehouses and shops were full of goods for opportunistic thieves. The most common offence for women was prostitution. The end of the Napoleonic Wars also led to thousands of soldiers looking for work. In desperation, some turned to theft. • Before the Industrial period there were no police. John Fielding organised groups of part-time, paid constables (The Bow Street Runners). This was a huge difference as previously in 1750 law enforcement was still based on medieval and early modern methods. • In 1829 Robert Peel set up the Metropolitan Police, the first full time, paid, trained police force. It is likely they contributed to the decrease in crime rates from 1850. • Developments in technology further improved and aided policing, including photographs, telegraphs and fingerprinting. • Developments in the system of courts were quite small. Like the early modern period, felons continued to be tried at the assizes and quarter sessions. • Attitudes towards capital punishment began to change. Public executions ended in 1868 because the government became concerned with the rowdy behaviour on hanging days. • The punishment of transportation was used as an alternative to hanging. Due to the American War of Independence in 1776, Britain could no longer send convicts to America so began sending them to Australia. It was hoped the journey and conditions would deter potential criminals. • As hangings began to decline, prisons became the most common form of punishment. Prisons were grim places which led to campaigns from numerous individuals, who were often motivated by religious and humanitarian beliefs, for prison reform. Many prisons introduced the separate and silent systems. 	<ul style="list-style-type: none"> • This topic links with the previous: medieval and early modern crime and punishment. It allows students to assess change, continuity and causation over time. • There are links to the Year 8 topics: students will have an understanding of the Industrial Revolution and its significance which they will be able to build on, evaluating its links to crime and punishment. Study of the British Empire in Year 8 and 9 will give students knowledge they can use to assess its impact on different groups of people and the economy. • Some key features of the Industrial period cross over into modern Britain, such as prisons and urbanisation.

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> • Case study about John Hearn • Case study about Kate Webster 	<ul style="list-style-type: none"> • Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard • Forming arguments and debates 	<ul style="list-style-type: none"> • Use of WTM and modelling to encourage students to create pieces of extended writing using second order concepts. • Students writing clinching arguments • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Develop student’s ability to learn independently and effectively during lessons • To provide constructive feedback for students to improve and develop their written work 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Working under time pressure. • Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

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 Logical sequence of historical events to support non-verbal reasoning and links to prior knowledge.
 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for Industrial Crimes and Punishments

