

Option 10

Topic booklet



Crime and punishment in Britain, c1000–present
and Whitechapel, c1870–c1900: crime, policing and the
inner city

GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

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1. Overview

This option comprises a thematic study Crime and punishment in Britain c1000–present day and a study of the historic environment Whitechapel c1870–1900: crime, policing and the inner city.

This option offers students a great opportunity to engage with a variety of interesting issues within an ever-changing historical background. While the focus of the option is about the nature of change in crime, punishment and policing over time, the study of each time period brings with it a great opportunity to really explore the social and political factors which have helped shape each period of history. There is also a great opportunity to link in personal stories to help bring the thematic study alive, whether you choose to include stories from your local area or select them from the national archive.

Many of the topics covered still have great relevance and interest for students today, whether it be the debate about the way we should punish or help criminals within society or the role of government and the community to help bring criminals to justice. The ability to make links with modern issues and stories in the news is a great way of really engaging your students in the unit and helps to maintain interest over time.

1.1 Assessment

Section A Historic environment

For the historic environment, students answer one question requiring them to describe features (AO1) and a two-part question targeting AO3. Question 2 uses two contemporary sources; one of them may be visual, but at least one will be written.

- Question 1: students describe features.
- Question 2 (a): students assess the usefulness of two sources for a specified enquiry, making use of their knowledge of the historical context.
- Question 2 (b): students suggest a follow-up enquiry.

Section B Thematic study

Students answer three questions for the thematic study: Question 3, Question 4 and either Question 5 or Question 6.

- Question 3: this focuses on similarity or difference over time.
Questions will cross sections and will normally span at least a century (and may span much longer periods).
- Question 4: this focuses on the process of change (e.g. why there was a rapid change/slow change/why change continued).
Questions will normally span at least a century and may span much longer periods.
- Questions 5/6: requires a judgement and may focus any of the following: the *nature* or *extent* of change (change/continuity); *patterns* of change (turning points, i.e. significance); the *process* of change (factors bringing it about, i.e. causation); or the *impact* of change (i.e. consequence).
Questions will normally span at least two centuries and may span much longer periods.

Detailed information and guidance on assessment can be found in the separate Getting Started Guide.

2. Crime and punishment in Britain, c1000–present

2.1 Introduction

There are two main strands to the crime and punishment thematic study: the nature and changing definitions of criminal activity and the nature of law enforcement and punishment. While acts such as murder have been considered crimes throughout the period covered by this thematic study, other acts have been newly defined as crimes as a result of wider changes in society at different times – for example, vagabondage in the sixteenth century. Political, religious, economic and social changes have also affected the prevalence of different crimes at different times – for example, the increase in heresy following the Reformation. Law enforcement too saw both change and continuity, for example in the role of the community and the development of the police force. Ideas about the purpose of punishment – deterrence and retribution, for example – and how different crimes should be punished have changed over time, with the severity of punishments meted out varying greatly in different periods. To encourage students to see broad trends over time, the timescale of c1000–present has been divided into four sections: c1000–c1500, c1500–c1700, c1700–c1900 and c1900–present day.

They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: attitudes in society; individuals and institutions (Church and government); and science and technology.

The case studies in each time period allow students the opportunity to understand how factors worked together to bring about particular developments at particular times and make detailed comparisons over time.

2.2 Content guidance

It is important that students have an understanding of the context and society during each time period and how these influenced developments in crime and punishment. Prior to teaching the specification content it may be useful to produce a timeline to cover the basic chronology needed for this unit. Within each time period it would be useful to draw out key terms associated with each one, for example Anglo-Saxon, Norman, medieval, Middle Ages, Tudors, Stuarts, early modern Britain, Georgians and Industrial Revolution. In addition to this it would be useful to draw out some of the key political, economic and social developments associated within each one for example: the Norman Conquest, the Reformation, The Civil War, urbanisation, industrialisation and the First and Second World Wars.

For the c1000–c1500 section, students should understand the nature of crimes in Anglo-Saxon, Norman and later medieval England and changing definitions of crime as a result of key events such as the Norman Conquest. William I's Forest Laws help to demonstrate the role of the government in defining what a crime is – making activities against the law that previously were not. Students should understand the concept of 'social crimes', such as poaching, and attitudes in society towards activities that were against the law but often not frowned upon or actively deterred by one's peers. Students also need to understand the nature of law enforcement in this period, appreciating the roles of the authorities and local communities, and the nature of punishments, with an emphasis on deterrence and retribution. References to Church courts and trial by ordeal are included as part of coverage of the role and influence of the Church, but a study of secular court systems and trial processes is not required.

