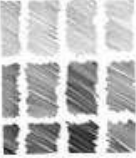




Year 10 Knowledge Organiser

Term 3

Art Knowledge Organiser. Year 10 Project 3: Independent project					
LINE 	TONE 	PATTERN 	TEXTURE 	FORM 	COLOUR 
<p>This project is the 2nd part of Component 1 of your GCSE. This is coursework, and it will make up 60% of your grade. In this project, the teacher guides you through the process of completing coursework, showing you how to meet the 4 assessment objectives. You will choose your own title from a list of 6-7 choices. You are using the skills taught in Natural Forms to create your own project, working much more independently.</p>					
AO1: Research		AO2: Experiment		AO3: Record	
What will you learn? (overview of knowledge) Students will be revisiting and honing important drawing skills to equip them with the standard of observation skills required at GCSE.		What skills will you learn/develop? <ul style="list-style-type: none"> • Observational drawing • Composition of an image • Detailed tonal work • Mark-making • Independently selecting individual sources to create artwork 			
Support/Challenge: https://www.bbc.co.uk/bitesize/subjects/z6hs34j Your exam board is AQA. You can find information about GCSE Art here: https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 You will also have access to a St John Fisher Art handbook with more useful information.					
					
What will I need to bring to lesson?					
Equipment will be provided, but as a bare minimum it is a good idea to have: <ul style="list-style-type: none"> • B-6B pencils • Rubber • Sharpener • Ruler • Access to camera (phone or tablet is also fine) • Watercolour paint set • Acrylic paint set 					
					





Year 10 Enterprise and Marketing Knowledge Organiser (R067, R068 and R069) Summer term

AIM: This term we will learn forms of Business ownership, Product life cycle and branding tool in preparation for R067 exam

Assessment: Class work and homework which is set weekly

Product life cycle is the stages of product from development to the end life of the product.

Development	Where new ideas and processes are tested, prototypes made and trialed
Introduction	Strong advertising and promotion campaigns, low sales initially
Growth	Increased awareness, increased sales, competitors start to challenge
Maturity	Sales reach peak, the cost of supporting the product declines, market share may be high and competition likely to be greater
Saturation	Sales growth stops and start to dip and profits start to fall
Decline	Product outlives/outgrows its usefulness, for example, technology/fashions change and sales decline

- ☐ Brand name
- ☐ Logo
- ☐ Sound / jingle
- ☐ Strapline
- ☐ Characters
- ☐ Celebrity endorsement



Limited liability: it means that in case of business failure, the owners will only lose the capital they invested.

Unlimited Liability: it means that in case of business failure the owner(s) will have to pay for all the debt of the business.

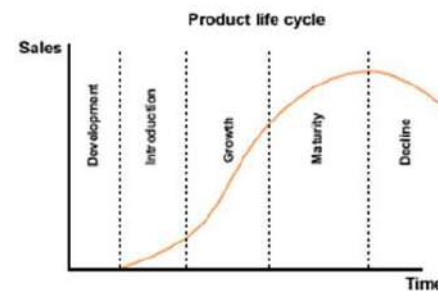
- **Sole trader** Sole trader is owned and run by one person
- **Partnership** Partnership is for 2 or up to 20 partners
- **limited liability partnerships** It is registered business with 2 to 50 members
- **Franchise**

Franchise is a right or permission to operate a business using name of the already existing business.



Franchisor – owner of the business

Franchisee – obtain right to use name of another business



Extension strategies

- Advertising
- Price changes
- Adding value (e.g. improving the specification of an existing product)
- Exploration of new markets (e.g. new geographic market, new target markets)
- New packaging

KEY SKILLS: Research, I.T, Numeracy, Analytical and Evaluative skills



look



say



cover



write



check



Cybersecurity	Cyber Security Threats - Malware	the file cannot be run without explicit authorisation from the user. New malware are regularly being created and so anti-virus software needs to be updated to identify the new viruses. That is why anti-virus software is regularly updated.
Cybersecurity is concerned with the protection of computer systems, computer networks and data. Its purpose is to: <ul style="list-style-type: none">to protect computers and networks from cyberattacksto prevent unauthorised access to computersto protect computers against damage caused by malicious softwareto prevent data from being stolento protect against the disruption of services running on the computer	Computer viruses replicate themselves and can transfer from one computer to another. They are activated by a user often as email attachments and attachment to other files and programs. Trojan gains access to a computer by pretending to be legitimate software. The trojan allows unauthorised backdoor access to a computer without the user being aware. Spyware records the activity on your computer such as your keystrokes, thereby logging your passwords for instance and then send the data back over the network to a hacker. Spyware can also be used to control your webcam and microphone. Adware includes banners and popups that are automatically installed onto a computer. Whilst this does not cause any, adware is undesirable and can slow down the performance of a computer. Worms spread like viruses but do not require human intervention. They attach themselves to network tools to spread automatically around a network very quickly.	
Cyber Security Threats	Methods to detect and prevent cyber security threats	Cyber Security Threats – Social Engineering
Malware is software that has been purposely developed to damage, disrupt or take control of computer systems. Social engineering techniques manipulate people into giving away confidential and personal information. Weak passwords are easy to guess. Passwords that use words are easy to crack using an algorithm that systematically goes through all the words in a dictionary until the word matches the password. Default passwords Upon registration for an online account, users may be given a default password that they do not change. Often these passwords are sent out unencrypted via email so pose a major security vulnerability. Removable media such as a USB pen drive can be a vector for transmitting malware. Unpatched/outdated software software needs regular updates to fix security vulnerabilities in computer systems. Software that remains unpatched is vulnerable to attack. Misconfigured access rights users should only have access to files and data that they need, but sometimes they have access that they should not.	Biometric measures such as fingerprints, facial recognition and iris scans are increasingly being used to verify a user’s identity for mobile devices. These are more secure than passwords that can be guessed and forgotten. Automatic software updates to firewalls, operating systems, antivirus and other security software are needed so that software can be kept up-to-date against new malware and to fix recently discovered vulnerabilities. CAPTCHA is a test that can distinguish between humans and bots. It uses images that machines cannot interpret but humans can. Password systems Virtually all accounts require passwords to access. Some secure sites such as online banking require 2 passwords. Banks may also contact you by phone to confirm a large transaction. This is called two-factor authentication. Password systems can force users to have strong passwords that regularly need to be changed. Using email to confirm a person’s identity Often when you register for an online service you need to provide your email address. You are then requested to activate a link sent to you in an email. This is to confirm that the email account is actually active. Helps to ensure that the users are human and not bots. Anti-virus software scans the computer intermittently to identify whether there is any malware on the computer. The software compares each file against a database of known virus codes. If viruses are found data the file is quarantined. That is	Blagging (Pretexting) Fraudsters make up a scenario to con victims into revealing something they would not ordinarily do. They may have found out some personal information about you from social media sites, to pretend they already know you. <i>How to prevent</i> <ul style="list-style-type: none">Use biometric measures because these cannot be divulged.Ensure you have your privacy settings on any social media to maximum so that fraudsters cannot find information about you such as your date of birth, where you live etc. Phishing Normally an email or text messaging scam where victims are conned into believing that they are being contacted by their bank for instance and can give sensitive personal details such as bank account passwords. <i>How to prevent</i> <ul style="list-style-type: none">Awareness and vigilance. Be particularly aware of unsolicited texts, emails and phone calls. Do not give personal confidential information away. Official organisations such as banks will never ask for this information.Apply email filtering to prevent dubious emails getting through. Pharming Users are redirected to a fraudulent website that they believe to be genuine because it looks like the real site. For instance, you could be directed site that pretends to be an online store that asks you for your credit card information. <i>How to prevent</i> <ul style="list-style-type: none">Check the URL in the web address. For secure websites such as banking or e-commerce sites the HTTPS protocol should be used.Website filter Shoulder surfing Fraudsters look over the shoulder of users to see what passwords or pin numbers that are being typed into the device. This can easily occur at computer terminals and at ATMs that are out in the street. <i>How to prevent</i> <ul style="list-style-type: none">Be aware of who is around you when typing in your pin into an ATM or into a chip and pin device. Make sure you cover your hands and they are shielded from prying eyes.Place computers in locations that makes shoulder surfing difficult
Penetration Testing		
Penetration testing is legitimate testing of an organisation’s computer system to identify whether there are any vulnerabilities that an attacker could exploit. By identifying vulnerabilities, these can be patched before the system gets attacked. 		





Ethical, Legal and environmental impacts of digital technology on society

The Ten Commandments of Computer Ethics (From the Computer Ethics Institute)

Thou shalt:

1. not use a computer to harm other people
2. not interfere with other people's computer work
3. not snoop around in other people's computer files
4. not use a computer to steal
5. not use a computer to bear false witness
6. not copy or use proprietary software for which you have not paid (without permission)
7. not use other people's computer resources without authorization or proper compensation
8. not appropriate other people's intellectual output
9. think about the social consequences of the program you are writing or the system you are designing
10. always use a computer in ways that ensure consideration and respect for other humans

Environmental Impacts

- The disposal of computer waste is a big problem because they contain many toxic chemicals. Often old computing equipment is illegally shipped for disposal to developing countries.
- The growth in cloud computing means a greater need for storing data online. For this data centres are used but they require huge amounts of electricity, thereby contributing to climate change.
- Cobalt is a key element required for Lithium batteries for powering mobile devices. Much of the World's cobalt is mined in the Congo even by very young children in appalling conditions.

Environmental benefits

- Less reliance on paper saving resources
- More opportunity for online global communication and collaboration thereby saving on travel and associated pollution
- Greater insight of environment and climate through using computer to model and analyse and process environmental data

Legislation

Computer Misuse Act (CMA)

The purpose of the CMA is to prevent:

- unauthorised access to computers by hackers
- intentionally impairing the operation of computer systems through denial of service (DOS) attacks on web servers or distributing viruses
- the theft of data

Three levels of offence:

- 1) Unauthorised access
- 2) Unauthorised access with intent to commit an offence
- 3) Unauthorised modification of data

Copyright, Designs and Patents Act (CDPA)

Copyright is a law that protects the creators of original pieces of work. No one else has the right to use or copy it without permission from the owner. This ensures that people can be rewarded for their work.

Plagiarism To pass off some else's work as one's own work.

Patent An inventor has the exclusive right to create, use and sell an invention for fixed period

Piracy Illegally copying and distributing copyrighted material.

Fair use allows copyrighted work to be used legally in certain situations

- personal or educational use (not commercial use)
- use only a small amount of the work (e.g. a short quote)
- acknowledge original source of the work

Copyleft work can be copied, modified used even used for commercial gain as long as the derived works are also distributed under copyleft.

Creative Common Licences (CCL) The creator of the work has explicitly given anyone permission to use the work.

Investigatory Powers Act This is legislation that allows public authorities to carry out mass surveillance on electronic communications.

Justification - By monitoring electronic communications security services can keep us safe from terrorists and other serious criminals
Concerns - Can infringe on our privacy and civil liberties
 In a liberal democracy there will always a need to balance security and privacy, but where we draw that line will always be a matter of debate.

Some powers of the security services under the IPA

- can hack into computers, networks, mobile devices, servers
- internet service providers have to store which websites users visit for 12 months and allow access to authorities when requested
- carry out mass surveillance of communications; authorities can collect bulk data including data about people who are not suspected of anything.
- demand that an internet service provider provide access to a customer's communications including keys to encrypted data

General Data Protection Regulation (GDPR)

The purpose of the GDPR is to ensure that personal information collected by businesses and other organisations are protected.

Personal data is defined as anything that allows an individual to be identified (e.g. name, biometric data)

Six principles of the GDPR

Personal information must:

- be used fairly and lawfully
- be used only for specific purposes for which it was collected
- be adequate, relevant and not excessive
- be accurate and kept up to date
- be kept for longer than is necessary and deleted when it is no longer needed
- be kept secure against unauthorised access

Other aspects of the GDPR

- The data subject needs to be notified if their data are shared with other organisations
- Obtain consent from the data subject to their process data
- Obtain consent from parents or guardians to process children's data.
- Allow data subjects to have their data removed
- Allow data subjects to access the data held about them
- Pay big fines for a breach of the GDPR

Other Social Impacts

Artificial Intelligence is replacing people in jobs. More hi-tech jobs but less need for many lower skilled jobs.

The **digital divide** refers to the unequal access to information technology between different groups of people, and the knowledge and skills needed to use the technology.

Online trolling, cyber bullying and fake news on social media sites is undermining freedom of expression





Year 10 Drama



Summer Term

Devising Drama and an introduction to the Set Text



Three different components

Devising Drama: Students research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama, and write an evaluation of their own work. (30% of total GCSE)

Log Book Section 1-This focuses on researching initial ideas for your performance and selecting a stimulus.

Log Book Section 2-This focuses on the work that you have been carrying out in lessons; the practical choices you have made and the way in which you have developed your performance.

Devised Performance-You will perform your finished devised performance to the rest of the class. This will be recorded and sent off for external moderation.

Log Book Section 3-You will write this once you have performed your pieces. You will evaluate the success of your performance.

Devising Drama:

This term you will be completing your Devising coursework. You will continue to rehearse your pieces. Following this, you will perform your final performance which will be recorded for your assessment. You will also complete your log book.

Useful Dramatic Terminology:

Physical Theatre-Using movement and your body as a tool to create and represent items, objects and motifs on stage.

Epic Theatre-A style of theatre that distances the audience and encourages them to think about the themes and issues within the piece.

Naturalism: A style of theatre that focuses on creating realistic and believable characters and scenarios.

Frantic Assembly: A theatre company that focuses on creating visual performances through the use of stylised movement sequences, lifts and physical theatre motifs.

Stimulus: A starting point for a piece of theatre. It can take the form of a story, title, poem, picture, photograph, piece of art etc.

Devising: The process of creating an original piece of theatre.

Set Text:

We will be exploring a text practically that you will then answer questions on in the written exam in Year 11.

Find Me:

Find Me is a play based on a true story. The central character is a girl named Verity Taylor who suffers with mental health problems. The play studies the effects that her condition has on her family and questions the treatment she receives by the healthcare system



Useful Styles to incorporate during your devising:

- Naturalism
- Non-Naturalism
- Physical Theatre
- Stylised sequences
- Frantic Assembly inspired movements
- Anti-gravity exercise
- Chair duets
- Lifts
- Epic theatre



look



say



cover



write



check



BLOOD BROTHERS

KNOWLEDGE ORGANISER

Context – *Blood Brothers* was written by Willy Russell, and was first staged in 1983.

Willy Russell – William Russell (born 23rd August 1947) is an English dramatist, lyricist and composer. Amongst his most popular works are *Educating Rita*, *Shirley Valentine* and *Blood Brothers*. Russell is from Liverpool, and wrote his first play, *Keep Your Eyes Down*, in 1971 whilst he attended the city's St Katherine's College of Higher Education. Two of his plays, *Shirley Valentine* and *Educating Rita*, have become successful feature films.



Influences through Russell's Life – Much of Willy Russell's work is influenced by his own working class background. Russell was a child from a low-income family, with a father who struggled with drug addiction. His father worked in a factory and his mother worked as a nurse. Russell left school at age 15, without any academic qualifications, and became a hairdresser. He did not return to education until age 20. Russell has a love of popular music (one of his earlier plays is about The Beatles) which is evident in most of his plays.



Marilyn Monroe – Marilyn Monroe was an extremely famous Hollywood actress, whose fame transcended the boundaries of her Hollywood films. She was presented in the media as a 'fantasy' woman who lived a perfect life. Yet, the reality was very different – she became addicted to anti-depressants and eventually died from an overdose. From the 1950s onwards, Monroe was just one part star from a society in which everyday people became more influenced by pop/celebrity culture.



Margaret Thatcher – Margaret Thatcher was a Conservative politician who was elected as Prime Minister of the United Kingdom in 1979, four years before *Blood Brothers* was first performed. Seeing British manufacturing as uncompetitive, she blamed trade unions as being too strong in calling strikes on weakened employers. So, she reduced unions' powers and sold off and closed uncompetitive companies.



Effect in the UK/ Liverpool – A short-term effect of companies being closed and sold off was that there was an economic downturn across the UK and unemployment soared. This particularly effected the more industrialised northern areas of the country, with Liverpool being a prime example. Liverpool's docks, a chief source of employment in the city, were allowed to fold, causing thousands of households to fall into poverty and unemployment. Crime levels increased, drug use sky-rocketed, and housing deteriorated in poorer areas.



Thatcher's Values vs. Russell's Values – One of the pivotal beliefs in Thatcher's system was that success and wealth came to those who chose to work hard. In *Blood Brothers*, Russell demonstrates opposition towards that view, suggesting that opportunities are more limited for those that are raised in working class backgrounds, when compared to those from the middle classes. This is divided society is demonstrated through showing the effect of different upbringings on a set of twins.



Main Characters – Consider what Russell intended through his characterisation of each of the below...

Mickey – Mickey is the biological twin of Edward who Mrs Johnstone opts to keep. Mickey has a harsh working-class upbringing, but at his heart he is honest and sincere. He takes a number of knocks in life (that Edward is fortunate enough to avoid) for example impregnating his girlfriend (Linda) and getting laid off from his industrial job. He hardens as the play goes on, becoming cynical after time in prison, and becomes addicted to anti-depressants.

Edward – Edward is the biological twin of Mickey, who Mrs Johnstone gives to Mrs Lyons to raise as her own. Like Mickey, Edward is honest and sincere, remaining kind and down-to-earth despite his luxury upbringing with the snobbish Mrs Lyons. Unlike Mickey, however, Edward benefits from every advantage in life, such as attending private schools and university. He uses his position as a councilman to help Mickey, but also begins an affair with Linda.

Mickey Quote: "Do you wanna be my blood brother, Eddie?"
The Narrator – All-knowing and slightly menacing, the Narrator takes on a number of roles throughout the play. Sometimes he plays parts (e.g. the Milkman) whilst at other times he stands back and comments upon the action as it unfolds. The Narrator reminds the audience of the terrible act that causes the tragedy to unfold, and warns the audience of the tragic events that are to come.

Edward Quote: "It's just a secret, everybody has secrets, don't you have secrets?"
Linda – Linda begins the play as a tomboy who enjoys playing with Mickey and Edward, but she soon becomes an object for their desire. At the beginning of her adolescence, she seems solely attracted to Mickey, telling him that she loves him even before their first kiss. However, after years of poverty (and Mickey's imprisonment) she turns to Edward for comfort and the two begin an affair.