Knowledge Organiser – Crime and Punishment 1250-present

Topic: Modern Britain Crime and Punishment 1900-Present		Duration: 10 lessons	Composite: Unit test
<u>Key vocabulary:</u>	<u>Powerful Knowledge Components</u>	<u>Core Knowledge Components</u>	<u>Links to previous and future topics</u>
<p>Urbanisation Population Cities Suburbs War Consumer society Religion Beliefs and attitudes Welfare State Science and tech. Transport Car crime Communication Television Radios Music Migration Diversity Sport Hooliganism Race, religion and hate crimes Drugs Cyber crime Police Corruption DNA Juvenile crime and courts Borstal Juries Probation Parole Surveillance Corporal punishment Prisons Reform Community service</p>	<ul style="list-style-type: none"> • By 2011, over 80% of the population were living in cities and large towns. Many of the rich and middle classes lived away from the city centre in the suburbs. • The World Wars disrupted the economy, but a recovery followed and Britain became a consumer society • The Church as an organisation lost much of its authority • Science and technology improved dramatically, as did communication • Governments passed laws that tried to tackle the problems of poverty. The ‘Welfare State’ used/uses tax-payers money to provide for the needs of the whole society • Throughout the 20th century many immigrants moved to Britain. Most lived and worked in the poorer areas of Britain’s cities • In the late 1920s and throughout the 1930s, crime rates rose. These dropped when WW2 started but then rose steeply again. • From 1955 crimes rates steadily rose as new crimes emerged (car crime, football hooliganism, race, religion and hate crimes, illegal drugs and cyber-crimes) • A number of developments led to greater distrust between the police and the public. • There have been developments in the police force such as better organisation, recruitment, training and pay; specialisation; community policing; use of weapons and range of work. • These developments have also been aided by the development of new technology - DNA identification, fingerprinting, communication and data storage and surveillance • Prisons continued to be the most common form of punishment • The use of corporal and capital punishment declined and then ended 	<ul style="list-style-type: none"> • A large proportion of the population lived in large towns and cities from the 20th century, a significant change from earlier time periods such as medieval where the majority of the population lived and worked in rural areas. • The World Wars disrupted the economy and therefore provided opportunities for increased crime rates. For example, during The Blitz, air raids provided opportunities for criminals to take to the street and loot houses and businesses. • The Church’s authority declined. Fewer people relied on the bible to explain human nature and society and new studies into human behaviour helped explain causes of crime and criminal behaviour, thus impacting on crime rates and the way crimes and criminals were handled • The Welfare State aimed to tackle the problem of poverty. Poverty was no longer seen as a crime • From 1955 new crimes emerged due to developments in science, technology, leisure and entertainment. • Many immigrants who moved to Britain from the Commonwealth countries after WW2 were met with racism, violence and unfairness. Discrimination continued despite the passing of laws to ensure all British citizens had equal rights. These are still issues that are happening today. • There have been developments in the police force since 1900 (and also an increased distrust between some of the public and the police). In 1900 there were about 200 separate police forces in Britain however many boroughs have been merged with counties creating a more coherent force. Specialisation and the use of various weapons has improved the force. Better recruitment, training and pay is a significant improvement compared to previous years where many law enforcers had no incentive to work as hard if the job was voluntary and/or unpaid • New technology has been used to improve the police force, such as DNA profiling for the identification of criminals, better communication and data storage and better surveillance. These all allow the police greater chances of catching and identifying criminals. • Local courts that had operated since the medieval period ended in the 20th century. They were replaced with a new Crown Court. • Changes in the attitude towards young offenders has seen the creation of juvenile courts and prisons. Many people had/have the attitude that the best way to improve society was to improve the care for children and young people. • The use of corporal and capital punishment declined and then ended (1969). • Prisons continue to be the most common form of punishment however this led to significant overcrowding. • Alternatives to prison such as the probation service and the parole system were introduced. This aimed to combat the problem of reoffending and overcrowding. 	<ul style="list-style-type: none"> • This topic links with the previous: medieval, early modern and industrial crime and punishment. It allows students to assess change, continuity and causation over time. • There are links to the Year 9 topics: students will have an understanding of the World Wars and their economic significance which they will be able to build on, evaluating its links to crime and punishment. Study of the migration and the empire and commonwealth in Year 8 and 9 will give students knowledge they can use to assess its impact on different groups of people and cultures • Some key features of the Industrial period cross over into modern Britain, such as prisons and urbanisation.

<u>Impressive reading</u>	<u>Impressive speaking</u>	<u>Impressive writing</u>	<u>Resilience</u>	<u>Employability via:</u>
<ul style="list-style-type: none"> • Case study about shootings in East London (1897) and Liverpool (200) • Case study about Stephen Lawrence • Case study about riots in Strangeways Prison, Manchester 	<ul style="list-style-type: none"> • Reading aloud own work – example of P.E.E paragraphs, book extracts and from the interactive whiteboard • Forming arguments and debates 	<ul style="list-style-type: none"> • Use of WTM and modelling to encourage students to create pieces of extended writing using second order concepts. • Students writing clinching arguments • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Develop student’s ability to learn independently and effectively during lessons • To provide constructive feedback for students to improve and develop their written work 	<ul style="list-style-type: none"> • Communication – group and paired activities • Independent thinking • Working under time pressure. • Historical skills link to employment opportunities as lawyers, journalist researcher and teaching

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 Construction of paragraphs scaffolded with over-learning of previous content to encourage independence – essay writing and interpretation question-built on and developed since KS3
 Multi-sensory approach using dual coding, YouTube videos and audio recordings for 1900-present day Crimes and Punishments