2. Crime and punishment in Britain, c1000–present

In the early modern period, students will need to look at continuity in the nature of crimes with the Middle Ages as well as changes that took place during this period and how these were linked to changes in society. Heresy and treason, though not strictly new crimes, had raised prominence in this period because of religious and political changes. Students will also need to cover changing definitions of crime in the sixteenth century, in relation to vagabondage and witchcraft. Students should understand that the nature of law enforcement and punishment saw significant change in this era, including the introduction of transportation to America and the start of the Bloody Code. The two case studies for this period are the Gunpowder Plotters 1605 and Matthew Hopkins and the witch-hunts of 1645–47. The first case study can be used to exemplify the changing nature of punishment during times of political and religious unrest and the need for such a humiliating and harsh punishment in the absence of other effective forms of punishment. The second case study should be used to draw out the reasons for the intensity of witch-hunts and the punishment of those convicted. The significance of this case study should be considered in comparison to other key factors such as science, technology and Church and government when considering the reasons for the rise and decline of witchcraft accusations in the seventeenth century.

In the eighteenth and nineteenth centuries, students will need to study continuity and change in the nature of crimes, including highway robbery, poaching and smuggling. In addition changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs will also need to be covered. The second strand continues the study of the changing nature of law enforcement, including the work of the Fielding brothers as well as the development of police forces and the beginning of CID. The changing nature of punishment in this period focuses on changing views on the purpose of punishment. The content should include the use and ending of transportation, public execution and the Bloody Code as well as a study of prison reform including the influence of John Howard and Elizabeth Fry. The first case study for this period is Pentonville prison in the mid nineteenth century and can be used to exemplify the changing attitudes to punishment and penal reform in the nineteenth century. The second case study is of Robert Peel, covering his work including the 1823 Gaols Act as well as the ways the Metropolitan Act of 1829 helped to shape the development of the first official police force.

In the modern period, students will need to analyse continuity and change in the nature of crimes, including new forms of theft (e.g. identity theft or computer fraud) and smuggling, and changing definitions of crime, including driving offences, race crimes and drug crimes. The second strand concludes the role of the authorities and local communities in law enforcement, including ideas like the development of Neighbourhood Watch. Changes within the police force including increased specialisation, the use of science and technology and the move towards prevention should be covered to demonstrate the changing role of the modern police. Attitudes to punishment should focus on the abolition of the death penalty; changes to prisons, including the development of open prisons and specialised treatment of young offenders. The development of non-custodial alternatives to prison should also be covered. The two specified case studies are the treatment of conscientious objectors in the First and Second World Wars, and the Derek Bentley case and its significance for the abolition of the death penalty. The first case study can be used to draw out examples of changing definitions of criminal activity and the changing treatment by both the public and those in authority. The second case study is helpful in exemplifying the changing nature of attitudes to punishment in the twentieth century.

2. Crime and punishment in Britain, c1000–present

Key terms

It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with. The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or may have difficulty spelling.

Students should understand chronological terms such as the nineteenth century, medieval, early modern, modern.

Other key vocabulary for this unit includes: authority, constable, capital punishment, conquest, corporal punishment, deterrence, execution, hue and cry, law enforcement, ordeal, poaching, parish, retribution, sanctuary, social, tithings, trial, wergild, Civil War, heresy, transportation, treason, vagabondage, watchmen, Witchfinder, highway robbery, martyr, metropolitan, penal, prosecution, separate and silent system, smuggling, reform, abolition, conscientious objectors, custodial, Neighbourhood Watch, offence, prevention, young offenders.