Narrator Quote: "So did y'hear the story of the Johnstone twins?"
Mrs Johnstone – Mrs Johnstone is the biological mother of Mickey and Edward, as well as a number of other children. She is a deeply superstitious woman who has to struggle to get by, however she also has a good heart and a strong sense of right and wrong. She gives up one of her twins as she genuinely believes that she has no choice after being left by her husband. As the play progresses, she is overcome by regret, however she always remains kind and loving.

Linda Quote: "You can get up off the ground again"
Mrs Lyons – Mrs Lyons is the opposite of Mrs Johnstone – arrogant, snobbish, and infertile. She adopts Edward and brings him up as a wealthy, middle-class boy. Like Mrs Johnstone, Mrs Lyons is racked with guilt from the deed of separating the twins, but this influences her to create a superstition to keep Mrs Johnstone away. She eventually becomes so unhinged and paranoid that she will lose her son that she attempts to kill Mrs Johnstone.

Mrs Johnstone Quote: "In the name of Jesus, the thing was done."

Mrs Lyons Quote: "Oh...you mean you're superstitious?"

Themes – A theme is an idea or message that runs throughout a text.

Class and Money – The themes of class and money are dominant as they both control the actions of characters and significantly impact upon their lives. For example, the catalytic deed – Mrs Johnstone giving one of the twins away – comes about because she simply cannot afford to keep them both. Class then heavily influences the paths that Mickey and Edward then follow.



Fate and Superstition – The voice of fate is provided over and over again throughout the play by the Narrator, who reveals even at the outset that the two will die. Mrs Lyons plays on Mrs Johnstone's belief in superstition in order to keep her away from Edward. However ridiculous and made-up it sounds, it eventually comes to pass, almost as if the false threat is in itself a sin.



Nature vs Nurture – As Mickey and Edward are twins, they are genetically (nature) as similar as can be. Therefore, Russell is suggesting that it is in fact nurture (their upbringing) that causes their contrasting behaviours, actions, and mannerisms. It is clear that Russell feels that unjust society is the heaviest influence in where people end up.



Coming of Age – Although much of the play focuses on dark and complex ideas, one of the lighter themes within the play is the theme of the boys 'coming of age.' Although the play ends tragically, much of it deals with the boys growing up, evolving from young boys, to teenagers, to men. As they mature, their experiences and preoccupations notably shift.



Scene-by-Scene Summary – Alongside key quotations from each section of the play.

Beginning of Act I

The play opens with Mrs Johnstone begging the Narrator to tell her 'it's not true', and the Narrator revealing that the Johnstone twins were separated at birth, and only found out when they died. Mrs Johnstone (a 30-something woman who looks much older) tells of her life having a shotgun wedding, having many children at a young age, and her husband leaving her. Mrs Johnstone cannot pay her bills, and her children are hungry. In the next scene, Mrs Johnstone is seen cleaning for the wealthy Mrs Lyons, who laments not being able to have children. Mrs Johnstone finds out that she is having twins (she cannot afford them both). Mrs Lyons begs her to give one of them to her. Initially, Mrs Johnstone is horrified, but Mrs Lyons is able to convince her. Mrs Lyons plays on Mrs Johnstone's belief in superstition to have her swear on a bible to tell no one. The deal is final.

"So did y' hear the story
Of the Johnstone twins?
As like each other as two new
pins Of one
womb born, on
the self same day,
How one was
kept and one given away?"



Middle of Act I

Mrs Johnstone gives birth to twins, and when she returns from hospital creditors take her possessions to pay for bills. Mrs Lyons enters and forces Mrs J to give up the twin, as promised. Reluctantly, she does so. When returning to the house the next week, Mrs J plays with the twin she gave away – Mrs L arrives and is furious – she fires her. Mrs J threatens to take her baby with her, and then to tell someone, but Mrs L makes up a new superstition about twins secretly parted, who learn their origins, immediately die.

"Surely, it's better to give one
child to me. Look, at least if
the child was with me you'd be
able to see him every day, as
you came to work."

End of Act I

7 years later, Mickey remarks to his mother that he is sick of his older brother, Sammy, bullying him. By chance, he then meets Edward, and the two instantly become best friends – they realise that they have the same birthday and agree to become 'blood brothers.' When Mickey introduces Edward to his mother, she is alarmed, and sends him home. When Mrs L finds out the two have become friends, she is also incensed. Mickey and Edward decide to play together against their mothers' wishes. With Linda, they play with a toy gun, then throw stones at a window, but are caught by a Policeman. The Policeman acts v. differently to the Johnstones and the Lyons families. The Lyons move to the country. Edward and Mickey both miss each other dearly. Not too long after, Mrs J receives a letter stating that her family is being relocated to the country. She sees it as a fresh start.

"See this means that we're
blood brothers an' that we
always have to stand by each
other. Now you say after me:
'I will always
defend my brother.
I will always defend
my brother.'"



Beginning of Act II

Mrs J sings happily about her new house and life. She pays bills on time. Mickey is now 14 and has begun to notice girls. Meanwhile, Edward now attends boarding school. Mickey now clearly has a crush on Linda. They get on a bus together, which Sammy attempts to rob before being chased away. Linda warns Mickey never to turn bad like Sammy. Meanwhile, Edward is suspended at school for wearing a locket given to him by Mrs J (with a picture of her and Mickey in it) before he left. Mickey and Linda are also suspended from their school for answering back to a teacher. Leaving school, Mickey longs to be able to tell Linda how he feels. He bumps into Edward, and the two recognise one another. They begin to talk about girls, and decide to go and watch a pornographic film together, in order to get some tips. Mrs Lyons watches their whole exchange, and follows them.

"Linda...Linda...Don't...Linda, I
wanna kiss y', an' put me arms
around y' an' kiss y' and kiss y'
an even fornicate
with y' but I don't
know how to tell y'
because I've got pimples an'
me feet are too big..."



Middle of Act II

The boys stop at Mrs J's house to get money. She is shocked but happy to see Edward. She gives them money for a movie. Mrs Lyons (now increasingly unstable) confronts Mrs J, offering her large amounts of money to leave the area. Mrs J refuses. Angered, Mrs L tries to stab Mrs J, but Mrs J disarms her. Mrs L is becoming known as a 'mad woman.' Edward and Mickey emerge from the movie, impressed. Linda also emerges, having been at the same movie. Edward, excited, stands on a car, and the three are chased away by a policeman. The three spend a great deal of time together, and we see them grow from 14 to 18. At 18, Mickey now works in a factory, and Edward is going away to University. Although Edward clearly has feelings for Linda, he loyally encourages Mickey to ask her out, which he does. Mickey soon reveals to Mrs J that Linda is pregnant, and that they will marry soon. They get married, but shortly afterwards, Mickey is made redundant from the factory.

"Due to the world situation
The shrinking pound, the
global slump
And the price of oil
I'm afraid we must
fire you,
We no longer
require you,
It's just another
Sign of the times"



End of Act II

Edward returns from university buoyant, however when he meets the depressed and cynical Mickey, the two argue. As they leave one another, Edward sees Linda, and confesses his love for her. Sammy then convinces Mickey to help him out in a robbery, which inevitably goes wrong – Mickey has to spend time in prison. When he is eventually released, his drug induced apathy (he's addicted to anti-depressants) prevent him from getting a job. Linda gets help from Edward (now on the housing committee) to get Mickey and her a new house. Mickey, however, continues to be cynical and depressed. Linda and Edward begin an affair. Mrs L shows Mickey Edward and Linda together, and Mickey is enraged. He finds the gun that Sammy hid in the botched robbery job, and tracks down Edward (who is at the town hall). Mrs J and Linda, realising what is going on, pursue him. He finds Edward and points the gun at him. A policeman asks Mickey to put the gun down. Mrs J emerges and reveals the two are brothers. Mickey, hysterical, torments his own position, and accidentally shoots Edward. The police then shoot Mickey.

"And do we
blame
superstition for
what came to
pass? Or could it be what we,
the English, have come to
know as class? Did you ever
hear the story of the Johnstone
twins, As like each other as
two new pins"



Russell's Dramatic Devices

Dramatic Irony	The audience is aware throughout the play that Mickey and Edward are twins, but they do not know this until the very last scene.
'The Fourth Wall'	The Narrator and Mrs Johnstone break the fourth wall when they speak to the audience directly at the beginning and end of the play.
Stage Directions	The precise directions detailing how Mickey, 'uncontrollable with rage', 'waves' the gun around before it explodes at Edward.
Dramatic Tension	The events leading up to the final scene, including Edward and Linda's affair, and Mickey finding out, help to build the dramatic tension.

The Features of Tragedy

Tragic Hero – A main character cursed by fate and in possession of a tragic flaw (both Mickey and Edward display some features of tragic heroes).	
Hamartia – The fatal character flaw of the tragic hero (their upbringings/differences, and also their bond between one another).	
Catharsis – The release of the audience's emotions through empathy with the characters.	
Internal Conflict – The struggle characters engage with over incidents/flaws. (Mrs Johnstone's regret at giving one of her twins away).	



Macronutrients, fibre and water

Macronutrients

Macronutrients provide energy. The macronutrients are:

- carbohydrate;
- protein;
- fat.

Macronutrients are measured in grams (g).

Alcohol

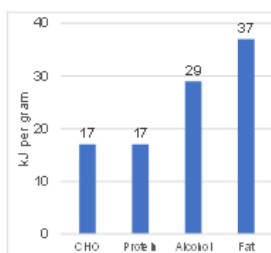
Alcohol is not considered a nutrient, but is a source of energy in the diet.

The government recommends no more than 14 units of alcohol per week for both men and women.

Energy from food

- Energy intake is measured in joules (J) or kilojoules (kJ), but many people are more familiar with Calories (kcal).
- Different macronutrients, and alcohol, provide different amounts of energy.

	Energy per gram
Carbohydrate	16kJ (3.75 kJals)
Protein	17kJ (4 kJals)
Alcohol	29kJ (7kcal)
Fat	37kJ (9 kJals)



Protein

- Made up of building blocks called amino acids.
- There are 20 amino acids found in protein.
- Eight amino acids have to be provided by the diet (called essential amino acids).

The essential amino acids (EAAs) are isoleucine, leucine, lysine, methionine, phenylalanine, threonine, tryptophan and valine.

In young children, additional amino acids, e.g. histidine and tyrosine, are sometimes considered to be essential (or 'conditionally essential') because they may be unable to make enough to meet their needs.

Recommendations

- 0.75g/kg bodyweight/day in adults.

Sources:

Animal sources: meat; poultry; fish; eggs; milk; dairy food.

Plant sources: soya; nuts; seeds; pulses, e.g. beans, lentils; mycoprotein.

Protein complementation

Different food contains different amounts and combinations of amino acids.

Vegans and vegetarians can get all the amino acids they need by combining different protein types at the same meal. This is known as protein complementation.

Examples are:

- rice and peas;
- beans on toast;
- hummus and pitta bread;
- bean chilli served with rice.

Carbohydrate

All types of carbohydrate are compounds of carbon, hydrogen and oxygen. They can be divided into three main groups according to the size of the molecule.

These three types are:

- monosaccharides (e.g. glucose);
- disaccharides (e.g. lactose);
- polysaccharide (e.g. sucrose).

The two types main of carbohydrate that provide dietary energy are starch and sugars. Dietary fibre is also a type of carbohydrate.

Starchy carbohydrate is an important source of energy.

Starchy foods - we should be choosing wholegrain versions of starchy foods where possible.

Recommendations

- Total carbohydrate - around 50% of daily food energy.
- Free sugars include all sugars added to foods plus sugars naturally present in honey, syrups and unsweetened fruit juice (<5% daily food energy).
- Fibre is a term used for plant-based carbohydrates that are not digested in the small intestine (30g/day for adults).

Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit; vegetables; nuts; and, seeds.

Dietary fibre helps to:

- reduce the risk of heart disease, diabetes and some cancers;
- help weight control;
- bulk up stools;
- prevent constipation;
- improve gut health.

Fat

Sources of fat include:

- saturated fat;
- monounsaturated fat;
- polyunsaturated fat.

Fats can be saturated, when they have no double bonds, monounsaturated, when they have one double bond, or polyunsaturated, when they have more than one double bond.

Recommendations

- <35% energy, Saturated fat <11% energy.

A high saturated fat intake is linked with high blood cholesterol levels.

Sources:

Saturated fat: fatty cuts of meat; skin of poultry; butter; hard cheese; biscuits, cakes and pastries; chocolate.
Monounsaturated fat: edible oils especially olive oil; avocados; nuts.
Polyunsaturated fatty acids: edible oils especially sunflower oil; seeds; margarine; spreadable fats made from vegetable oils and oily fish.

Dietary reference values (DRVs) are a series of estimates of the energy and nutritional requirements of different groups of healthy people in the UK population. They are not recommendations or goals for individuals.

Reference Intakes are guidelines for the maximum amount of energy (calories), fat, saturated fat, sugars and salt consumed in a day (based on a healthy adult female).

Tasks

1. Create an infographic on macronutrients. Focus on the definition of each nutrient, daily recommendations and source.
2. Keep a food diary for four days and calculate the macronutrients provided per day. <http://explorefood.foodafactoflife.org.uk>

Key terms

Dietary reference values: Estimated dietary requirements for particular groups of the population.

Essential amino acids: 8 of the different amino acids found in proteins from plants and animals that have to be provided by the diet.
Macronutrients: Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body.

Protein complementation: Combining different protein types at the same meal to ensure all EAAs are ingested.

Reference Intakes: Guidelines for the maximum amount of nutrients consumed.

Hydration

- Aim to drink 6-8 glasses of fluid every day.
- Water, lower fat milk and sugar-free drinks including tea and coffee all count.
- Fruit juice and smoothies also count but should be limited to no more than a combined total of 150ml per day.

20% of water is provided by food such as soups, yogurts, fruit and vegetables.

The other 80% is provided by drinks such as water, milk and juice.

Drinking too much water can lead to 'water intoxication' with potentially life threatening hyponatraemia.

This is caused when the concentration of sodium in the blood gets too low.

For more information, go to: <https://bit.ly/36KUNji>



look



say



cover



write



check

Geography - Year 10 Term 3 – Globalisation

Know that development can be measured using different indicators.

Gross Domestic Product (GDP) The value of all the goods and services produced in a country during the year. Per capita means dividing the figure by the number of people that live in the country.

Human Development Index (HDI) A measure of life expectancy, education and GDP in a country.

Gini Coefficient (GC) A measurement of inequality of wealth within a country.

Corruption Perception Index (CPI) A measure of corruption in a nation's government.

Know the global pattern of development between and within countries.

It is clear where the richest and poorest countries of the world are located. The highest GDP per capita is found in North America, Europe, Australia and New Zealand, Middle East and east Asia. The lowest GDP is concentrated in Africa, and Asian countries like Afghanistan, Cambodia and Burma.

In the UK the country is split between the north and the south. The income in the south and the east being far higher than in places like Yorkshire or Lancashire. Northern Ireland has some of the lowest incomes in the UK and the highest are found in London. This still hides the truth because not all people in the south and east earn a high income. This makes their poverty all the more striking.

Know the pattern and reasons for uneven development across Tanzania.

Look at the 'global reasons for spatial variations in development' for general factors. Some factors specific to Tanzania are

The fastest rates of development have taken place around the former capital and largest port of Dar es Salaam where people have jobs related to the overseas trading.

There is higher development along the northern and southern borders where there is also some trading.

There is higher development around the new capital of Dodoma.

In the rest of the rural areas most people are subsistence farming and there is low GDP.

Bilateral Aid	Given from one country to another, usually with attached agreements on how the money is spent.
Multilateral Aid	Developed countries give money to the World Bank or the UN. They then redistribute the money to where it is needed.
Official Aid	Governments provide money. Charities can bid for that money to spend on aid projects overseas.
Voluntary Aid	Money that is donated by individuals and then spent by charities.

Top Down Development	
Advantages	Disadvantages
<p>The country will develop quickly because of the size of the projects.</p> <p>The scheme is run by the government so it is likely to achieve its development objectives.</p> <p>In some cases, it is the only way to raise the capital due to the size of the project.</p> <p>It is a way of helping the large urban populations of a country.</p>	<p>The country will go into debt.</p> <p>The end product is usually expensive to maintain.</p> <p>The debt may mean the country is under external influences for many years.</p> <p>Much of the building work is done by machines or foreign companies so local jobs are not created.</p> <p>Local people have no say in what happens. In many cases they have lost land.</p>
Bottom Up Development	
Advantages	Disadvantages
<p>It is a way of helping the rural poor.</p> <p>Local people decide what happens to their community.</p> <p>Appropriate technology is used.</p> <p>The end product is usually cheap to maintain.</p> <p>The scheme is run by the local people so is likely to achieve its development objectives.</p>	<p>It will not help the majority of the population who live in urban areas.</p> <p>The country will develop more slowly because of the size of the project.</p>

Know how technology and connectivity support development for different regions and different groups.

The government has invested money to produce an ICT network for the whole country. It provides the necessary fibre optic cables for other network providers, such as mobile phone and broadband suppliers, to supply people in their homes. The network links to the global network which travels on undersea cables along the African coast. It is hoped that the network will also link landlocked counties such as Uganda and Malawi to superfast fibre optic broadband.

Mobile usage in Tanzania has increased greatly over the last decade. Technological leapfrogging means that nearly 60% of the population have chosen to have mobile phones, before home lines, and many are using the internet via their phones, particularly in urban areas where signal strength is good.

The use of the internet is still low, with only about 10% of the population, the middle-class, being connected. The government sees connectivity as one of the main drivers of development and is ensuring that the infrastructure is in place. The government has laid 10,000km of fibre optic cable connecting the major urban centres. It has also provided 9 connection points to link with neighbouring countries which would allow it to become a regional ICT hub in the future. Rural areas still have no broadband access and rely on incomplete mobile phone coverage.

Know how population structure of Tanzania has changed over the last 30 years

A high birth rate means that over the last 30 years the % of the pop. under 15 has grown to 50%

Life expectancy is improving but is still relatively low.