2. Crime and punishment in Britain, c1000–present

Content exemplification and mapping

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content, and other relevant material illustrating aspects of change within periods can be used.

c1000–c1500: Crime and punishment in medieval England	Exemplification	Exemplification of the role of factors in change	Changes from 2013 Edexcel History B (SHP) 1B Crime
<p>1 Nature and changing definitions of criminal activity</p> <ul style="list-style-type: none"> Crimes against the person, property and authority, including poaching as an example of ‘social’ crime. Changing definitions of crime as a result of the Norman Conquest, including William I’s Forest Laws. 	<ul style="list-style-type: none"> Distinction between serious crimes like murder and arson and minor crimes like petty theft. Crimes against the person such as assault and murder. Crimes against property such as stealing crops or poaching. Crimes against authority such as treason. Impact of the Norman Conquest: introduction of the Forest Laws, extending royal authority. Other examples could include the murdrum fine and rebellion. 	<ul style="list-style-type: none"> Role of individuals and institutions: role of the monarch and the Church in defining what was a crime; and changes after the Norman Conquest and in the later medieval period. Role of attitudes in society: attitudes towards ‘social’ crimes. 	<ul style="list-style-type: none"> The specification now starts at c1000, not 50AD, so there is no requirement to cover pre-1000 material
<p>2 The nature of law enforcement and punishment</p> <ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement in Anglo-Saxon, Norman and later medieval England, including 	<ul style="list-style-type: none"> Change and continuity between the Saxon and Norman era e.g. increasing importance of the king under the Normans along with the continuation of local law enforcement. The use of JPs. Increase in capital punishment 	<ul style="list-style-type: none"> Role of individuals and institutions: changing role of monarch in law enforcement. Impact of need for Normans to maintain authority. Role of the Church in law enforcement and punishment. Role of attitudes in society: 	<ul style="list-style-type: none"> The specification now starts at c1000, not 50AD, so there is no requirement to cover pre-1000 material

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<p>tithings, the hue and cry, and the parish constable.</p> <ul style="list-style-type: none"> • The emphasis on deterrence and retribution, the use of fines, corporal and capital punishment. The use and end of the Saxon Wergild. 	<p>under the Normans and increasing use of physical and public punishment to deter.</p> <ul style="list-style-type: none"> • The ending of the Wergild and introduction of fines paid to the king. 	<p>attitudes to punishment as deterrence and retribution.</p>	
<p>3 Case study</p> <ul style="list-style-type: none"> • The influence of the Church on crime and punishment in the early thirteenth century: the significance of Sanctuary and Benefit of Clergy; the use of trial by ordeal and reasons for its ending. 	<ul style="list-style-type: none"> • The use of Church courts to deal with moral crimes. Right of fugitives to seek Church protection in Sanctuary. Benefit of Clergy as a way of avoiding the death penalty. • The use of trial by ordeal to determine innocence or guilt. The ending of trial by ordeal in 1215 illustrating Church authority affecting action in secular society. 	<ul style="list-style-type: none"> • Role of individuals and institutions: the role of the Church. 	<ul style="list-style-type: none"> • The influence of the Church and trial by ordeal were previously specified but Sanctuary and Benefit of Clergy were not specifically mentioned (though are likely to have been covered).

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c1500–c1700: Crime and punishment in early modern England	Exemplification	Exemplification of the role of factors in change	Changes from 2013 Edexcel History B (SHP) 1B Crime
<p>1 Nature and changing definitions of criminal activity</p> <ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including heresy and treason. New definitions of crime in the sixteenth century: vagabondage and witchcraft. 	<ul style="list-style-type: none"> The impact of tensions during Tudor rule, the Reformation, economic context and unemployment in terms of defining crimes. The implications of invention of the printing press and increased population. Challenges of social crimes such as poaching and smuggling. The Vagrancy Acts (e.g. 1547/97) and Witchcraft Acts (e.g. 1542/1604) to highlight the changing definitions of crime. 	<ul style="list-style-type: none"> Role of individuals and institutions: role of Church and government in punishing heresy. Role of attitudes in society: changing religious beliefs. Attitudes to social crimes. Attitudes towards witchcraft Role of science and technology: invention of the printing press. 	<ul style="list-style-type: none"> This period was part of the c1350–c1750 section in the previous specification but the focus of the content has not changed.
<p>2 The nature of law enforcement and punishment</p> <ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement, including town watchmen. The continued use of corporal and capital punishment; the introduction of transportation and the start of the Bloody Code. 	<ul style="list-style-type: none"> Change and continuity in official and community methods of law enforcement. Impact of changes to the Church on law enforcement and punishment – reform of Sanctuary and Benefit of Clergy. Increased secular control during this period. The reasons for transportation to America, the start of the Bloody Code in 1688 with 50 capital offences. 	<ul style="list-style-type: none"> Role of individuals and institutions: impact of threats to rulers' authority on nature of punishments. Impact of changes to the Church on law enforcement and punishment. Attitudes in society: changing attitudes towards how different crimes should be punished and severity of punishments. 	<ul style="list-style-type: none"> This period was part of the c1350–c1750 section in the previous specification. Thief takers are no longer specified, but otherwise the focus of the content has not changed.

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<p>3 Case studies</p> <ul style="list-style-type: none"> • The Gunpowder Plotters, 1605: their crimes and punishment. • Key individual: Matthew Hopkins and the witch-hunts of 1645–47. The reasons for their intensity; the punishment of those convicted. 	<ul style="list-style-type: none"> • Reasons for harsh and public punishments, as a result of religious and political instability. Absence of police and prisons as a determining factor. • Reasons include the impact of the Civil War, printed works, social tension and religious change and the role of key individuals like James I. 	<ul style="list-style-type: none"> • Role of individuals and institutions: the Gunpowder Plotters' threat to authority and the government's response. • Role of individuals and institutions: Matthew Hopkins. • Role of attitudes in society: impact of religious and political instability. Witch-hunt mass hysteria. 	<ul style="list-style-type: none"> • Gunpowder Plot and witchcraft were previously specified; Matthew Hopkins and the witch-hunts of 1645–47 were not explicitly specified previously, though are likely to have been taught.
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2. Crime and punishment in Britain, c1000–present

c1700–c1900: Crime and punishment in eighteenth- and nineteenth-century Britain	Exemplification	Exemplification of the role of factors in change	Changes from 2013 Edexcel History B (SHP) 1B Crime
<p>1 Nature and changing definitions of criminal activity</p> <ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including highway robbery, poaching and smuggling. Changing definitions of crime exemplified in the ending of witchcraft prosecutions and treatment of the Tolpuddle Martyrs. 	<ul style="list-style-type: none"> The Waltham Black Act as an example of a change in response to poaching. Impact of improvements to roads and increased road travel. Dick Turpin as an example of highway robbery. The Hawkhurst Gang as an example for smuggling. The decline of witchcraft linked to the increasing development of scientific thinking under the Royal Society. The case of the Tolpuddle Martyrs in highlighting government action in dealing with challenge to authority and in defining criminal activity. 	<ul style="list-style-type: none"> Role of individuals and institutions/Role of attitudes in society: changing response of authorities to social crimes; attitudes in society to social crimes. Role of individuals and institutions/Role of attitudes in society: authorities' use of the law to deal with the Tolpuddle Martyrs and public reaction to their case. Role of science and technology/Role of attitudes in society: increase in scientific thinking. 	<ul style="list-style-type: none"> No change to focus of content.
<p>2 The nature of law enforcement and punishment</p> <ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement, including the work of the Fielding brothers. The development of police forces and the beginning of CID. Changing views on the 	<ul style="list-style-type: none"> The increasing need for more official forms of law enforcement in the context of industrialisation and urbanisation. The Bow Street Runners and mounted patrols, and their limitations. The work of Robert Peel (case study below) and subsequent police acts, demonstrating the increasing 	<ul style="list-style-type: none"> Role of individuals and institutions: development of police forces. Individuals such as the Fielding brothers and Robert Peel. Role of attitudes in society: changing attitudes on the purpose of punishment. Role of individuals and institutions/Role of attitudes in society: John Howard and 	<ul style="list-style-type: none"> The beginning of CID not previously specified.

2. Crime and punishment in Britain, c1000–present

<p>purpose of punishment. The use and ending of transportation, public execution and the Bloody Code. Prison reform, including the influence of John Howard and Elizabeth Fry.</p>	<p>centralisation and official nature of the police.</p> <ul style="list-style-type: none"> The changing social and political context, highlighting the need to move executions inside prisons and end transportation. The age of enlightenment and values of the humanitarians and changing attitudes to prisons and the Bloody Code. The work of Howard and Fry and extent to which they influenced change. 	<p>Elizabeth Fry, and changing attitudes towards prison conditions.</p>	
<p>3 Case studies</p> <ul style="list-style-type: none"> Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the Separate System in operation. Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force. 	<ul style="list-style-type: none"> Debates surrounding prison reform: separate, silent, pointless and useful work. The increasing centralised control of prisons. Peel’s role as Home Secretary in the 1823 Gaols Act and 1829 Metropolitan Police Act. 	<ul style="list-style-type: none"> <i>As above</i> 	<ul style="list-style-type: none"> Pentonville prison not previously specified but likely to have been taught.