Infant mortality remains high due to diseases such as malaria and diarrhoea but is declining due to improved healthcare financed by overseas aid.

Most people remain rural (70%) although urbanisation is increasing.

The population remained 50million for the 20 years up to 2000. In the last 20 years it has increased to 62 million due to a falling death rate.

Geography - Year 10 Term 3 – Changing Cities

Know trends of urbanisation in developed, emerging and developing countries

Urbanisation is the increase in the number and proportion of people living in towns and cities, causing them to grow. The majority of people in the world now live in cities. In the developed world, the urban population remains the same. In developing and emerging countries the urban population is still increasing rapidly.

Know the factors causing the differing rates of urbanisation between UK regions.

The main factors that explain the distribution of the UK population are physical, historical, economic and political.

Physical In the north and west of the UK the land is higher, with mountains and steep slopes – agriculture is difficult = sparse population

To the south and east the land is flatter and lower – easier to build on = dense population The rich soils to the south and east – good for agriculture = can mean sparse population in some areas

Historical Industrial Revolution lead to growth of factory towns - Birmingham, Manchester, Glasgow and Bradford.

London grew because it was an important port, it attracted industries and immigration of workers.

Economic Since 1950 UK economic growth focussed on tertiary industry, such as health, education, research and development. These require good communications and transport which are strongest in south-eastern parts of the UK, in places such as Swindon and Basildon. London has continued to grow rapidly as it is the centre of transport and communication networks.

Political London is the centre of UK government decision making and finance. People and firms are encouraged to move there.

Know the site, situation and connectivity of Birmingham.

Site South facing, dry point site, Sandstone ridge overlooking the River Rea, developed on to a local plateau.

Situation In the English Midlands. Surrounded by the county towns of Stafford to the north, Worcester to the south west and Warwick to the south east. On the original main road from London to Manchester and Liverpool.

Connectivity *Regionally* - by roads such as the A45 to Coventry and A4123 to Wolverhampton. *Nationally* – by motorways such as the M40 to London, M5 to Bristol and M6 to Manchester. By intercity railway to London, Manchester and Glasgow.

Internationally – by air such as Birmingham International Airport with flights to Europe, Asia and North America

	Location	Age of Building	Land Use	Type of Building	Environmental Quality
CBD	Centre	Quite New (Redeveloped)	Retail, Office Government Entertainment	High Density, Tall	Surprisingly High Some Green Spaces
Inner City	Ring around the CBD	19 th Century with 1970's redevelopment	Housing	Tower Blocks High Density Terraces	Limited Green Space
Suburbs	Around the inner zone, occupying much of the city	1920's – 1950's	Council Housing and Private Housing Estates	Low Density	Good Quality Green Space
Industrial Zones	Two radiate out from the CBD in easterly and north easterly directions	Some older units, mostly redeveloped in the last 50 years	Factories Main Roads	Various Sizes of Industrial Units	Low, Air Pollution, Congestion, Noise
Urban Rural Fringe	Outskirts of the city	Quite new	Housing, Golf Courses, Business Parks and Airports	Very Low Density	Much Good Quality Green Space, Countryside

Time and Type	Description	Examples
18th and 19th Centuries Urbanisation	Urbanisation based on the manufacture of jewellery, guns and buttons. Factory production lead to rapid urbanisation.	New estates were built in a hurry in places like Small Heath and Selly Oak for migrant workers.
1920s and 1930s Suburbanisation	Suburbanisation saw large estates of council and private houses built, mostly semi-detached.	Estates such as King's Heath and Perry Bar often lacked shops and clinics. However, they had tree-lined roads and grass verges to maintain a good environment.
1970s onward Counter Urbanisation	People moving to more rural areas. In the case of Birmingham this movement was boosted by the redevelopment of the city's inner city areas.	Five new comprehensive development areas demolished all 19 th century terraces. People moved to estates on the edge of the city like Hodge Hill or new towns like Redditch.
After 1990 Re-Urbanisation	People now want to live close to the amenities the city centre offers. New apartments built near the canals and in converted factories across the city centre.	Old tower blocks have been refurbished, and new centres developed like the 'Mailbox', a mixture of shopping, leisure, offices and apartments.

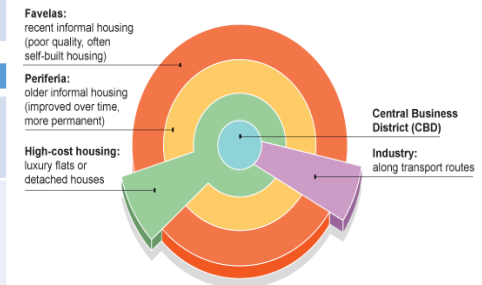
Know the site, situation and connectivity of Sao Paulo

Site Hilly plateau - on banks of Anhangbau and Tiete Rivers – 820m above sea level

Situation Southeast of Brazil - 70km inland from the Atlantic Ocean and port of Santos - 350km southwest of Rio de Janeiro - 330km northeast of Curitiba - 1000km south of Sao Paulo - northeast of the Serra do Mar mountains.

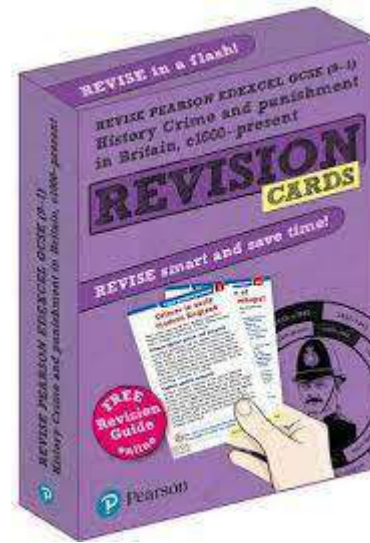
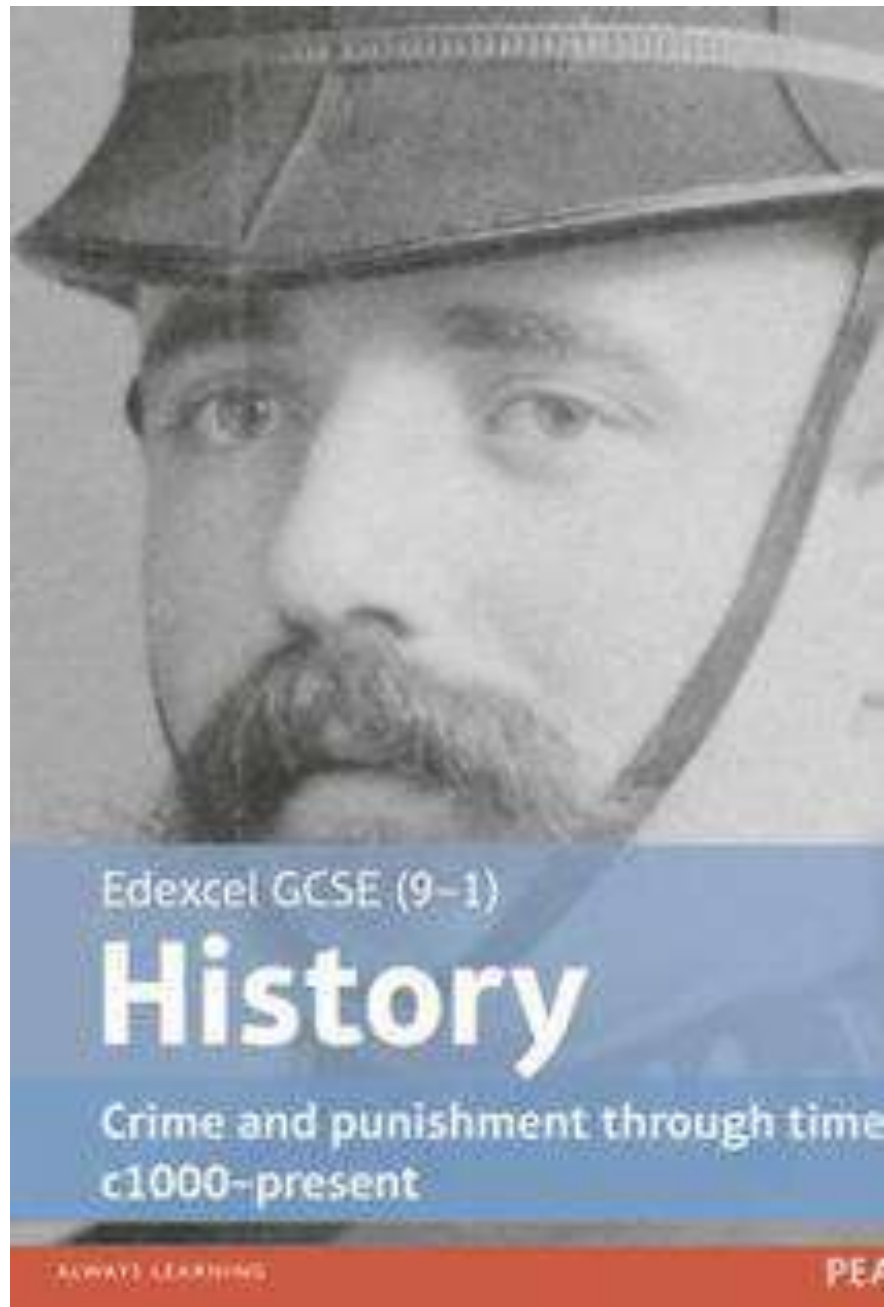
Connectivity *National* - Many of the roads and railways in southern Brazil meet in the city.

Regional – Good road network, subway system, train lines and 16,000 buses to surrounding towns like Alphaville. *Internationally* - Two major airports link it with the rest of the world. Motorway and railway links to the port of Santos, and the ocean.

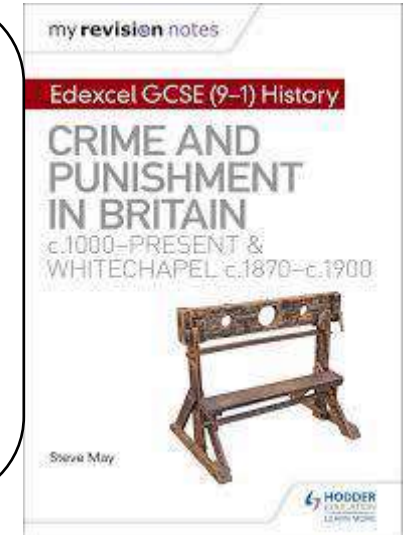


Know the effects of rapid urbanisation

- Lack of housing = favelas and corticos
- Lack of piped water and sewerage services in some areas
- Unemployment
- Pressure on education and health services
- Traffic congestion and pollution



**Paper 1: Crime and
Punishment 1000-
present & Whitechapel
1870-1900**



Crime & Punishment revision

Lesson 1: Anglo-Saxon England – Overview of the course.



Background information:

Everything that you study in this unit of work will be examined in the first exam paper you sit. You are about to study how far our country has changed in terms of its crimes, laws, methods of law enforcement and types of punishments. The period of time covered in this unit stretches from c.1000 to the present day. You will also have a specific focus on the historical environment of Whitechapel in London. This will allow you to investigate original source material from the era of the 1880s and allow you to question more deeply why the police were unable to find the killer known as Jack the Ripper in 1888.

Crime and Law Definitions

- ❑ **Crime:** An action that is against the law of the time.
- ❑ **Law:** An act of parliament that has to be followed by everyone in the country. Breaking a law will lead to a punishment.
- ❑ **Decriminalise:** Making a crime from the past, no longer a crime or illegal.
- ❑ **Heresy:** A crime which aims to bring down the religion of the country.
- ❑ **Treason:** A crime which aims to bring down the government of the country.
- ❑ **Petty Theft:** The theft of very low value items.
- ❑ **Poaching:** Illegally hunting on another person's land.
- ❑ **Murder:** The deliberate and planned killing of another person.
- ❑ **Manslaughter:** An accidental or un-planned killing.
- ❑ **Hate Crime:** A crime based on the discrimination against a particular faith or culture.

Law Enforcement Definitions

- ❑ **Law Enforcement:** Methods which are used to make sure that individuals in the country do not break the laws.
- ❑ **Home Secretary:** The member of the government responsible for the police and laws.
- ❑ **Collective Responsibility:** The idea that all people in the community take responsibility for not breaking the law.
- ❑ **Forensic:** The use of science to investigate a crime.
- ❑ **Oath:** Swearing on the bible that a person has not committed a crime. A religious promise.
- ❑ **Vigilance:** Members of a community taking the responsibility to bring a criminal to justice rather than the police.

Punishment Definitions

- ❑ **Punishment:** A penalty for breaking a law. This can be an act of retribution, reformation or a deterrent.
- ❑ **Retribution:** A type of punishment that is equal in size to the crime that has been broken.
- ❑ **Reformation:** A type of punishment which aims to make sure the criminal changes their behaviour.
- ❑ **Deterrent:** A type of punishment which is often harsh enough to persuade others in the community not to carry out the same crime.
- ❑ **Capital punishment:** A punishment which results in the death of a criminal.
- ❑ **Corporal punishment:** A punishment which results in the physical harm of a criminal.
- ❑ **Transportation:** Moving a criminal to another country.
- ❑ **Borstal:** A prison and work camp for young people.
- ❑ **Probation:** The period of time after a prison sentence where the criminal is still supervised.



Period	Anglo-Saxon	Norman Britain	Late Medieval	Early Modern	Industrial	Twentieth Century
Date	c.410-1066	1066 - 1154	1154 -1485	1485 - 1700	1700 - 1900	1900 +
Famous events.	Viking invasions	Battle of Hastings	The Black Death	Tudors and Stuarts	Queen Victoria	World War One & Two.

Lesson 2: Anglo-Saxon England – Types of Crime.

Background information:

It is believed that in 1000, the population of England was roughly 2,000,000 and 90% of people lives in the countryside, with very few towns developed. There was little communication and local communities were vulnerable to disease, poor weather and bad harvests. It was the King who made the law, but the local community who had responsibility to enforce the laws. The system of law and punishments was quite basic and relied on the local community. However, one powerful organisation with influence over crime and punishment was the Christian Church.

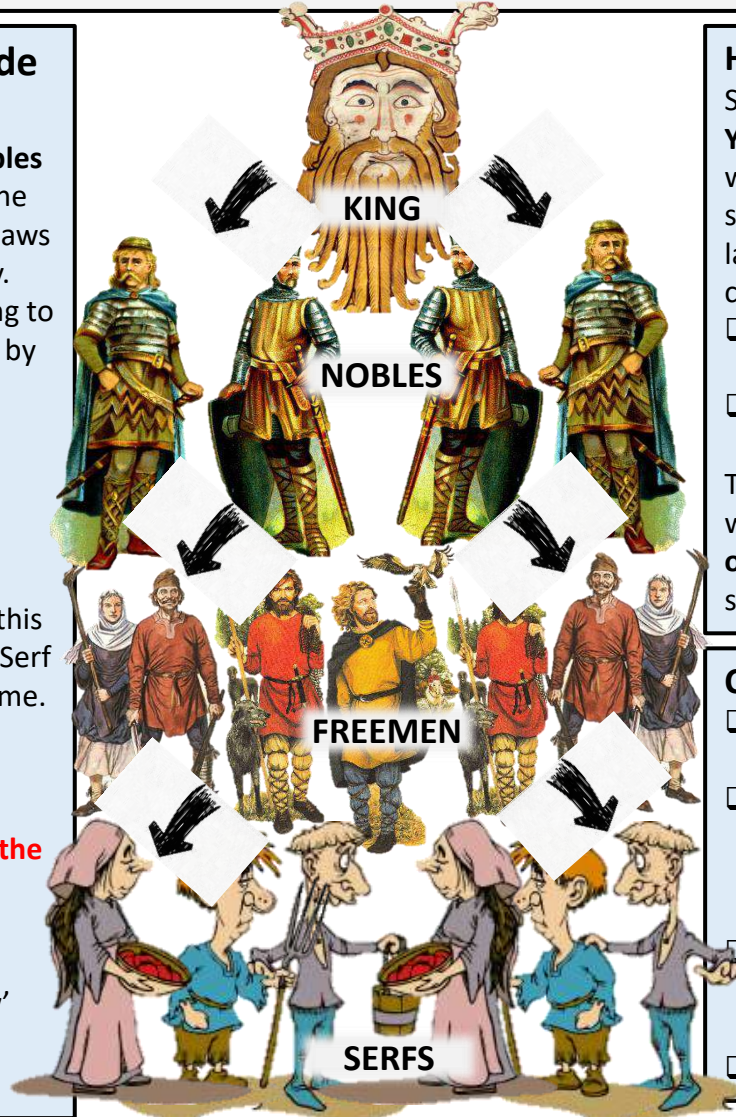


Who decided what a crime was and made the laws in Anglo-Saxon England?

The King relied on his advisors and the land owning **nobles** to help him rule the country. The other groups below the nobles had no say in how the country was ruled or the laws that were made. The nobles influenced the King hugely. They also did well from this as they could advise the King to make laws that would also **protect them**. For example, by punishing **trespassers** on their land harshly.

Britain was divided in a **strict system** of power, with the King at the top, followed by the wealthy and powerful **Nobles**, followed by the respected workers known as **Freemen** and then the **Serfs**, who owned no land and worked for very low pay. Any action which threatened this social structure was classed as a crime. For example, a Serf starting a fight with a Noble was seen as a high level crime. It would even be seen as an **act of treason**.

Treason is a term used to describe any action that challenges the authority of the King or more recently, the government. It is also a type of crime known as '**Crimes against Authority**'. However, there was still a strong belief that it was still the King's duty to keep the '**King's Peace**'. It was the King who issued '**codes of law**' and who had the right to change existing laws to make them stronger or to reduce their severity.



How the growth in towns influenced an increase in crime.

Some English **towns** grew in importance in this time such as **Southampton**, **York** and **London**. They grew due to **increasing trade** with Europe and links with foreign countries. For example, York still had strong links with the **Viking** ships which came over from Norway. This meant their **population grew**. With larger populations, there were more opportunities for crime. Two types of crime in particular became more common:

- ❑ '**Crimes against the person**' – physical assault, theft from a person, fights and anything which involved causing physical harm to another person.
- ❑ '**Crimes against property**' – These were crimes such as theft from a building, cattle theft, or being on another person's land **poaching (stealing)**. The reason for the increase in these types of crime was how much **easier** it was to get away with a crime in a busy town where **people did not know each other**. Towns also had **more valuable items** for sale with their trade links and so there was more opportunity for criminals to steal.