2. Crime and punishment in Britain, c1000–present

c1900–present: Crime and punishment in modern Britain	Exemplification	Exemplification of the role of factors in change	Changes from 2013 Edexcel History B (SHP) 1B Crime
<p>1 Nature and changing definitions of criminal activity</p> <ul style="list-style-type: none"> Continuity and change in the nature of crimes against the person, property and authority, including new forms of theft and smuggling. Changing definitions of crime, including driving offences, race crimes and drug crimes. 	<ul style="list-style-type: none"> The extent to which ‘new’ crimes are old crimes in a new format – drug and people smuggling, modern terrorism compared to the Gunpowder Potters, for example. Legislation prohibiting racial discrimination in housing and employment. Changes in the law associated with drink driving and speeding. 	<ul style="list-style-type: none"> Role of individuals and institutions: government involvement in changing laws. Role of science and technology: use of technology in committing crimes e.g. online fraud. Role of attitudes in society: attitudes towards social crimes e.g. drug-taking. Attitudes towards hate crimes. 	<ul style="list-style-type: none"> Tax evasion no longer specified but otherwise the focus of the content is unchanged
<p>2 The nature of law enforcement and punishment</p> <ul style="list-style-type: none"> The role of the authorities and local communities in law enforcement, including the development of Neighbourhood Watch. Changes within the police force: increasing specialisation, use of science and technology and the move towards prevention. The abolition of the death penalty; changes to prisons, including the development of 	<ul style="list-style-type: none"> Neighbourhood Watch and PCSOs, as examples of the increased role of community policing. Specialist officers e.g. those dealing with terrorism and rape. The use of fingerprinting, radios, computers, DNA, cars, CCTV. Cases like Ruth Ellis and Timothy Evans, as well as the Bentley case (case study below) to exemplify changing attitudes to capital punishment. Probation, borstals, open 	<ul style="list-style-type: none"> Role of science and technology: the use of science and technology in fighting crime. Attitudes in society: changing views about the death penalty. Changing views about the use of prisons. Role of individuals and institutions: role of the government in e.g. abolishing the death penalty. 	<ul style="list-style-type: none"> The focus of the content is unchanged.

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<p>open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison.</p>	<p>prisons and ASBOs as examples of changes to prisons and punishment in the twentieth century.</p>		
<p>3 Case studies</p> <ul style="list-style-type: none"> • The treatment of conscientious objectors in the First and Second World Wars. • The Derek Bentley case: its significance for the abolition of the death penalty. 	<ul style="list-style-type: none"> • Changes in treatment by the authorities from the First and Second World Wars. Extent of changes in unofficial treatment by the public. • The context of post war Britain, the changing role of government and the media, along with other cases which highlighted the need for a change in the law. 	<ul style="list-style-type: none"> • <i>As above</i> 	<ul style="list-style-type: none"> • Conscientious objection and the Derek Bentley case were both previously specified.

3. Whitechapel, c1870–c1900: crime, policing and the inner city

3.1 Introduction

The historic environment of Whitechapel c1870–c1900 is linked to the thematic study on Crime and punishment and focuses on that site in its historical context. It examines the relationship between Whitechapel and historical events and developments in crime and policing.

Whitechapel has been chosen not only because of the interest it generates for the students but because it is an excellent case study that explores the issues of poverty and crime in Victorian London. A study of Whitechapel highlights the problems associated with policing at this time and the developments and challenges to investigative policing. Public attitudes to policing and the problems associated with regional and national policing are also highlighted through the study of this historic environment.

The content is assessed through a question on features of the period and also through a historical enquiry.

For the historical enquiry, students will need to develop the skills necessary to analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of the historical events studied. To aid teaching, the specification content is divided into two sections: the first covers the site in its historical context; the second covers knowledge, selection and use of sources relevant to this historic environment for enquiries.

There is a wide range of contemporary source material that can be used to investigate Whitechapel at the end of the nineteenth century: official records and publications, newspaper articles, photographs, drawings, and so on.

3.2 Content guidance

Before beginning the historic environment study, it may be useful to give students an overview of some of the more general issues associated with the Victorian era, such as industrial expansion, urbanisation, population growth, immigration, poverty and protest. It will also be helpful for students to be aware of the arrangements for policing Whitechapel c1870.