Crimes in the countryside and Collective Responsibility

- ❑ In most village communities, most people **knew each other**. This made any criminal easier to identify and so fewer people risked committing a crime.
- ❑ Local communities were expected to take **Collective Responsibility**. This meant being responsible for the actions of others and making sure friends and family were not tempted to break the law. It also meant being responsible to take action to find a criminal if any law was broken.
- ❑ Each area also had a local official who was chosen by the community called a **Reeve**. The Reeve carried out decisions made by local courts to make sure any criminal was punished how the court decided.
- ❑ The local church also played a vital role in the community.

Lesson 3: Anglo-Saxon England – Methods of Law Enforcement.

Background information:

Last lesson we looked at how **growing towns** and **trade links** with Europe led to growing 'crimes against the person' such as theft. It is also important to remember that the King was responsible for making laws, had a duty to keep the 'King's Peace', and was heavily influenced by the land owning **nobles**. It is also key to remember that the worst crime was any 'crime against authority', when the strict structure of society was threatened. This was known as treason. However, most people in Anglo-Saxon Britain still lived in **rural villages** and had the **collective responsibility** to enforce the law themselves. This lesson, we will look in more depth at how laws were enforced in the local community and the important role of religion and the church in helping people to do this.

Anglo-Saxon Law Enforcement

There were **3 main beliefs** about how the law should be enforced in this time:

1. **Attitudes:** It was the **collective responsibility** of the local community to police the actions and behaviour of others.
2. **Religion:** That **God** always had the final judgement on innocence or guilt due to how religious people were.
3. **Society:** That a person's **status/importance** in society played a very important role in the law.

The role of the community

It was always the **victim's responsibility** to seek justice if a crime was committed against them. The whole community were expected to play a part in helping a criminal to be found and bring them to justice. Anyone who witnessed a crime or was a victim would raise the '**Hue and Cry**'. Literally, they would shout for help and everyone who heard this was expected to help capture the suspect. Being loyal to a community was seen as a duty and very rarely broken.

The role of Religion

Justice (deciding if a person is innocent or guilty) was influenced heavily by religion. The main methods of deciding guilty or innocence were by using **OATHS** and **TRIALS**.

STAGE ONE: Taking an Oath

Anyone accused of a crime would be taken to a public place. Here they could 'swear an oath' to declare they were innocent of a crime. They were also allowed to call on others in the village to support their oath. These helpers were known as 'oath helpers'. In many cases, the accused walked free if this was their first crime.

STAGE TWO: A Religious Trial

If a person was caught 'red handed' (in the act of committing a crime) or they were a repeat offender, then they did not have the opportunity to swear an oath. This time the church would play the most important role. The suspect was taken to the church where they would be given a 'trial by ordeal'. This decided if they were innocent or guilty in the eyes of God. It would be God who had the final judgement and bring about justice.

The structure of law enforcement in Anglo-Saxon England.

- ❑ **Shires:** England was divided into large regions called 'Shires'.
- ❑ **Hundreds:** Shires were divided into 'Hundreds' and one man led this group called a **Hundredsman**.
- ❑ **Tithings:** Each hundred was divided into a smaller group of **10 tithings**. A tithing was a group of men big enough to enforce the law in a village.
- ❑ **Tithingmen:** All men over the age of 12 had to be in a tithing at some point and this would be rotated in the village.
- ❑ **King's Shire Reeve:** One man from each tithing had to meet with a representative from the King known as the **King's Shire Reeve**.

Trial by Hot Water

A person's hand is placed in boiling water. It is then bandaged for a few days. If the hand healed well, the church believed that God has judged the person to be innocent. If the hand did not heal or became infected, it was a signal that God has judged the person guilty.



Trial by Hot Iron

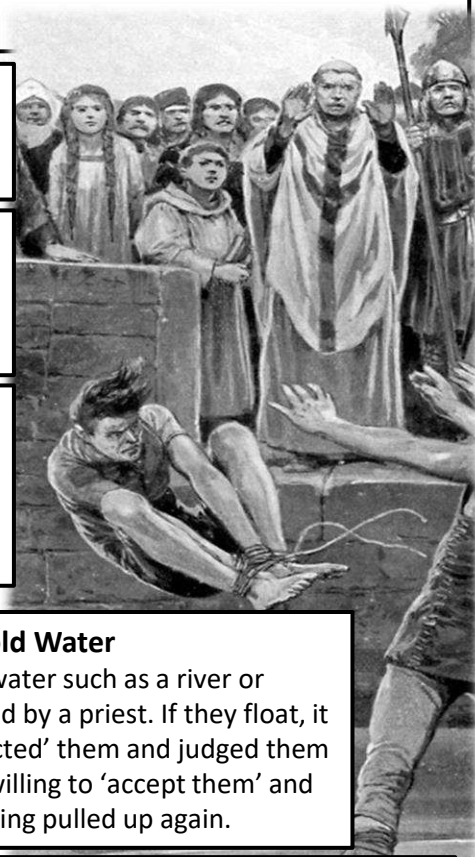
A person is made to hold a burning hot iron. It is then bandaged for a few days. If the hand healed well, the church believed that God has judged the person innocent. If it did not heal, it was a signal that God has judged the person guilty.

Trial by Cold Water

A person is thrown into cold water such as a river or stream which has been blessed by a priest. If they float, it is believed that God has 'rejected' them and judged them guilty. If they sank, God was willing to 'accept them' and they were innocent before being pulled up again.

Trial by Blessed Bread (Priests only)

A piece of bread was blessed by a priest. The accused is then asked to eat the bread. If the accused swallows easily, then God has judged them to be innocent. If the accused chokes or coughs when eating the bread, it is believed they are guilty.



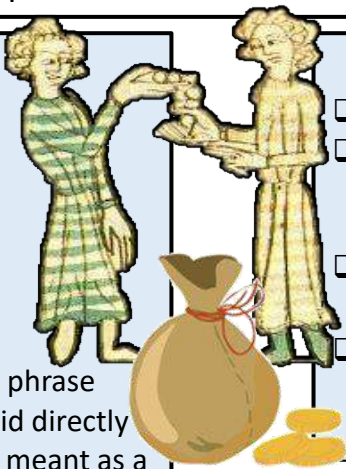
Lesson 4: Anglo-Saxon England – Punishments.

Background information:

For our last lesson covering the period of Anglo-Saxon England, we need to find out what types of punishments were carried out. Even though the trials we looked at last lesson, might seem like a punishment because of the pain they would cause, these were just a way to prove innocence or guilt. In Anglo-Saxon England, there were strict rules for the punishments that were given, depending on which social group a person belonged to.

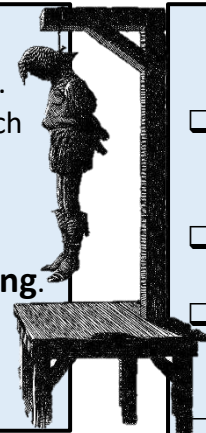
The Wirgild

- Even for the crime of murder, a **compensation** or fine would be made by the guilty individual to the **family of the victim**. This was compensation for the loss of life in the family.
- The name of this fine was the **wergild**. This translates to the phrase ‘**man price**’. The money was paid directly to the victim’s family and it was meant as a way to simply stop the victim’s family from setting out to kill the murderer themselves, as this would just lead to more violence in the village.
- However, a key feature of the wergild was how the amount paid in compensation would depend on the **social status** of the victim and the criminal. The table below shows how much a person’s life was worth.



Capital Punishments

- A capital punishment is one that results in the **death penalty**.
- The use of the death penalty was a form of **retribution** (to match the severity of the crime) and a form of **deterrent** (to frighten others in the community into not committing the same crime).
- Treason** and **arson** were seen as the two most serious crimes and most were punished with the capital punishment of **hanging**.
- Arson was seen as serious as much land and property belonged to the nobility and the king, therefore it was seen as an attack on their authority.

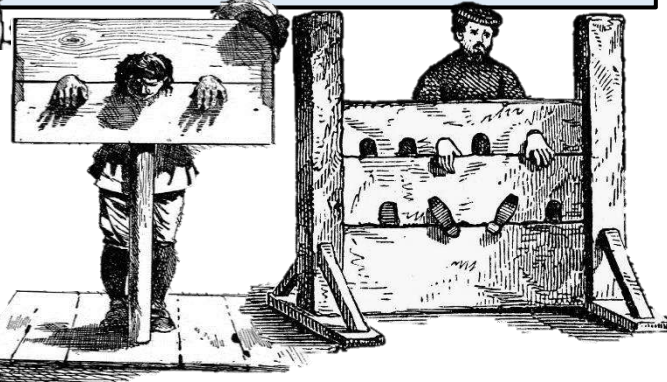


Public Punishments The Stocks and Pillory

- This was the **least harsh** form of punishment but still acted as a **deterrent** to others and as a form of public **humiliation**.
- The pillory** secured a person with the arms and the head while they stood.
- The stocks** secured them at the feet while they sat down.
- Those given this punishment would be placed in the middle of a village or town square and would often be given **several days** like this in **poor weather**. The public would then throw their rubbish and waste at them as well as verbally abuse the criminal.
- A common crime which resulted in this punishment was **public disorder** - drunkenness.

Corporal Punishments

- A corporal punishment is a term which includes a range of punishments which result in **physical harm and pain to the body**. The table below shows some examples of corporal punishments.
- Even though some of the examples below sound very harsh, they were viewed at the time as being quite lenient compared with the death penalty. Also, any criminal with permanent disfigurement would also act as a **deterrent** to others in their community.



Social Status of the victim	The wergild to be paid to the family.
A noble	1500 shillings
A freeman	100 shillings
A serf	40 shillings

Corporal punishment	Description
Beatings	Carried out by the Shire Reeve, tithing men or local courts.
Mutilation	Physical harm to the body, resulting in permanent damage such as cuts and scars.
Branding	A heated poker pressed onto the skin until it burns.
Maiming	Removing a body part such as a tongue, a hand or an ear.

Lesson 5: Medieval England – How William the Conqueror Controlled the Anglo-Saxons.



Background information:

Our next Medieval period begins with the famous event of the **Battle of Hastings in 1066**. After William, Duke of Normandy's victory over the Anglo-Saxons, a new era starts in Britain. William the Conqueror brought with him some new ideas about crime, law enforcement and punishments. However, he quickly realised that the methods used in Anglo-Saxon Britain were very effective and so many aspects of life continued. One big change however, was the **increasing power** that both the Norman Kings and the Christian Church played with crime and punishments. It was vital that William showed the Anglo-Saxons that his rule and his laws were to be taken seriously. He took several measures to make sure the Anglo-Saxons knew the law and respected his rule over England. By the end of this lesson, you will be able to identify what stayed the same (continuity), what changed and explain why William made these changes.

Dealing with Rebellions

There were still Anglo-Saxons who wished to break the law and **challenge the authority** of their new King. Remember, that a '**crime against authority**' was seen as one of the more extreme crimes to carry out at this time. William therefore dealt with any **rebellions** harshly. He ordered **brutal punishments** for any rebels, but also their **families** and their whole **community** as a way to deter others. For example, **farmlands** and animals were destroyed for a whole village. It is estimated that up to **100,000** people died of starvation as a result of William's actions.

I live off the fat of the land!



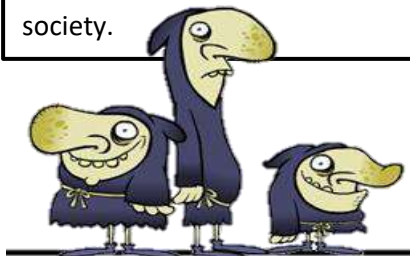
Building Castles



The Normans built castles in **all parts** of the kingdom. **peasant workers** were used to build the castles in which the Norman lords and nobles would live. This was another way for William to show his **authority**. The castle would then be used to control the local Anglo-Saxons but also physically demonstrate their power as many would be built on **high land** to keep a **watchful eye** on the villagers and look **intimidating**. The castles symbolised the increased strength and authority of the King over law and order in England.

Creating the Feudal System

Like the **strict structure** of society in Anglo-Saxon times, William made sure that society was organised carefully. In the Feudal System, everyone owed money and promised to serve the class above them. Only the King was free to do as he wanted. William **replaced the Anglo-Saxon nobles** with nobles from France to make sure they were loyal and his land was divided up among them. He also made sure he had a group of knights to fight for him if and when needed. This meant being a warrior had a high status and show control over the lower classes in society.



Changes to the Law

The Murdrum Fine

The idea of paying a fine for murder stayed the same. However, William introduced two main changes to the law to show his authority.

Change 1: Unlike the wergild where the money would be paid to the family of the victim, the new Murdrum fine would be **paid directly to the King**. This was further evidence of how the laws were **centralised**.

Change 2: Rather than an individual paying the fine; the whole community would have to contribute. This meant the idea of **collective responsibility** was still used. It was also an even greater deterrent to committing murder knowing that a whole community had to pay

The Forest Laws – poachers and outlaws



William declared large areas of the English countryside as '**Royal Forests**'. 40 village communities were evicted from land to make way for William's '**New Forest**' in the south. These forests were to be a '**royal playground**' for hunting. Only nobles and the King had a right to use them. This meant that land which had been used by peasants for grazing animals, collecting fire wood and catching rabbits was now **controlled** by the King and **peasants banned**.

Crime 1: Poaching

The crime for illegally entering the King's land was called **poaching**. A poacher could be hanged, blinded or even castrated. However, many in a local community were unwilling to take collective responsibility to stop poaching they saw it as **unfair** as it took away their right to natural resources to survive.

Crime 2: Being an 'outlaw'.

The Forest Laws created another crime. It became illegal for any peasant to **move away from their village**. Any that did this were called outlaws. If caught by the King's men, outlaws could be killed there and then.

Lesson 6: Medieval England – Law Enforcement and Punishments after 1066.

Background information:

The methods used to enforce the law and punish criminals saw some change in this time but also a lot of continuity. One of the most significant reasons for this continuity was due to how effective it was at reducing crime. The use of a punishment as a deterrent was still key and most punishments were either fines, corporal punishments or hanging. In this lesson, we will investigate the similarities and differences between Anglo-Saxon and Norman law enforcement and punishments. This analysis of similarity and difference is particularly important to help you answer question 3 in your exam which specifically focusses on continuity or change.



Law Enforcement: Continuity

❑ The King's Duty

In Anglo-Saxon times, it was the **King's duty** to protect his people. This was called keeping the '**King's Peace**'. In Norman times, this idea remained. It was the belief that all men should expect to be safe from crime under the authority of the King. The Normans just called this something different. For them it was called the '**King's Mund**'.

❑ Trials

The system of **trials by ordeal** continued exactly the same as under the Anglo-Saxons. The only difference being that the Normans also used trial by combat (see below). It was still God who was thought to have the final judgement.

❑ Collective Responsibility – tithings – hue ad cry.

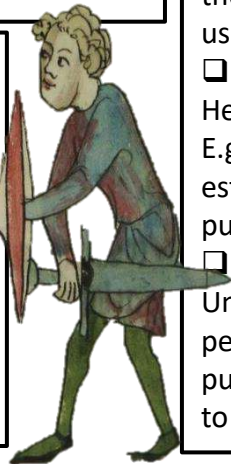
The idea of collective responsibility within the local villages continued. **Tithings** were still used and included every man over the age of 12. The **hue and cry** also remained. These methods remained **effective** as many people still lived in small local villages where everyone knew each other.



Law Enforcement: Change

Trial by Combat

A new trial was introduced by the Normans – Trial by Combat. This was used to settle any arguments over money or land. Two people would fight using swords, or sometimes large sticks. This was seen as a **more dignified** option for the **wealthier classes**. Occasionally, they would fight until the death and it was also introduced that anyone who 'gave in' would be punished by death anyway.



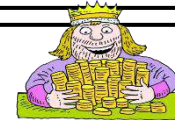
Punishments: Continuity

❑ Fines

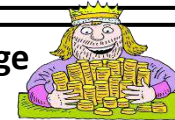
Even though who the money was paid to changed under the Normans (see below), the fact that it remained a payment of money stayed the same.

❑ Crimes against Authority

Another similarity was how any attempt to disrupt or challenge the King and his laws would be punished. In the same way, in both times this 'crime against authority' would carry the harshest punishment.



Punishments: Change



❑ The Wergild

Rather than a criminal pay the compensation directly to the family of the victim, under Norman rule, the fine would have to be **paid directly to the King**. This way, punishments were becoming even more **centralised** rather than kept local. It proved the authority of the King and gave him extra revenue.

❑ Brutal punishments

William needed to show his royal authority even more than the Anglo-Saxon kings, and there was still resistance from the Anglo-Saxon people who did not accept a foreign king. William used **brutal force** to make sure his people submitted to him.

❑ Group punishments

He also made sure that **large groups** of people were punished as a way to show his power. E.g., farmlands and animals were killed as a punishment just to prove that he had authority. It is estimated that 100,000 people died of starvation as a result of the food shortages caused by William's punishments towards rebelling Anglo-Saxons.

❑ Increase in the use of the death penalty

Under the Norman Kings, there was an increase in the number of crimes that resulted in the death penalty. E.g., under the Forest Laws. A poacher would be punished by hanging. More common types of punishment used in the Norman period were mutilations, brandings. These were used as an alternative to capital punishments.




Lesson 7&8: Later Medieval England – Crimes, law enforcement and punishments.

Background information:

Anglo-Saxon England had come to an end after William the Conqueror and the Normans took control in 1066. By the late 1100s, there were more changes with crime and punishment in England. This period is known as the late Medieval or late Middle Ages. It saw an increased role for the King and his parliament and even more centralised legal system. By now, the King was meeting with his **parliament** and seeking advice from them about law and order. Many of these changes were brought in by **King Henry II** after he became King in **1154**. Like the nobles, parliament had a big influence on the decisions made by the King.



The Role of Henry II: The Assize of Clarendon 1166.