Students will need to study the local context of Whitechapel at this time, as an area of poverty, discontent and crime. This should include the problems of housing and overcrowding in the area, and the attempts to improve them, including construction of the Peabody Estate, which opened in 1881. Students should understand the level of poverty in the area and the provision of workhouses such as South Grove. The lack of employment opportunities should also be covered and the link between this and crime in the area.

Students should understand the nature of the population of Whitechapel and the issues and tensions arising from this: the fluctuating population of lodging houses and pubs, the extent of immigrant communities from Ireland and from Eastern Europe, including the large wave of Jewish refugees arriving in the 1880s, and the degree to which these groups integrated. The implications of the growth of socialist and anarchist groups and their activities in the area should also be covered.

Students should have an understanding of the organisation of policing in Whitechapel and the work of the H division of the Metropolitan Police which covered the Whitechapel area. They should also understand how features of the environment such as the slums, and the rookeries, alleys and courts, made it a difficult area to police, as well as the problems in keeping order caused by alcohol, prostitution, protection rackets, gangs, demonstrations and attacks on Jews. The

3. Whitechapel, c1870–c1900: crime, policing and the inner city

Whitechapel Vigilance Committee, whose response to the murders of 1888 included volunteer patrols and calls for a reward for information, should also be studied.

In terms of investigative policing in Whitechapel, students should know about developments in techniques of detective investigation such as the use of sketches, photographs and interviews. Students should be aware that the City of London was not covered by the Metropolitan Police but by its own police force and that Whitechapel's location, bordering the City, led to the need for cooperation between the Metropolitan Police and Scotland Yard and the City of London Police. The problems of dealing with the crimes of Jack the Ripper and the added problems caused by the media reporting of the 'Ripper' murders should also be covered here.

Students should also look at the national and regional context. This should include the working of the Metropolitan Police, with officers patrolling 'on the beat' to keep order and prevent crime. Students should understand some of the problems, such as issues with the quality of some police recruits, for example drunkenness and absence, and mixed public attitudes towards the police. Students should be aware of the development of the CID, set up in 1878, with a focus on crime detection. They should also understand the role of Charles Warren, who was Commissioner of the Metropolitan Police from 1886 until November 1888 and faced criticism for his handling of the Whitechapel murders, and the role of the Home Secretary under whose control the Metropolitan Police worked.

Sources

Students should be aware of the range of types of local sources available to the historian, the sort of information they can yield, and their strengths and weaknesses. For example, housing and employment records, council records and census returns and Charles Booth's survey can provide information about the levels of poverty, the nature of housing, the population and so on. Local police records could provide information about the organisation of policing and nature of crime in the area, as well as specifically about the Whitechapel murders. Coroners' reports may provide evidence from witnesses as well as details of the murders.

Photography was used to some extent by police officers investigating the murders and may also provide detail about the environment. The murders were covered extensively by London newspapers (as well as national newspapers), though coverage was often sensationalised.

In order to appreciate the significance of local records, students also need an awareness of how national records such as national newspapers, records of crimes and police investigations, Old Bailey records of trials and *Punch* cartoons can be used to establish context and a basis for comparison between the local and national situations.

4. Student timeline

4. Student timeline

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1066	Norman Conquest
1215	Trial by ordeal abandoned by Catholic Church
1285	Introduction of constables
1494	Vagrancy Act
1542	Witchcraft Act
1547	Vagrancy Act
1604	Witchcraft Act
1605	Gunpowder Plot
1642	Civil War
1645–47	Matthew Hopkins witch-hunts
1718	Transportation Act
1749	Bow Street Runners
1774	Gaols Act
1777	<i>The State of Prisons in England and Wales</i> by John Howard published
1815	Death penalty for over 225 offences
1818	Elizabeth Fry tour of prisons
1823	Gaols Act / reduction in Bloody Code by 100 offences
1829	Metropolitan Police Act
1834	Tolpuddle Martyrs
1842	Opening of Pentonville prison
1868	End of public execution and transportation
1878	CID set up
1888	Jack the Ripper murders
1914–18	First World War – conscientious objection
1922	Abolition of separate system started
1953	Derek Bentley case
1964	Last execution in the UK
1969	Abolition of capital punishment for murder
1933	First open prison
1939–45	Second World War – conscientious objection

4. Student timeline

1982	Neighbourhood Watch
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5. Resources

The tables below list a range of resources that could be used by students and teachers for this topic. Inclusion of resources in this list does not constitute endorsement of those materials. While these resources — and others — may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

5.1 Resources for students

Details of new resources published to support this specification will be added when these become available.

Resource	Details
<i>Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present</i> (Pearson, 2016)	Student book written for this option in the new GCSE specification.
<i>Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present</i> (Hodder Education, 2016)	Student book written for this option in the new GCSE specification.
Allan Todd and Martyn Whittock, <i>Crime and Protest</i> (Pearson, 2014)	Written for Edexcel GCSE SHP and updated for the 2013 specification. Comprehensive overview. Particularly useful for information from 1950 onwards and on heresy and poaching.
Donald Cumming and Jo Philpott, <i>Crime and Punishment Through Time</i> (Hodder Education, 2011)	Written for the Edexcel 2009 GCSE SHP specification. Useful sections on punishment and policing, lots of diagrams and summaries for middle-ability students.
Ian Dawson, <i>Crime and Punishment Through Time</i> (Hodder Education, 1999)	Older textbook with detailed chronological approach, particularly for periods up to 1950. Good detail, particularly for higher-ability students.
History B Revision guide, (Pearson 2014)	Revision guide for Edexcel 2012 SHP specification but concise format is useful for use with lower-ability students.
BBC The Gunpowder Plot www.bbc.co.uk/history/the_gunpowder_plot	Information and video clips.
<i>Derek William Bentley 'A victim of British justice?'</i> www.capitalpunishmentuk.org/Bentley	Detailed account of the Bentley case.
Met Police http://content.met.police.uk/Site/history	Detailed chronology of the Met Police force.

5. Resources

Thinking History Crime activities www.thinkinghistory.co.uk/ActivityKS/ActivityGCSESHP.html#crime	Interactive class role-play activities including smuggling, the Bloody Code and highway robbery.
Tolpuddle Martyrs Museum www.tolpuddlemartyrs.org.uk	Museum website dedicated to the Tolpuddle Martyrs.
BBC GCSE Bitesize Crime and punishment www.bbc.co.uk/education/topics/z3gg87h	Range of clips from documentaries including witchcraft, Fry and the development of the police.
<i>The Incredible Journey of Mary Bryant</i> (2005)	Film based on the life of Mary Bryant. Opening scenes useful for reasons for transportation. Clips can be found on YouTube.
<i>Guy Fawkes and the Gunpowder Plot</i> (BBC)	Documentary covering Gunpowder Plot useful for lower ability. Clips can be found on YouTube.
<i>Tony Robinson's Crime and Punishment</i> (Channel 4, 2008)	Looks at crimes and punishments from the Middle Ages to twentieth century. Aimed at middle/higher ability. Clips can be found on YouTube.
<i>Storyline – Derek Bentley</i> (ITV, 1993)	Documentary. Useful info on the earlier aspects of the case. Can be found on YouTube.

5. Resources

5.2 Resources for teachers

Resource	Details
Angela Anderson, <i>Crime and Punishment</i> (Nelson Thornes, 1998)	Student textbook – out of print now, but one-off second-hand copies are available. Useful overviews, good detail on religion.
Stephen Lee, <i>Crime, Punishment and Protest</i> (Longman, 1995)	Student textbook – out of print now, but one-off second-hand copies are available. Useful overviews, good detail on poaching.
Colin Shepherd and Rosemary Rees, <i>Crime and Punishment Investigations</i> (Hodder, 2005)	Student textbook – out of print now, but one-off second-hand copies are available. Useful sources on punishment and policing.
BBC History www.bbc.co.uk/history	Range of biographies on key figures including Peel and Howard.
BBC www.bbc.co.uk/legacies/myths_legends/england/essex/article_1.shtml	Useful case study on Matthew Hopkins.
British Library www.bl.uk/learning	British Library overviews in the history section – good for Georgians and Victorians.
The History Learning Site www.historylearningsite.co.uk	Useful overviews on each period of time.
The Howard League www.howardleague.org	Useful overview of prisons.
London Lives www.londonlives.org	The historical background section has detailed information in the criminal justice area on a range of topics.
Spartacus Educational www.spartacus-educational.com	Good detail on conscientious objectors.
School History www.schoolhistory.co.uk	Range of revision games useful for students and in class.
The National Archives www.nationalarchives.gov.uk	Overview activities for each period of time – student and teacher material.
The Victorian Web www.victorianweb.org	Useful overviews of the Victorian period.

5. Resources

BBC History Crime and the Victorians www.bbc.co.uk/history/british/victorians/crime_01.shtml	Information on crime and the Victorians.
Police museums	A number of towns and cities around the country have local police museums, which can be visited and have useful collections.