1. **The Assizes of Clarendon** - These were a new set of rules to improve the way trials and courts were run. They made the process of enforcing the law even more **centralised**. He reorganised courts by making sure that a **jury of 12 men** from the local 'hundred' were used to help decide the verdict.
2. He also set up **prisons** to hold on to  *before* they went to a court.
3. He ordered **royal judges** called **Justices of Eyre** to visit each county twice a year to decide upon the most serious cases in the area. This made sure that the worst criminals were being judged by the king's men and not the local community.
4. He introduced **standardised written instructions** to the local **Shire Reeves**. This meant rules and the way of running law and order was becoming more uniform (the same) across the whole country.

Why was a more centralised system of law and order used?

- ❑ **Towns** such as London and York grew rapidly due to increased **trade** and the availability of work. London's population was 30,000. This provided many **more opportunities** for crimes and to escape punishment for them.
- ❑ Local people in smaller villages still had a responsibility to catch criminals, however, more **centrally appointed officials** (men employed by the King) were now being used rather than tithings or hundredsmen.

A change in title.

- **Tythingmen** were still used in some areas, but had their title changed to '**constables**'.
- **Shire Reeves** sent by the King were also still employed in local areas but their name had been shortened to a '**Sheriff**'.

NEW LAW 1: The Statute of Labourers 1351

After the **Black Death** had killed 1/3 of the population, there was more work and fewer workers. Peasants started to **demand higher wages**. The ruling classes were worried that if the peasants were too wealthy they would gain more power and of course they wanted to keep the money themselves. As many members of Parliament wanted to protect their power and money, they all voted for the following changes known as the Statute of Labourers:

- To keep wages the same as before the Black Death.
- To make it illegal to ask for higher pay.
- To make it illegal to move to a new area to look for better paid work.

CONTINUITY: Like the Norman nobility creating the Forest Laws, parliament had passed a law to **protect their own power**.

CHANGE: This was the first time **parliament** had played a role in passing laws, not just the King alone.

NEW LAW 2: Heresy 1382

Heresy is the crime of disagreeing and acting against the beliefs of the Christian Church.

A very small number of people had started to question the beliefs and the actions of the Christian Church. They wanted change and especially wanted the **bible translated into English** for ordinary people to understand. The Kings were always very supportive of the clergy (members of the Church) and so introduced the law of Heresy as a way to stop the clergy feeling so threatened.

A person committing the crime of Heresy was known as a Heretic. Punishment for this was extreme – being burned at the stake. This would be a powerful deterrent to other heretics. The government and the church worked closely together to punish heretics. Justices of the Peace had to have power to arrest suspected heretics.

Law Enforcement

CONTINUITY:

Hue and Cry remained

CHANGE:

New Role #1

Coroners were introduced to investigate suspicious deaths.

New Role #2

Justices of the Peace were originally knights who were sent in to keep control of any particularly unruly places in bigger towns. By 1327, Edward III made sure all areas employed Justices of the Peace. They would help enforce the law and were given their orders directly from the King. They had a reputation for being harsh on poachers as of course, many were land owners themselves.

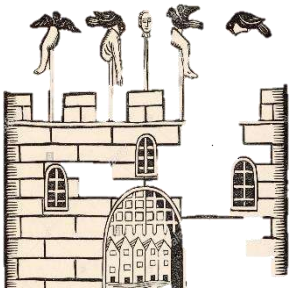
Punishments

CONTINUITY

Punishments still fines, corporal punishments and executions.

CHANGE

Any person convicted of high treason (plotting to kill or betray the king) would be sentenced to be '**hanged, drawn and quartered**'. After strangulation, the stomach was cut open and organs '**drawn**' out before death. After death, the limbs would be sent to different areas of the town for display as a deterrent.



Lesson 9: Medieval Case Study – The role and influence of the Church.



Background information:

Throughout the Medieval period, religion played a key role in all areas of crime, law enforcement and punishment. The Church was one of the biggest influences on peoples life and it had enormous power. Nearly every person believed in the power of the Christian Church and so its role in law and order was never questioned in this time. However, towards the end of the Medieval period, one King in particular, Henry II began to challenge the authority of the church as he believed it should be the King who influenced law and order, not the church. Let's look at the influence the Church had, how it gave criminals opportunities to avoid punishment and how Henry II started to reduce its power.

Why did the Church have so much influence over crime and punishment?

- ❑ Members of the clergy were often the **most educated** members of a local community who were highly respected.
- ❑ Churches were the **largest building** in a village and looked down on the villagers. It reminded people of God's power over them.
- ❑ The Medieval church taught that good or bad behaviour would influence whether a soul would go to **Heaven** or **Hell**.
- ❑ The church was not just about prayer, 20% of the country's **wealth** belonged to the church which also collected a **tithe** (tax) from all villagers.
- ❑ The Christian church made sure that people remained Christian as they were starting to become aware of other religions such as Islam and Judaism.



A KEY CHANGE:

The end of 'trial by ordeal' in 1215.

The **Pope**, ordered priests to stop organising the trials (see lesson 3). Without the priests, the trials soon came to and end. This was to prove how powerful the church was as even the King could not challenge the decision of the Pope. Another form of trial had to be found.

CHANGE: CHURCH COURTS

- ❑ Courts, where decisions were made about a person's innocence or guilt, were introduced to Britain by **William the Conqueror**.
- ❑ The Church courts offered a way for a criminal to '**reform**' (change their behaviour). For example, the church believed that a corporal punishment was better than a capital punishment as at least it gave a way for the criminal to think about their actions and change their behaviour.
- ❑ **However, this was not liked by the Kings who favoured harsher punishments.**



CHANGE: THE KING VS THE CHURCH

- ❑ **For the first time, a King, Henry II tried to limit the power of the church.** Henry II challenged the two ways that suspects could escape punishment for committing a crime.
- ❑ These two methods were known as the **Benefit of the Clergy** and **Sanctuary**.
- ❑ Never before had a King challenged the authority of the Church in matters of crime and punishment.

As King, I should have authority over the Church.

HENRY'S RELIGIOUS DISLIKE #1 Benefit of Clergy

Any member of the clergy accused of a crime, no matter how bad, was always put on trial at a church court.
PROBLEM: Church courts were far more lenient and rarely gave out the death penalty. A punishment might even be as simple as making a verbal apology in church. Many felt this was unfair.
PROBLEM: Anyone could say they were a member of the clergy. Even when tested to make sure they were a member of the church and asked to repeat a part of the bible, those who could not read just memorised it of by heart.

HENRY'S RELIGIOUS DISLIKE #2 Sanctuary

Sanctuary was when a church offered a safe place to live and hide in a church so they could be protected from arrest. Offering sanctuary remained until the rule of Henry VIII.
PROBLEM: Anyone could go to a church, ask for help. The priest would still report the crime but the clergy would then give the individual a chance to swear and oath agreeing to leave the country in 40 days rather than go to court.
PROBLEM: Some never left the country at all and just became an **outlaw**.



REVISION PAGE

What caused change in the period c.1000 – c.1500?	Explain
Key individuals	
Monarchy	
Politics/government	
Religion	
Society/attitudes	
Economy/trade	
Travel/immigration	
Growth of towns & population	

Period	Anglo-Saxon	Norman	Later Medieval
Crimes and Laws			
Law Enforcement			
Punishment			

Key Terms	1000-1500
Crimes & Laws	
Law Enforcement	
Punishments	

KEY WORD CORNER

Example Exam Questions

Medieval

Explain one similarity/difference...[4]	Explain why... [12]	How far do you agree... [16]
Explain one way in which punishments before the Norman Conquest were different after the Norman conquest. [4]	Explain why 'trial by ordeal' was used between c.1000 – c.1200. You may use the following information in your answer: <ul style="list-style-type: none">• Trial by hot iron• Religion You must also use information of your own. [12]	'The Church was the most important factor influencing crime and punishment in the Medieval period'. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• Church Courts• The Norman Conquest You must also use information of your own. [16]
Explain one way in which punishments before the Norman Conquest were similar after the Norman conquest. [4]	Explain why the Normans made changes to crime and punishment after 1066. You may use the following information in your answer: <ul style="list-style-type: none">• The Forest Laws• The Murdrum Fine You must also use information of your own. [12]	'In the Medieval period, c.1000 – 1400, the main purpose of punishment was as a deterrent'. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• Public hanging• Church Courts You must also use information of your own. [16]
Explain one way in which law enforcement before 1066 was different after 1066. [4]		
Explain one way in which law enforcement before 1066 was similar in later Medieval England. [4]	Explain why methods of law enforcement changed between c.1000 and c.1400. You may use the following information in your answer: <ul style="list-style-type: none">• The growth of towns• Religion You must also use information of your own. [12]	'Law Enforcement was the responsibility of the local community between c.1000 and c.1500'. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• Hue and Cry• Justices of the Peace Act 1361 You must also use information of your own. [16]
Explain one way that attitudes towards crime in Anglo-Saxon England were different after the Norman Conquest. [4]		
Explain one way that attitudes towards crime in Anglo-Saxon England were similar after the Norman Conquest. [4]	Explain why methods of law enforcement changed between c.1000 and c.1400. You may use the following information in your answer: <ul style="list-style-type: none">• The growth of towns• Collective responsibility You must also use information of your own. [12]	'William I's Forest Laws were the most significant changes to crime after the Norman Conquest in 1066'. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• Poaching• The Murdrum Fine You must also use information of your own. [16]

Lesson 11: 1500-1700 Tudor and Stuart – New types of Crime.

CRIME #1 – Heresy & Treason	Background information: This period includes the rule of the Tudors & Stuarts in Britain. There were many changes to society, religion and politics in this time, as well as key developments in trade and exploration. All of these led to changes to law and order and the attitudes that ordinary people had towards crime.		
<ul style="list-style-type: none">By the 1500s, more people questioned the Christian religion and protested against some of the Catholic beliefs. These people were called 'protestants' and led by a German priest, Martin Luther.They wanted the church to reform (change). This change was known as the Reformation. This created a divide between the traditional Catholic church and the 'reformed' Protestant church.A person who committed heresy was known as a heretic. Treason was a challenge to the authority of the ruler. Anyone who challenged the ruler's authority as the head of the Church of England would therefore be seen as committing heresy and treason. Put simply, a sudden change of monarch could result in a completely different set of laws about which religion to follow.The main punishment for heresy was being burned at the stake. Not everyone accused of heresy was burned at the stake. Many took the option to 'recant' – to make a public statement that you have changed your religious beliefs.	CRIME #2 - Vagabondage	CRIME #3 – Poaching/trespassing	
	A bigger population, lower wages and higher prices led many to move into towns to find work. Monasteries which had previously offered charity were closed down. Many remained jobless and were known as vagabonds or vagrants. It was inevitable that many turned to crime as their only way to survive. They were viewed as lazy there was no sympathy towards them.	Like in Medieval England, those with land wanted to protect it from anyone using the land or stealing from it. The rural poor were used to using 'public land' to hunt for food or firewood. By the 1500s, more land owners were 'enclosing' the land (fencing it off) so they could use their land for themselves. Sheep farming made a lot of profit for the wool trade and parks were created for the rich. This made many of the rural poor struggle to survive.	
	NEW LAWS: The Vagrancy Act 1547 – Any vagabond without work to be punished. The Relief of the Poor Act 1597 – harsh corporal punishments such as whipping or branding as a deterrent to other vagrants. The Poor Law 1601 – Support known as 'Poor Relief' given to deserving poor such as the elderly and disabled. Undeserving poor would send to new 'Houses of Correction where they were forced to work.	NEW LAW: 1671 Game Act made hunting for animals and fishing illegal on enclosed land. This was a law that was seen as unfair and so it became a social crime. Poaching gangs were even formed in local villages. Of course the wealthier classes saw poaching as theft & demanded harsh punishments.	
	CRIME #4 - Smuggling	CRIME #5 - Puritan Crimes 1653 - 58	
	In the 1600s, the government made luxury goods coming into England such as tea and alcohol , more expensive by adding ' import duty ' - a tax. Anyone who illegally smuggled these goods could make money by easily selling them cheaply. It was seen as a social crime as few people would report smugglers to the authorities. Even the rich were willing to take advantage of the cheaper prices for smuggled goods and so rarely reported them.	After Oliver Cromwell's victory over Charles I in the English Civil War, he became England's Lord Protector . Cromwell was an extreme protestant called a Puritan and believed in strict rules on behaviour. Popular activities that were accepted by the monarchs before, were banned. E.g. Drinking alcohol, feasting and games were banned at Christmas. It proved again how a leader had central control over what was classed as a crime.	
Henry VIII 1509-47 – Executed 81 people for heresy. Officially Catholic then made himself Head of the Church of England. Executed Catholics who would accept him as the Head of the Church.		CRIME #5 - Witchcraft	
Edward VI 1547-53: Highly Protestant. Executed 2 people for heresy. Introduced a bible written in English and during his short life span, imprisoned some Catholic bishops in the Tower of London.		Most believed that witchcraft existed and people could do harm to others with supernatural powers . The monarchs and the ordinary people worried about the effects of witchcraft and so attitudes caused laws to become even harsher against those suspected of witchcraft. see lesson15	
Mary I 1553-58: Strict Catholic. Executed 283 people for heresy. Known as 'Bloody Mary' for her strict Catholic beliefs. Married to Philip II of Spain and tried to restore the Catholic church in England.			
Elizabeth I 1558 – 1603: Executed 5 people for heresy. Protestant but aimed to find a 'Middle Way' with a Religious Settlement. Many Catholic plots against Elizabeth, including some supported by the Pope.			
James I 1603 – 25: Protestant and fair towards Catholics until they aimed to kill him in the Gunpowder Plot of 1605. Introduced strict anti-Catholic laws.			

Lesson 12: 1500-1700 Tudor and Stuarts – Law Enforcement Methods.

Background information:

In this period we have already discovered that new crimes became part of law such as smuggling, vagabondage, witchcraft and the behaviours banned by Oliver Cromwell's Puritans. However, some crimes stayed similar to those in Medieval England such as poaching illegally on privately owned land, heresy and treason. The increase in the number of crimes led to a need for more methods of law enforcement. More traditional methods had become less effective. One factor above all meant that the crime rate increased by the 1500s. This factor was the growth of towns.



THE IMPACT OF GROWING TOWNS

- ❑ The **population** grew hugely between 1500 - 1700.
- ❑ **1500** = the population was roughly 2.5 million.
- ❑ **1700** = it had increased to roughly 6 million.
- ❑ Population of **London** grew from 30,000 in 1400 to around 50,000 by 1700.
- ❑ **Ports** such as Liverpool and Bristol grew massively due to increased trade. This also included the trade in people as this was the main time for Britain's involvement in the **Slave Trade**.

WHY LIVE IN TOWNS?

More people decided to move to towns to find **work**. Towns were more likely to have links with **trade & transport**. Towns could be more **exciting** & offer **opportunities**.



HOW GROWING TOWNS INCREASED CRIME

- ❑ Theft increased due to more opportunities to steal in more **crowded areas**, without being caught.
- ❑ Fewer people **knew each other** so criminals were difficult to hunt down and identify. Especially with no system of organised law enforcement.
- ❑ An increase in the poor from the countryside meant **fewer jobs** – those without work turned to crime just to survive.
- ❑ Towns provided **more goods** to steal on markets and in shops.
- ❑ The **rich** tended to live in towns and so they were more of a target.
- ❑ In more crowded places, **pickpockets** had more opportunities for theft.
- ❑ **Fraud** would be more common with a lot more businesses.

ROLE #1: The Town Constable

- ❑ Town constables had been introduced before 1500 but were widely more used after 1500.
- ❑ They were employed and paid by the **town authorities**.
- ❑ They were **chosen** by local people.
- ❑ They had some powers of **arrest**
- ❑ Would help collect **fin**es.
- ❑ They were expected to break up **fi**ghts & stop criminals if they ran away.
- ❑ They were expected to round up **beg**gars and **va**gabonds.
- ❑ They were expected to take criminals to the **co**urts.

NEW METHODS OF LAW ENFORCEMENT

ROLE #2: The Night Watchman

- ❑ Their work was monitored by the town constable.
- ❑ All males in a town were expected to be a night watchman at some point.
- ❑ They would patrol between 10pm and dawn.
- ❑ They were unpaid and still expected to do their normal job.
- ❑ They had a responsibility to ring a bell to warn people to get indoors if a criminal was on the loose.
- ❑ They would carry a candle lamp to help with the patrol.

ROLE #3: Thief Takers

- ❑ Town Constables and Night Watchmen not that effective so some people hired thief takers.
- ❑ A thief taker was hired to catch a criminal and take them to the police. They would receive a reward for doing this from the person who had hired them.
- ❑ This form of law enforcement was 'unofficial' and open to corruption. Their methods could be violent.



What aspects of law enforcement CONTINUED?

- ❑ Village and smaller town communities still expected to take the leading role in **catching** and **chasing** down criminals.
- ❑ Villages stayed smaller with people knowing each other.
- ❑ There was still **no national**, organised form of policing and law enforcement.
- ❑ **Standards** of law enforcement and policing varied depending on where in the country a person lived.

Lesson 13: 1500-1700 Tudor and Stuarts – Punishments and the **Bloody Code**.

Background information:

The period between 1500-1700 saw a change in the type of punishments used. While more traditional forms of corporal punishment continued, other types of punishments were created as a way to control the increasing number of criminals. The new forms of punishment were transportation and the use of prisons to punish criminals rather than just keep them before their trial. Capital punishments continued to be used. The key difference was the dramatic increase in the number of crimes that would result in the death penalty. This common use of the death penalty was known at the time as the '**Bloody Code**'.

CONTINUITY WITH PUNISHMENT BETWEEN 1500-1700

Many **old corporal punishments** remained such as fines, pillory or stocks, corporal (whipping, maiming, branding etc.), hanging, burning. Punishments were also still used as a form of **retribution** and **deterrent**. Most people still believed in this type of punishment as effective.

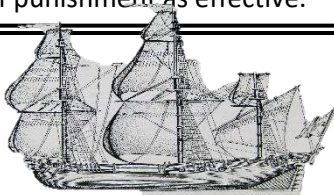
NEW PUNISHMENT

Transportation To North America

- ❑ From the **1600s**, some criminals were transported to the **English colonies in North America**.
- ❑ Although prisoners were not given the death penalty, it was still a **harsh punishment**.
- ❑ Prisoners were taken in **chains**, held under the decks of a ship and taken to North America. They would have to carry out tough physical labour for between **7 - 14 years**.
- ❑ They were freed at the end but with no money they would have **little chance returning**.