5. Resources

5.3 Resources for the historic environment

Resource	Details
<i>Edexcel GCSE History (9-1) Crime and punishment through time, c1000-present</i> (Pearson, 2016)	Student book written for this option in the new GCSE specification.
<i>Hodder GCSE History for Edexcel: Crime and punishment through time, c1000–present</i> (Hodder Education, 2016)	Student book written for this option in the new GCSE specification.
Donald Cumming and Jo Philpott, <i>Crime and Punishment Through Time</i> (Hodder Education, 2011)	Useful sections on policing, lots of diagrams and summaries for middle ability students.
Ian Dawson, <i>Crime and Punishment Through Time</i> (Hodder Education, 1999)	Older style textbook. Good detail on policing particularly for higher ability students.
Angela Leonard and Martyn Whittock, <i>CA8, Crime, Punishment and Policing 1880–1990</i> (Pearson 2010)	Useful detail on the role of the police and Jack the Ripper. Written for the controlled assessment CA8 option in the 2009 specification.
Drew D. Gray, <i>London's Shadows: The Dark Side of the Victorian City</i> (Bloomsbury Academic, 2013)	Sets the Whitechapel murders in a broader context.
William J. Fishman, <i>East End 1888</i> (Five Leaves Publications, 2005)	Detailed text providing useful background for teachers on conditions in the East End at the time of the Whitechapel murders.
Charles Booth's <i>Map Shewing Degrees of Poverty in London</i> http://ids.lib.harvard.edu/ids/view/7614903?buttons=yes	Allows large viewing size and zooming in/out to show the location of Whitechapel.
Charles Booth online archive http://booth.lse.ac.uk/	Charles Booth online archive.
The Workhouse www.workhouses.org.uk/Whitechapel	Information about workhouses in Whitechapel.
The British Library www.bl.uk	British library archive of cartoons and fiction.
The British Newspaper Archive www.britishnewspaperarchive.co.uk	Database to search crime stories (subscription required).
The proceedings of the Old Bailey www.oldbaileyonline.org	Old Bailey archive.

5. Resources

Casebook www.casebook.org	Detailed archive material on Jack the Ripper.
Jack the Ripper 1888 www.jack-the-ripper.org	Timeline, information about victims and clips.
Metropolitan Police http://content.met.police.uk/Site/jacktheripper	Sections on both Jack the Ripper and the development of the Metropolitan Police.
Museum of London Jack the Ripper and the East End www.museumoflondon.org.uk/files/8713/7043/0378/JacktheRipperandtheEastEnd.pdf	Museum of London document covering living conditions in the East End as well as the Jack the Ripper murders.
Museum of London Crime in London KS4 study day materials www.museumoflondon.org.uk/index.php?cID=6508&eventID=6542	Materials to accompany the Museum of London's 'Crime in London' KS4 study day.

There is no requirement to visit the historic environment site, but for those wishing to, a number of tours offering guided walks of Whitechapel can be found by searching online. Many focus entirely on the Jack the Ripper murders but some have a broader scope. The area has changed significantly since the period studied here and much of it has been redeveloped, but the following locations may help students to get some sense of what the area would have been like in the nineteenth century:

- Mitre Square, EC3A: the site of one of the murders, this square is just inside the City of London and shows the proximity of Whitechapel to the City.
- Gunthorpe St, E1: a cobbled alleyway, formerly the site of George's Yard buildings.
- Lolesworth Close, E1: the end of what was the notorious Flower and Dean Street – referred to in the 1883 as 'the foulest and most dangerous street'¹ in London.
- White's Row, E1: this area was formerly the site of Dorset Street and Millers Court where there were numerous lodging houses. Dorset Street was described in the *Daily Mail* in 1901 as 'the worst street in London'.
- Artillery Lane, E1: in 1881, there were 2,516 people in 176 houses in this street.
- Fashion St, E1: another street that was full of doss houses in this period.
- Commercial St, E1: the old police station building can be seen at number 160 – one of the H division stations; The Ten Bells pub at 84 Commercial St is often linked to the Whitechapel murder victims.
- Lemn Street: the divisional headquarters of H Division were at 76. At the bottom of Lemn Street is Dock Street, highlighting the proximity of Whitechapel to the docks.

¹ James Greenwood, *In Strange Company*, 1883