Who and how many?

- ❑ Between **50,000** and **80,000** people were transported to North America before 1770.
- ❑ This would include **men, woman** and **children**.
- ❑ **King James I** gave permission for vagrant **children** in London to be arrested and transported. They were called '**duty boys/girls**' Many died due to conditions on the ship.



CHANGE WITH PUNISHMENT BETWEEN 1500-1700

Transportation and the **Houses of Correction** were seen by some as a chance for the behaviour of a criminal to improve **through hard work**. This punishment was a form of **rehabilitation** or **reform** rather than just a simple deterrent.

NEW PUNISHMENT

Early prisons as a punishment

- ❑ Before 1500, a prison was just a place where people **waited** before their trial. They were **not purpose built** – just a locked room in a local castle or village building.
- Conditions in these early prisons:**
 - ❑ Prisoners had to **pay the wardens** for food and clothing. **If they could not pay** they went without.
 - ❑ Women, men and children all locked together. Petty criminals and murderers all locked together in the same space. Conditions were **dirty** and prisoners died of diseases such as **typhus**.

NEW PUNISHMENT

Houses of Correction

- ❑ By **1556**, newer, purpose built prisons called '**Houses of Correction**' were built. The first was **Bridewell Prison** in London. It was used to punish **poor people of all ages** who had broken the law
- ❑ All inmates had to do **hard labour** such as breaking up rocks to pay for their keep and encourage them to work harder after their release. This was seen as a form of rehabilitation and reform as well as deterrent.
- ❑ This prison **influenced** other prisons to open up around the country.

Why was transportation introduced?

1. **EXPLORATION** to the New World made this possible.
2. **POLITICAL/POWER** - Sending criminals to North America was another way of **increasing the population** of a colony and to help build it up.
3. **SOCIAL** - It was seen as a way of removing criminals from the people who had influenced them into crime in the first place. Also, the poor were blamed for spreading **plague**, it was an easy way to remove this risk.
4. **CHANGING ATTITUDES**: It was hoped a new start, especially for younger criminals would be a form of **rehabilitation**. It was seen as more effective form of a **deterrent**.
5. **ECONOMIC/SOCIAL** - There was no organised prison system, so this was a way to deal with criminals to keep them off the streets.



CAPITAL PUNISHMENT –

THE BLOODY CODE

- ❑ The number of crimes resulting in the **death penalty increased**. There were **50 capital crimes** by 1688. Some of these crimes seem minor e.g. poaching.
- ❑ **The harsh punishments given in this time have been known as the BLOODY CODE.**
- ❑ They were simply intended to be a strong deterrent – to stop the crime rate increasing. but also a method used to simply remove the criminal altogether to prevent them ever committing a crime again.

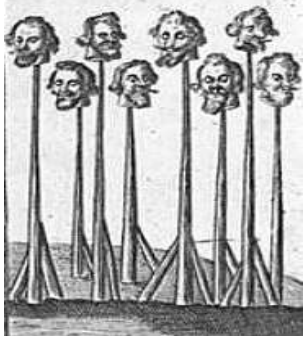


Why did the idea of a deterrent NOT work?

- ❑ Most crimes were out of **desperation** – poverty led people to take extreme measures to feed themselves.
- ❑ Criminals could even receive a **pardon** (let off) if they could prove they had a good character.
- ❑ **Plead for belly** – women were often not given the death penalty if a doctor believed they were pregnant.



Lesson 14: 1500-1700 Tudor and Stuarts – Case Study of The Gunpowder Plot 1605.



Background information:

The Gunpowder Plot is one of the most famous events in English History. **Protestant King James I** took over from Elizabeth I in 1603. After only two years in charge, a gang of Catholics attempted to blow up the Houses of Parliament, kill the king and restore the Catholic faith to England. The plot failed, the gang led by Robert Catesby were arrested, taken to the Tower of London, tortured and then executed. This one event can help you understand the importance that **religion** still played by the 1600s, provide an example of **high treason**, give evidence of the use of a **brutal punishments** given to the plotters which was to act as a **deterrent** to other Catholics and the way this crime led to **further anti-Catholic laws**.

Why were Catholics still motivated by their religion?

- 1. After Elizabeth I's death, they hoped the new King would be more sympathetic to Catholics. They were disappointed when he announced even **stricter anti-Catholic laws**.
- 2. Many Catholics still remained in England despite the country being officially Protestant since the beginning of Elizabeth's reign in 1558.
- 3. The leader, **Robert Catesby** had a family history of supporting the Catholics.
- 4. The **Pope** had excommunicated Elizabeth I for her Religious Settlement and encouraged Catholics to challenge the monarchy.
- 5. There were strict rules against Catholics. They had to attend Protestant church services and any Catholic who refused would be fined.

What were the main aims of the Catholic plotters?

- ❑ The Gunpowder Plot aimed to blow up the **Houses of Parliament** and kill the King on **5th November 1605**.
- ❑ Many Protestant members of parliament would be present and it was planned to remove this powerful group of protestants to replace them with Catholics.

What was their plan?

- ❑ **1 ton of gunpowder** was stored below the Houses of Parliament. However, a letter was sent warning of the plot on the 20th October 1605.
- ❑ Historians believe the plot was known about but it was left until the 'last minute' to discover the plotters to create **more drama** and give the government a reason to be **even more anti-Catholic**.

How did the law change as a result?

Two new Laws:
1605 Thanksgiving Act which made November 5th an event that should be commemorated (remembered) every year.
The 1606 Popish Recusants Act forced Catholics to swear an oath of allegiance to the King.
Other restrictions:
❑ Catholics were banned from working in the **legal profession** or being an **officer** in the army.
❑ Catholics were restricted in **voting**, becoming **MPs** or owning **land**.
❑ James I published a **book**, describing the events and encouraged even more anti-Catholic views.
❑ After this plot, England has remained Protestant.

Why was the punishment so brutal?

- ❑ The King and his government wanted to make the punishment so harsh, that it would act as a **clear public deterrent** to any other Catholics who may be plotting against the King.

What was the punishment?

All men were sentenced to be **hanged, drawn and quartered** in public. This meant being hanged until they lost consciousness, then revived, then had their genitals cut off before their insides pulled out and head chopped off. Their body parts were then displayed in public.

The use of torture and the trial

- ❑ The King allowed the use of torture.
- ❑ **The rack** was used which was located in the **Tower of London**.
- ❑ After 12 days of torture Guy Fawkes gave the names of the other plotters. They were all found **guilty of treason**.



Lesson 15: 1500-1700 Tudor and Stuarts – Case Study Matthew Hopkins and Witchcraft.

Background information: Being Catholic was not the only religious factor that caused a problem with the law, there was a deep rooted belief by rich and poor in the supernatural between 1500-1700. Many people believed in the existence of witches who could cause harm by using evil spirits and summoning the powers of the Devil. This can again prove how religion and people’s attitudes shaped the laws that existed in this time. It also proves how key individuals such as Matthew Hopkins could use these fears to their advantage. However, by the late 1600s, attitudes did begin to change and a new enlightened, ‘scientific’ way of thinking meant the end of the belief in witchcraft for most people.

Witchcraft Laws

If something is an official law, it makes the population feel that their belief is even more real, especially if their trusted monarch had agreed to it.
CHANGE: In the Middle Ages, **church courts** were used to try witches but the punishments were not that severe. Laws after this gave harsher punishments.

WITCHCRAFT LAWS

Henry VIII’s Witchcraft Act: Witchcraft to be punished with death.
Elizabeth I’s Act against Enchantments and Witchcraft Witchcraft now tried in ordinary courts not the church courts. Death penalty remained.
James I’s Witchcraft and Conjuration Act Death penalty to anyone summoning ‘evil spirits’.

Punishments for Witchcraft

- ❑ An estimated **1,000** people were executed for witchcraft between 1542-1736.
- ❑ **Hanging** was the most common form of execution.

The Influence of Religion.

- ❑ Religion played a key part in influencing attitudes in this time. Everyone believed in God (Heaven) and were afraid of the Devil (Hell).
- ❑ This made witchcraft an easy belief to have.
- ❑ James I argued that witchcraft was a **crime against God** himself.
- ❑ **The Civil War** brought Protestants against Catholics and so **religion** became even more important in people’s lives.
- ❑ The war caused **disruption, chaos, anxiety and fear**. This fear led to people believing in more extreme and superstitious ideas about magic.

FACTORS THAT INFLUENCED THE BELIEF IN WITCHCRAFT

Attitudes towards women

- ❑ **90%** of all accusations were made against women.
- ❑ Part of this is down to the **lack of power** and responsibility women had in society – they were **easy to target** and blame. For example, any woman in a village who was not married, who had been childless, poor or vagabond were a target.
- ❑ It was believed that women were **weaker** and easily influenced by the Devil.

Economic influences

- ❑ **Low wages**, high **unemployment** and poor **harvests** caused anxiety and tension. It was easy to blame the death of animals or poor harvests on witchcraft, especially at a time with little understanding of science.
- ❑ The **rich** were becoming more fearful of the poor, especially vagabonds. Many accusations were made by the rich against the poor as a result.

Why did the belief in witchcraft decline by the 1700s?

- ❑ The time around 1650 was known as the **Enlightenment**. Some people questioned the world in a more **scientific** way.
- ❑ The **Royal Society** was created in London in **1660** and brought together these scientists. It encouraged further research into medicine, astronomy and physics and was supported by a ‘**Royal Charter**’ from King Charles II which proved it now had official royal backing.
- ❑ Witchcraft then became seen as a superstition believed in by the poor or uneducated rather than a crime.
- ❑ **However, attitudes were slower to change** in some more rural and isolated places.
- ❑ The last accused witch to be executed was in 1716.

The influence of Matthew Hopkins

- ❑ Matthew Hopkins was a former lawyer who in **1645** called himself the ‘**Witchfinder General**’.
- ❑ He was employed in the east of England to hunt down witches to take to court. He would be paid well for each witch.
- ❑ Hopkins **created fear and panic** which swept the east of England. He investigated around 300 people and 112 were executed.

Witchcraft Trials

- ❑ He used a range of **interrogation methods** used to get confessions, starvation & sleep deprivation.
- ❑ He examined the body to find ‘**Devil Marks**’ such as a teat (nipple) for the familiar to suckle blood, birth mark or large mole.
- ❑ Few people dared to speak out against Matthew Hopkins as they were frightened they would become targets themselves.

The Influence of James I

- ❑ James I believed hugely in witchcraft. He even published a book called **Demonologie** in 1597. It included reasons for believing in witches, ways to identify them and **encouraged readers** to hunt them down.
- ❑ After the failed plot against him in 1605, he was **obsessed** with uncovering threats against him so encouraged even more witch hunts.



Example Exam Questions

Explain one similarity/difference...[4]	Explain why... [12]	How far do you agree... [16]
Explain one way in which punishments in the 16 th century were different in the 12 th century. [4]	Explain why there was a change in the number of capital punishments in the period 1500-1700 You may use the following information in your answer: <ul style="list-style-type: none"> The Bloody Code Population increase You must also use information of your own. [12]	‘The Church was the most important factor influencing crime and punishment in the period 1500 - 1700’. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none"> Witchcraft Smuggling You must also use information of your own. [16]
Explain one way in which punishments in the 16 th century were similar in the 12 th century. [4]	Explain why there were changes in punishments for witchcraft in the period 1600 – 1750. You may use the following information in your answer: <ul style="list-style-type: none"> Matthew Hopkins The Royal Society You must also use information of your own. [12]	‘In the period 1500-1700, the main aim of a punishment was as a deterrent’. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none"> The Gunpowder Plot 1605 Transportation You must also use information of your own. [16]
Explain one way in which prisons in Medieval England were different in the 1600s. [4]	Explain why methods of law enforcement changed between c.1500 and c.1700. You may use the following information in your answer: <ul style="list-style-type: none"> Town Constable Population growth You must also use information of your own. [12]	
Explain one way in which law enforcement in Medieval England was similar in the 1600s. [4]	Explain why the methods of punishment changed between 1500-1700 You may use the following information in your answer: <ul style="list-style-type: none"> The Bloody Code Colonies in North America You must also use information of your own. [12]	‘The most important factor influencing witch hunts in the years 1500 – 1700 was religion’ How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none"> Matthew Hopkins The English Civil War You must also use information of your own. [16]
Explain one way that attitudes towards crime in the 12 th century was different in the 17 th century. [4]	Explain why the King and government took vagabondage so seriously in the years 1500-1700. You may use the following information in your answer: <ul style="list-style-type: none"> Poaching Witchcraft You must also use information of your own. [12]	
Explain one way that attitudes towards crime in the 12 th century was similar in the 17 th century. [4]		
Explain one way that attitudes towards witchcraft in the 12 th century was different in the 17 th century. [4]		
Explain one way that attitudes towards witchcraft in the 16 th century was different at the end of the 18 th century.		

REVISION PAGE

What caused change in the period c.1500 – c.1700?	Explain
Key individuals	
Monarchy	
Politics/government	
Religion	
Society/attitudes	
Economy/trade	
Travel/immigration	
Growth of towns & population	

Changes/difference with Medieval England	Continuity/Similarity with Medieval England
Crimes and Laws	Crimes and Laws
Law Enforcement	Law Enforcement
Punishment	Punishment

Key Terms	1500-1700
Crimes & Laws	
Law Enforcement	
Punishments	

KEY WORD CORNER

Lesson 16: 1700-1900 Victorian England – Types of Crime: Smuggling, highway robbery and poaching.

Background information: By the 1700s, Britain was changing quickly. The population would increase to nearly 40 million by 1900 and vast numbers of people moved to towns using new forms of mechanised transport. This caused an increase in a new crime called **highway robbery**. There was also a huge shift in people’s attitudes and beliefs which led to a reduction in religious based crimes such as the decriminalisation of witchcraft. People in England were also more settled with their belief in the Protestant faith so fewer crimes were committed that were classed as treason. Some crimes saw a mix of continuity and change, especially **smuggling** and **poaching**.



Smuggling

What was smuggling?

Smugglers were still bringing goods into the country without paying **tax/duty** – then selling goods illegally. They were able to sell the goods cheaper and make a bigger profit.

Type of crime

Social crime – many people benefitted from cheaper goods, and did not see it as wrong. They were less likely to inform the authorities. Some smugglers were seen as local heroes. Even the upper classes would buy luxury goods illegally and not want to inform.

Continuity

- ❑ Authorities still found smuggling **hard to tackle**.
- ❑ Smuggling was still taking place at **night** on small boats around the coast so they were difficult to catch.

Change

- ❑ **Smuggling increased** as even more goods now had import duty: **cloth, wine, salt, leather and soap**.
- ❑ Larger **smuggling gangs appeared**. E.g. **The Hawkhurst Gang** who controlled smuggling along the south coast. Gangs were **better organised** than earlier smugglers.
- ❑ Some leaders (Arthur Gray and Thomas Kingsmill) were hung as a punishment.

Why did it decline?

- ❑ **Prime Minister, William Pitt**, reduced import duty. This made goods cheaper to import anyway. By the end of the period, smuggling reduced as the profit became less.

Poaching

What was poaching?

- ❑ Illegally hunting/taking natural resources on private land.

Continuity

- ❑ The group mainly responsible were the poor, who often did it just to survive.
- ❑ The poor did not report poachers as they saw it as unfair.
- ❑ The rich still ruled the land & made the laws strict.

Change

- ❑ There was a **rise in poaching gangs** who were **better organised and worked** on a larger scale.
- ❑ More poaching forced the authorities to make the laws even harsher. Punishments became more extreme as a deterrent.
- ❑ **1723 Black Act** made poaching a capital offence (death penalty). It also made it illegal to own a trap or even owning hunting dogs near restricted land. This could end in a fine or prison sentence.
- ❑ The Black Act was **repealed** (stopped) in **1823** when Robert Peel changed the law to remove the death penalty.



The decriminalisation of witchcraft

1716 – The last witchcraft **execution** was in **1716**. By **1735** the **Witchcraft Act** – meant Witches were now just seen as tricksters. The punishments were much less severe such as fines.

Highway Robbery

What was Highway Robbery?

- ❑ **Attacking travellers** and forcing them to hand over goods
- ❑ Robbers on horseback were called ‘**highwaymen**’.
- ❑ Example of a famous highwayman – **Black Harry** in Derbyshire who was eventually caught and executed.

Why was it such a serious crime?

- ❑ **It disrupted trade** and travel between towns.
- ❑ The crimes were committed on the ‘**King’s Highway**’ so it was seen as an act of treason.

- ❑ **In 1772 – the death penalty was introduced.**

Continuity

- ❑ It had taken place as far back as the Middle Ages as the rich and tradesmen would travel between towns.

Change

- ❑ Highway robbery dramatically increased.
- ❑ **Trade** around the country increased so there were more people out on the tracks/horseback with cash or goods.
- ❑ With no banks to keep money, the rich would have to carry cash with them so they were easy targets.
- ❑ When out of towns, the tracks were **very isolated**. This made the robbers difficult to catch.
- ❑ Regular ‘**stagecoach**’ services for the rich between towns which meant more opportunity for crime.

Why did it decline?

- ❑ Patrols on the roads of officers on **mounted horseback** – this made it easier to catch.
- ❑ **Banks developed** and so there was less need for people to carry their cash around with them. It could be stored safely.
- ❑ The last case of a highway robbery was in 1831.

Lesson 17: 1700-1900 Victorian England – The Impact of the Industrial Revolution.

Background information:

It is possible that you may be asked to explain why there were changes to crimes, law enforcement and punishments between 1700-1900. Most of the era between 1750 and 1900 has been known as the Industrial Revolution. Many changes took place to the population, mechanisation, transport, exploration and the economy. Below are a number of factors you could use to explain the changes towards law and order in this time. For each factor, think of the impact it would have had and how it could explain some of the crimes, methods of law enforcement and punishments.




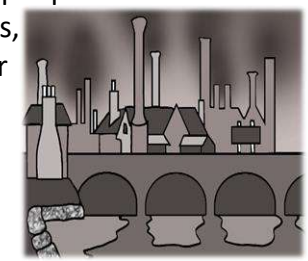



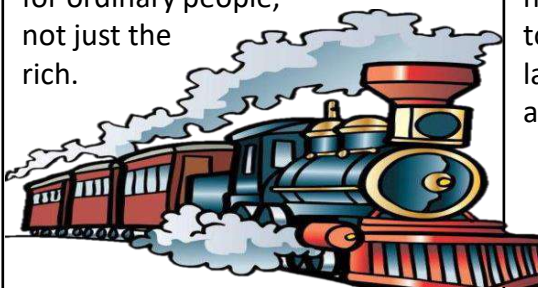
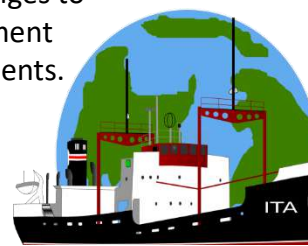

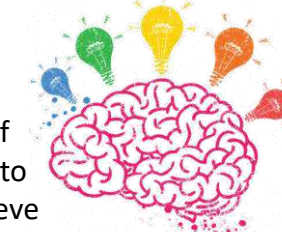

<p>Population rise and movement.</p> <p>1700 - Only 9 million people who mainly lived in scattered villages in rural areas.</p> <p>1900 - 41.5 million people with a mass migration to towns due to urbanisation and industry.</p>	<p>Work</p> <p>1700 – most people made a living with farm work in rural areas.</p> <p>1900 – most people found work in busy factories, workshops or mills in or near towns.</p>	<p>Voting Rights</p> <p>1750 – Only one in every 8 men could vote.</p> <p>1885 – Nearly all men had this right. Governments now had to take notice of the needs of all voters, not just the rich and powerful.</p>	<p>Agriculture</p> <p>1700 – Poor harvests more common due to simple farming methods.</p> <p>1900 – Better knowledge of farming and food. Food could be produced easily and imported cheaply from abroad.</p>	<p>Politics and government</p> <p>1700 – The government was led by rich and powerful landowners who would only look after their own interests.</p> <p>1900 – The government had a wider role to look after the wellbeing of ordinary citizens.</p>
<p>Travel</p> <p>1700 – Basic mode of travel using horse and cart on gravel tracks. Weather could affect this.</p> <p>1900 – Huge improvement with railways, steam power, canals. Transport much cheaper and quicker – especially for ordinary people, not just the rich.</p>	<p>Economy/Trade</p> <p>1700 – Some trade outside England for luxury goods such as tea, sugar, tobacco. A time of the Slave Trade.</p> <p>1900 – Britain now a leading trading country. Links with all parts of the globe to a variety of cheaper goods. The government collecting higher taxes which they could use to make changes to law enforcement and punishments.</p>	<p>Education</p> <p>1700 – A small number of richer children educated and literate.</p> <p>1900 – 95% of the population could read and write. The law made all children go to school until the age of 13. It was possible for ordinary people to make an impact if they wanted to as they were more educated.</p>	<p>New beliefs and attitudes</p> <p>1700 – New ideas had just started to appear about science, medicine and the world. The Enlightenment had some impact. England still a highly religious country.</p> <p>1900 – Charles Darwin’s theory of evolution started to make people believe that some people were born as ‘criminals’. Humanitarianism gave people a belief that human beings could be rehabilitated and reformed. Religion being challenged further by science.</p>	<p>Taxes</p> <p>1700 – Fewer people in the country would work, and so the government got a limited amount of money from taxes.</p> <p>1900 – With a huge population and many in work, the government had much higher taxes and could spend this money developing new forms of law enforcement and punishment systems.</p>

Lesson 18: 1700-1900 Victorian England – The Impact of the Industrial Revolution.

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Lesson 19: 1700-1900 Law Enforcement – The Development of the Police with the Bow Street Runners.



Background information: Before the 1700s, the main development with law enforcement was the reduction in community based collective responsibility with an increase in officials employed by the local authorities with the responsibility for dealing with crime and catching criminals. With an even bigger population and towns becoming even more crowded, the government needed to do much more to keep law and order. This period saw a key development with the creation of an official, nationwide police force.. It started with a group called the Bow Street Runners in London, whose success inspired the government to introduce the police in a more formal setting.

STAGE 1: The Bow Street Runners

1. They were a **crime fighting team** set up in London in 1748 by a judge called **Henry Fielding who worked** in Bow Street, London.
2. They investigated crimes and detected criminals. They became known locally as the **Bow Street Runners**.
3. He realised his men needed to be disciplined and trained, to achieve a better reputation with the public.
4. At first, the Fielding brothers **charged a fee** for the capture of a criminal just like the Thief Takers who went before them.
5. They then set up a **newspaper** called **The Hue and Cry** which appealed for help and information from the public about crime.
6. They introduced patrols on **horseback** to stop highwaymen.
7. By 1785, The Bow Street Runners were **officially paid by the government** and they were the **first modern detective force**.

Why were they successful?

- ❑ **POLICE PRESENCE:**
They wanted to **deter** criminals. Just being present on the streets could do this.
- ❑ **ORGANISATION:**
They **organised** regular foot patrols and horse patrols along all major roads.
- ❑ **PAY**
Their men were **paid and so more motivated**.
- ❑ **INFORMATION**
They knew the importance of sharing and **collecting information** – so could use their office as a meeting place.

STAGE 4: Establishing the police force outside of London 1829 -1856

Improving the police outside London was very **slow**.
1839 Rural Constabulary Act allowed all rural areas create a force. Only 59 did. Some had professional, paid police, others still relied on the Parish Constable.
WHY WAS IT SLOW?

- Worry about the **costs** of the police.
- It was **not yet compulsory** in all areas.
- London were not quick to **share ideas** about how it worked.

STAGE 6: Detecting Crime The start of the CID 1842

1842 – A detective branch was set up at Scotland Yard (the headquarters of the Metropolitan Police). They specifically investigated crimes and wore ordinary 'plain clothes'. It had 16 officers.
By **1878**, this was set up as **the CID – Criminal Investigation Department**. It employed 200 detectives. This increased to 600 detectives in **1883**.
However, the public often saw these men as suspicious and even treated them like spies.

1750 1760 1770 1780 1790 1800 1810 1820 1830 1840 1850 1860 1870 1880 1900

Similarities with law enforcement before 1700:

Parish constables – still dealt with local disorderly behaviour and petty criminals in the smaller towns and villages.

Watchmen – were still responsible for protecting property at night.

Soldiers – could be used by the government when needed to deal with riots or rebellions.

Similarities with modern police force after 1900:

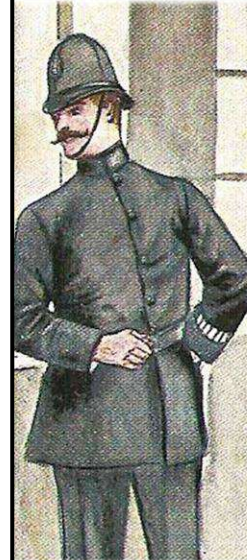
- Some officers were paid for the job.
- They carried out regular and routine foot patrols.
- They had the power to arrest.

STAGE 2 Opposition to an official police force in the early 1800s

- ❑ **FREEDOM**
People believed they would not have privacy or freedom with the police watching all the time.
- ❑ **WOULD IT WORK?**
People did not believe an organised police force it would reduce crime.
- ❑ **MONEY**
It might prove to be too expensive to run.

STAGE 3: London's 1st Professional Police Force.

- ❑ Set up in London by Home Secretary Robert Peel in 1829. Peel was inspired by the success of the Bow Street Runners.
- ❑ Set up by the **Metropolitan Police Act**.
- ❑ It became the first uniformed police.
- ❑ **17 districts** had their own police '**division**' with 4 inspectors and **144 constables**.
- ❑ The aim was to deter criminals by being a uniformed presence on the streets. They had far more officers than the Bow Street Runners.
- ❑ They had a **blue uniform** so they did not have a negative reputation linked with the army who had a green uniform.



STAGE 5: Setting up an official, national police force.

- **1856 Police Act** meant that **ALL** areas now **had to** have a professional police force that was controlled by and inspected by the government.
- It also emphasised the '**detection**' of criminals as well as the '**deterrence**'.
- By **1869**, **National Crime Records** were set up.
- **Telegraph technology** could be used to communicate and share information about criminals and crimes.




Lesson 20: 1700-1900 Punishments: Prison Reform and humanitarianism.




Background information: As well as the development of a government organised, national police force, this period also saw the development of the prison system in Britain. Again, this was another development by **Robert Peel**. However, there were other factors that influenced the development of prisons. The Victorians were increasingly worried about the rising crime rate. In this time, prisons became to be seen as the most effective option for criminals now that the Bloody Code, transportation and public executions had come to an end. This era also saw the end of the squalid, cramped and dirty conditions in prisons. It moved to a healthier and more organised system – however there was still an emphasis on hard work and tough conditions.

KEY INDIVIDUALS

Elizabeth Fry




- ❑ **Elizabeth Fry** led a campaign to improve women’s prison’s through education, religion, better food and clothing.
- ❑ She investigated **Newgate Prison** in 1813. She wrote a shocking report about the treatment of women to the government.
- ❑ Elizabeth Fry led bible classes in Newgate Prison to encourage reform
- ❑ In 1817, she set up the **Association for the Reformation of Female Prisoners** at Newgate Prison.
- ❑ Her recommendations were brought in by the government after her campaign.



KEY INDIVIDUALS

John Howard



- ❑ John Howard led a campaign to make sure that prisoners who had finished their time in prison were actually released rather than remain in prison until they could pay their way out.
- ❑ In 1777, John Howard published his findings of prison life called **The State of Prisons in England and Wales**. It was hugely influential as it contained accurate evidence to prove change was needed by the government.
- ❑ **John Howard** made visits to individual prison leaders around the country to convince them to make all of his changes.

THE LAW

- ❑ **The Gaols Act (1835)** made sure that all prisons were inspected.
- ❑ **The Gaol’s Act (1823)**. Prisoner should be separated into groups such as men, women, children, violent and non-violent.
- ❑ **The Prisons Act (1865)** New rules for all prisoners and prison staff.
- ❑ **National Prisons Commission (1877)**. All prisons brought under government control.
- ❑ **The Prison’s Act (1898)**. A law which made rehabilitation and reform a priority for the treatment of prisoners.

CHANGING ATTITUDES

- ❑ **Humanitarians** such as Fry and Howard influenced the government and public opinion. They believed that humans such be treated fairly and with dignity.
- ❑ There was an increasing feeling that **punishments** should now be equal to a crime committed and a varying the time in prison could achieve this.
- ❑ There was no longer a belief in the Bloody Code.
- ❑ People believed that prison should not be about sitting around, but **working hard** to pay back society.

RELIGION

- ❑ **Howard** and **Fry** both believed that prisoners should be given **Christian** teaching from a prison chaplain, then time in on their own to reflect on their behaviour.
- ❑ **Christian** groups pressured the government to make prisons humane.


POLITICAL

- ❑ The government wanted a more effective punishment compared with the Bloody Code which ended in 1869.
- ❑ **Robert Peel** was a skilled and influential politician. As Home Secretary & Prime Minister he supported changes to prisons.
- ❑ **Humanitarians**, Fry and Howard had a huge influence over the government.




TECHNOLOGY

- ❑ **The treadwheel**, despite being a harsh punishment, split prisoners into individual cubicles. The power from this was able to pump water through prisons such as Pentonville in London.
- ❑ Better building techniques allowed prisons to be made more secure & safe.
- ❑ Better hygiene was possible in prisons due to the development of sanitation and sewage systems in more modern buildings.



ECONOMIC

- ❑ **John Howard** disliked prison staff being bribed by prisoners for food, drink and other ‘pleasures’. He wanted an official **wage** for prison staff. This would make the service more respected and stop the rich receiving better treatment than the poor while in prison.
- ❑ Britain was economically wealthy due to the Industrial Revolution. The government had money to spend on building new prisons.



SOCIAL

- ❑ Crime rate reported per year had risen from 5,000 to 20,000 BY 1900.
- ❑ Despite Britain’s wealth, poverty led to an increased crime rate.

POPULATION

The population grew from 10 to 40 million. This led to more criminals and a need for somewhere for them.

Lesson 21: 1700-1900– Pentonville Prison and the Separate System.

Background information:

By the 1800s, the prison system was reforming (changing). Before 1700, prisons were dirty & overcrowded with hardened criminals mixing with young petty thieves, women and children. Once in prison, prisoners would have nothing to do but sit around doing nothing. The rich were able to bribe prison officers for luxuries while the poor could not even afford the release fee and so stayed in prison. One prison which became a prototype for others to follow was Pentonville in London. There many differences between Pentonville and previous jails.

Increasingly Strict in 1865

- ❑ **1865 Prisons Act** made ALL prisons as strict as Pentonville.
- ❑ The belief was '**hard labour, hard fare (food) and hard board (conditions)**'
- ❑ Prisoners were given physically demanding **work** for up to 12 hours a day.
- ❑ They were given the same **boring/bland food** every day.
- ❑ They had **wooden board beds** instead of hammocks that prisoners had previously.
- ❑ **The Silent System** = prisoners expected to be silent at all times. Breaking this would result in further corporal punishment such as whipping.



Consequences of the Separate System:

- ❑ Solitary conditions meant prisoners often suffered from mental illnesses including **psychosis** (hallucinations that appear real) and **depression**.
- ❑ There was a high rate of **suicide**.

The aims of Pentonville Prison

- ❑ **Separate System.** Keeping prisoners apart.
- ❑ **Isolation** of prisoners to encourage reflection on behaviour.
- ❑ **Separation** of women, children, adults and types of criminals.
- ❑ **Hard labour** to encourage hard work and rehabilitation.
- ❑ **Strict discipline** to reform the character of the prisoner.
- ❑ **Religious teaching** to further reflect on behaviour.
- ❑ **Improved health** and hygiene to treat prisoners humanely.

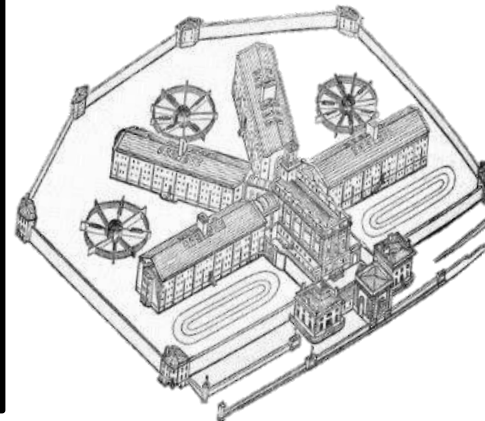


Prisoner Conditions

- ❑ Life was highly **disciplined**.
- ❑ Prisoners were **isolated** from each other.
- ❑ Prisoners were **made to work** inside their cells completing very boring, repetitive work such as picking apart old rope or weaving.
- ❑ There were punishments inside the prison such as turning the '**crank**' or the '**treadwheel**'.
- ❑ Prisoners were allowed out in an exercise yard but would have to wear face masks to stop them speaking to prisoners.
- ❑ Prisoners would also receive **religious teachings** from a prison chaplain but even in the chapel they would be seated in separate booths.

Technology & Health

- ❑ The prison had **heating** and it was mechanically **ventilated** for extra air in the summer.
- ❑ New technology such as **piped water** went into each cell which meant prisoners didn't have to leave the cell. There was a small **wash basin** and **flushing toilet** in each cell.



Basic Pentonville Facts

- ❑ It was built in 1842 and located in London.
- ❑ It could hold 520 inmates in separate cells.
- ❑ It had 5 wings with a central base for staff.
- ❑ Built as a '**prototype**' – a design to be tried out before other prisons like it were built.
- ❑ It used a '**Separate System**'. Prisoners were **kept apart** for as much time as possible. They could be kept in separate cells for up to **23 hours a day**.
- ❑ Between 1840-1880, **90 other prisons** were built on its model due to its success and effectiveness.

Why the Separate System? 5 'R's

- ❑ 1. **REFLECTION:** Prisoners would have time to reflect and make improvements in behaviour.
- ❑ 2. **RELIGION:** Offer time for prisoners to think about daily religious teachings on their own.
- ❑ 3. **RELATIONSHIPS:** Keep prisoners away from the influence of other criminals.
- ❑ 4. **RETRIBUTION:** The punishment was harsh enough to make the criminal '**pay**' for what they had done.
- ❑ 5. **DETERRENT:** The punishment would act as a deterrent to others and the prisoners.

The Cells

- ❑ Each cell was just **4m x 2m**.
- ❑ Small high window for some **natural daylight**.
- ❑ **Cell walls** were thick so prisoners could not communicate with each other.



Lesson 22: 1700-1900 The influence of Robert Peel on the Police and Penal (punishment) System

Background information:

Many historians will argue that the actions of Robert Peel were key to reforms in the police and prison service in the 1800s. Robert Peel was British Prime Minister and before that the Home Secretary. The Home Secretary is the minister in charge of law and order. Use this fact sheet to get a closer look at the impact he had and why he was such a great influence.

ROBERT PEELE BASIC FACTS:

Home Secretary: 1822-1830

Prime Minister: 1834-1835

Prime Minister: 1841-46

Known as: 'The father of modern policing'

Responsible for: Setting up the Metropolitan Police Force in London. This modelled other forces around the country.

Influenced: A wide range of laws which changed punishment and law enforcement.

PEEL'S STRENGTHS

- ❑ He had a **open mind** to new ideas.
- ❑ He **listened** to the views of campaigners such as Elizabeth Fry and John Howard.
- ❑ He was a **skilful politician** when making sure laws were voted for and passed – despite tough opposition.

PEEL IN THE 1820s

- ❑ Peel wanted **penal reforms** to **rehabilitate** criminals rather than just focus on the harsh punishment itself.
- ❑ He reduced the number of crimes punishable by death **by 100**.
- ❑ He made sure minor crimes such as poaching were punished more **proportionally**.
- ❑ He reformed **prisons**.
- ❑ He organised the legal system by making sure criminals received the same punishments for the same crime.

KEY LAW: PEELE'S 1823 GAOLS ACT

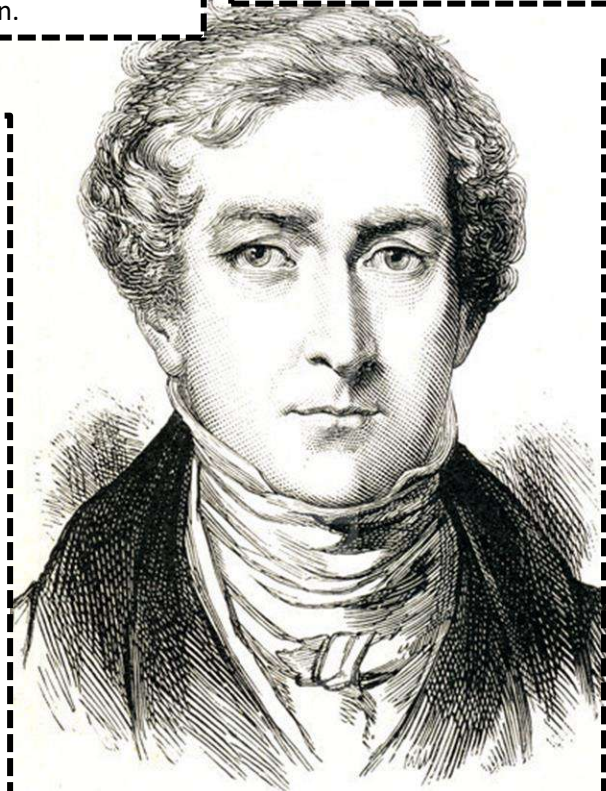
- ❑ Ensured regular visits from prison **chaplains** Ensured a wage was paid to prison staff to prevent bribery and increase professionalism. Made sure that **female prisoners** were to be watched by female wardens.
- ❑ Made sure that prisoners were not held in **chains or irons**.
- ❑ **HOWEVER** - At this time there were no inspectors to check this was happening.

HOW ROBERT PEELE TRIED TO REDUCE OPPOSITION TO THE POLICE.

9 clear rules/guidelines were set up to all new police recruits. (These still remain today). These rules were made to reassure the public.

For example:

- ❑ Police need to form a **positive relationship** with the public to be effective.
- ❑ Police must be **objective** and professional.
- ❑ Policing must focus on keeping **law and order**.
- ❑ Police should be positive **role models, fit and healthy**.
- ❑ Police will not overstep their **authority**.
- ❑ **Force** will be the last resort of a police officer and officers will not be armed with weapons. Officers would carry a truncheon, handcuffs and a wooden rattle.



SIR ROBERT PEELE
Born 1788. Died 1850

CRITICISMS OF THE METROPOLITAN POLICE

- ❑ At first there was a **hostile attitude** from the public and the press.
- ❑ **Newspaper cartoons** mocked police officers for being poorly trained, from dubious backgrounds and for not behaving as they should on duty such as being drunk or taking bribes.
- ❑ **2,800** officers were signed up but only **600** stayed for a year or more.

The public worried about:

- ❑ Public worried about the police being too much like the **army**.
- ❑ Their **freedoms** being threatened.
- ❑ The **cost** of the police from increasing taxes.

PEEL FORMED THE MET. POLICE IN 1829

- ✓ He had been thinking about a change to the police in 1822 when he set up a **parliamentary committee** to look into it.
- ✓ In 1826 there was an **economic downturn** which increased poverty. There was a crime wave, rioting and the army had to be brought in. This was proof that a police force were needed.
- ✓ Peel saw that **wealthier parts** of London had good numbers of watchmen while poorer parts lacked watchmen and constables. He wanted to make this more equal and fair.

The first Metropolitan Police officers were appointed in September, 1829.



Lesson 23: 1700-1900 – The treatment of the Tolpuddle Martyrs 1830s.

1. The historical context – what was happening at the time?

- ❑ A **revolution in France in 1789**, had briefly overthrown the monarchy – thousands of nobility/royalty were executed. Obviously, this made the British government feel very **vulnerable** and fearful of the poorer ‘working classes’.
- ❑ **Huge industrialisation** and **urbanisation** meant many workers lived in poor conditions with poor wages. Many wanted change, including the right to vote and to go on strike. They started to form **trade unions**. The government were worried that this could give the workers **too much power**.

2. The Background

- ❑ In **February 1834**, in the village of **Tolpuddle**, a farm labourer called George Loveless was arrested for a made up crime – just because he and his men had promised to support a trade union. It seemed the authorities needed an **excuse** to arrest them for something, even though they did not threaten a strike or violence.

3. Why were they really arrested?

- ❑ The **real reason** for their arrest was to stop their political activities. The men had promised other workers in the area that they would do what they could to **protect wages**.
- ❑ They had also formed a group they called a ‘**friendly society**’. This was actually an early version of a **trade union**.
- ❑ They wanted to protest about their wages. They were only getting 6 shillings per week as a farm labourer, rather than the average wage of 10 shillings of the time in other jobs.

4. Their Punishment

- ❑ George Loveless and the other 5 were sentenced to **7 years transportation to Australia**.
- ❑ Transportation was the **most severe punishment** the judge could give for this crime. The conditions on these ships and the forced labour after the journey was extremely harsh.

Why was this punishment given?

- ❑ It was a way for the authorities to **deter** others from forming or joining a trade union and **stop workers** from demanding higher pay. **Trade Union members were treated at criminals**.

5. How did the public find out about this punishment?

- ❑ The Old Crown Court in Dorchester was one of the earliest to have a **section for the local press**. This meant **news** of the conviction spread across the country quickly.
- ❑ **Mass protests** were organised in support of the men. A **demonstration** was held in London where around 100,000 people and a **petition** with 200,000 signatures was presented to parliament.

6. How did the government react to this?

The **Home Secretary**, Lord Melbourne **refused to accept** the petition and went ahead with the transportation to Australia.

7. What happened next?

Rather than giving up, other trade unions supported the families of the men with money.

8. Why did the government change their mind?

- ❑ Four years later, in 1838, the government **pardoned** and **released** the men who were now known as the Tolpuddle Martyrs. **The men returned home to a ‘hero’s welcome’**.

9. What does this example tell us about government control of crime and punishment?

1. That governments could change and manipulate laws in reaction to **changing attitudes** of the time. In this case, they wanted to protect business owners and stop workers from demanding higher wages.



Key Terms:

Martyr – a person who suffers for their belief and who is often admired for it.

Trade Union – An organisation that represents workers to protect their rights for fair working conditions and pay.

Tolpuddle – A village in Dorset (SW England)

Home Secretary – The government minister responsible for law and order.

Example Exam Questions

Explain one similarity/difference...[4]	Explain why... [12]	How far do you agree... [16]
Explain one way in which conditions in prisons in the 19 th century were different in the 17 th century. [4]	Explain why the problem of highway robbery increased in the period 1700 – 1900. You may use the following information in your answer: <ul style="list-style-type: none"> Increased wealth Improved transport You must also use information of your own. [12]	‘Robert Peel was the most important reason for prison reform in the period 1800-1900’. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none"> Gaols Act 1823 Humanitarianism You must also use information of your own. [16]
Explain one way in which policing in the 19 th century was similar in the 16 th century. [4]	Explain why the Bloody Code came to an end by the late 1800s. You may use the following information in your answer: <ul style="list-style-type: none"> Public Executions Humanitarianism You must also use information of your own. [12]	‘In the period 1700-1900, the main aim of punishment was as a deterrent’. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none"> Pentonville Prison Tolpuddle Maryrs You must also use information of your own. [16]
Explain one way in which smuggling in the 16 th century was different in the 1600s. [4]	Explain why transportation was used as a punishment in the period 1600 – 1850. You may use the following information in your answer: <ul style="list-style-type: none"> Colonies abroad Hard Labour You must also use information of your own. [12]	‘The role of reformers was the main reason why prison conditions improved in the 19th century. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none"> Elizabeth Fry Technology You must also use information of your own. [16]
Explain one way in which smuggling in the 16 th century was different to smuggling in the 19 th century. [4]	Explain why there were changes in the prison system in the period 1700-1900. You may use the following information in your answer: <ul style="list-style-type: none"> John Howard Hard labour You must also use information of your own. [12]	‘The use of public execution remained an important feature of the punishment system in the years 1500-1900’. How far do you agree? Explain your answer. You may use the following in your answer: The Gunpowder Plot Transportation You must also use information of your own. [16]
Explain one way in which law enforcement in the Medieval period was different to law enforcement in the period 1700-1900. [4]	Explain why the crime of smuggling increased after 1700. You may use the following information in your answer: <ul style="list-style-type: none"> The Hawkhurst Gang The growth of the British Empire You must also use information of your own. [12]	
Explain one way in which law enforcement in the Medieval period was similar to law enforcement in the period 1700-1900. [4]		

REVISION PAGE

What caused change in the period c.1700 – c.1900?	Explain
Key individuals	
Monarchy	
Politics/government	
Religion	
Society/attitudes	
Economy/trade	
Travel/immigration	
Growth of towns & population	

Key Terms & people	1700-1900
Crimes & Laws	
Law Enforcement	
Punishments	

KEY WORD CORNER

Key differences with the period 1500-1700	Key similarities with the period 1500-1700
Crimes and Laws	Crimes and Laws
Law Enforcement	Law Enforcement
Punishment	Punishment

Lesson 24: 1900-Present day – Types of Crime.

Background information: It may seem that between 1900 to the present day, more acts have been made illegal and become crimes. However, you need to think about the crime first before judging it as 'new'. Crimes between 1900 to the present day may be 'old' crimes just carried out using different methods, for example with the invention of the internet or the motor car. Some may be classed as crimes because before 1900 they were not seen as illegal & attitudes towards certain behaviours changed, for example drug taking, homophobic or race crime.

Driving Offences (social crime)


Definition
Driving offences can include **speeding**, **drink driving**, driving without **insurance** or **theft of a vehicle**.

Old Crime
Horse drawn coaches were used from the 1700s. **Highway Robbery** was a form of transport theft in the 1800s.

New Crime
Cars were cheaper, faster, more dangerous and more widely used after the 1930s. There was more opportunity for speeding, drink driving and driving without insurance.

What caused a change in the law?
Car have become more dangerous. Even by 1934, 7,343 people had been killed on the roads. Drink driving used to be socially accepted until the 1980s when a government campaign meant attitudes changed.

The law
Driving a **horse drawn coach** while drunk was first illegal in 1872. It then became illegal to drive while drunk in 1925. In 1967, another new law set a **maximum alcohol limit** in order to drive. A **driving test** had to be passed after 1935.



Drug Taking & dealing (social crime)

Definition
Dealing/taking medication/drugs which have been banned. **A different attitude towards drugs before the 1900s.**

Cocaine were first used as a medicine to stop pain. **Opium** has been openly used for pain relief around the world for hundreds of years. It was once described in the 1800s as '**God's own medicine**' and common with the rich and famous.

What caused a change in the law?
The government banned drugs such as cocaine, heroin, opium and cannabis being taken by soldiers during the World Wars. They were worried about their effectiveness in battle. New scientific methods of producing 'chemical' drugs have led to further laws against LSD, speed and ecstasy .

The law
Drugs first started to be made **illegal in 1971** with the **Misuse of Drugs Act**. As new drugs are developed, further laws have been needed.




People-trafficking/slavery

Definition
People from other countries being illegally brought to the UK and forced to work. Women often forced into prostitution.

New Crime.
This is a new crime with new laws against it. Better transport, communication and technology has allowed more people trafficking. Despite high levels of security, it is easy to bring people in due to the variety of transport now available.

What caused a change in the law?
Public awareness of this crime has led to increased pressure on the government to deal with it.




Smuggling

Definition
Illegally **importing goods**, substances without paying government import duty.

Old Crime
Smuggling has happened for hundreds of years, since trading abroad started in the 1400s. Historically, goods such as brandy, cloth or tea were illegally brought in. Many people did not report this as a crime as they benefitted from the cheaper prices.

New Crime
Recent types of smuggling such as cheap alcohol and cigarettes have been seen as less serious. Methods of smuggling stayed the same.



Cybercrimes

Definition
This is any crime carried out using the internet or other digital technology.

Old Crime.
Theft, fraud, stealing property, hacking, copyright, making threats.

New Crime
With email and the internet, various crimes were being carried out from the 1990s onwards. The government needed new laws.

The law
Computer Misuse Act (1990) tackled computer hacking.





Terrorism


Definition
The use of violence to bring about political or religious change.

Old Crime.
Guy Fawkes used terrorist methods to try and blow up parliament in 1605 to bring about political and religious change. It just wasn't called 'terrorism' then.

New Crime
The media has made more recent terrorism wider known. For example the IRA bombings in the 1970s, Al-Qaeda and ISIS attacks.

What caused a change in the law?
High profile attacks in England and the USA caused a change in law.

The law:
2000, 2001, 2003, 2006 Terrorism Acts all gave police more powers to arrest suspected terrorists.



HOMOPHOBIC CRIME

Definition

An act of violence, prejudice or discrimination against a homosexual person.

Crime reversed!

- Until 1967, homosexuality was illegal in the UK and men could be sent to prison.
- **What caused its decriminalisation?**

Protests in the 1960s onwards in the UK and the USA raised awareness of gay rights. The first gay pride festival in the UK was held in 1972 which made homosexuality more acceptable and helped change attitudes.

The law

- **The Sexual Offences Act (1967)** decriminalised homosexuality for men over the age of 21.
- **The Criminal Justice Act (2005)** made the punishment for homophobia even harsher.



RACE CRIME

Definition

A crime motivated by prejudice against a person's race.

New definition of a crime

After the Second World War, many people immigrated to Britain to work and help Britain recover from the war. Immigrants came from India, Pakistan, The Caribbean. Some immigrants came to escape discrimination in their own country. E.g. Uganda and Kenya in Africa. As more immigrants settled in Britain, attitudes towards them changed and a growing racism developed in the 1960s.

The Law:

The Race Relations Act 1968. Made it illegal to refuse a job, housing or public service to anyone based on their race or country of origin.

The Race Relations Act 2006: The law also took account discrimination on the basis of religious belief as well as racial background.



DOMESTIC VIOLENCE

Definition

Violence or intimidation between a couple in a relationship.

New definition of a crime

Domestic violence has always existed for both genders but before the 1950s, it was ignored and accepted by many that violence happened in some relationships and it would be seen as 'personal and private' business of the couple rather than something that needed reporting as a crime. Rape within marriage was not seen as a criminal offense as women were expected to accept the dominance of the man.

What changed?

The campaign for **women's votes**, the role of women during the **wars** and the **feminist campaigns** of the 1960s and 1970s influenced social attitudes towards domestic violence and equality.

The Law:

Domestic Violence Act 1976: Gave the victim of domestic violence the right to ask for an injunction (instructions to stay away from the victim).

Rape in marriage 1991: The law now stated it was possible to prosecute a husband for raping his wife in marriage.

Domestic Violence Act 2014: Controlling or intimidating behaviour towards a partner was made a crime. E.g. stopping access to money, access to phones etc.



ABORTION

Definition

The ending/terminating of a pregnancy before a baby is born.

Crime reversed!

In **1868**, a woman could be sent to prison for 3 years if she was known to have had an abortion. **Until 1967**, it was illegal to terminate a pregnancy (have an abortion) apart from very strict medical reasons. Women turned to dangerous '**backstreet abortions**' which would be carried out by someone with no medical training using dangerous techniques which led to severe damage to the mother.

What changed?

A **growing liberal attitude** in the 1960s led to large protests from some who believed the law should be changed. The belief was that by making abortion legal would be safer for women.

The Law:

1967 Abortion Act. Legalised abortion when there was a risk of a child having a severe disability or the mother being at risk from harm.



Lesson 25: 1900-Present Day – Law Enforcement with the development of policing.



Background information:

We have already found out how the police developed in the 1800s into a national police force with rules setting out what was expected of them and the methods which they could use. From the starting point of the Bow Street Runners in 1748, to the creation of the Metropolitan Police in 1829 and then the 1856 Police Act which recommended that all parts of the country had a government led police force; the police developed even more after 1900 to become the main method of law enforcement in the country. You will not be expected to remember all of the many dates and events given to you on this sheet. However, try to remember a few and think more about the impact they will have had.

AT THE START OF THE 1900S

Positives:

- **Every area** in the UK had its own police force.
- Most officers were being **paid** for their work.
- A standardised **dark blue uniform** was used to easily identify the police.
- Police were starting to gain the **respect** of most people.

Negatives:

- The **200 separate forces** had **no central records** (details of all crimes committed in the UK).
- Police forces **rarely shared** information with each other or worked together.
- Police officers patrolled local areas on **foot** 'walking the beat'.
- Police only had a **whistle** to call for help or raise the alarm.

THE OVERALL CHANGES DURING THE 1900S:

- An increasing use of **science and technology** to help police methods.
- More specific roles given to police officers in separate **specialist units**.
- A greater move towards **crime prevention, education and rehabilitation**.
- The **cost** of all of these changes increased due to the higher demand of the police service.

AN EMPHASIS ON CRIME PREVENTION:

- Every force now employs **Crime Prevention Officers (CPOs)**. They advise local people about preventing crime on issues such as fitting locks and alarms properly.
- There is greater emphasis on **catching young offenders early** to prevent them from continuing with a life involving crime.
- The **Neighbourhood Watch** began in 1982 where members of a community report crime to the police who can then follow it up. In 2007, Neighbourhood Watch became a national network. This still uses the similar idea of **collective responsibility** for crime.



1900: Photographs were being used to identify criminals. Police would display a '**Rogues Gallery**' of local criminals.

1901: Fingerprinting first used by the Metropolitan Police. A national fingerprint system still keeps a record of every fingerprint and is part of a nationwide central system.

1901: Blood types start to be used to identify victims and criminals.

1909: Bicycles allowed officers to move around a large area and catch criminals quickly.

1920: Women recruited into the police. At first to work with female victims or criminals.

1930s: Police cars now common.

1930s: Two way radios (so an officers could talk with each other) were used in cars.

1937: The Police Phone Box (Dr Who style) to save officers on the beat needing to return to the station to report information.

1937: 999 emergency telephone number started for the Metropolitan Police.

1947 – Police Training College was created to give formal training.

1965: Tear gas allowed to be used by the police to break up riots.

1967: Breathalysers used for the first time to deal with motor crime.

1969: Police two-way radio now attached to the uniform.

1970s: CCTV developed for the first time to monitor public behaviour.

1980: The National Police Computer launched which was able to hold records of 25 million individuals (amazing for the time).

1982: The Neighbourhood Watch scheme.

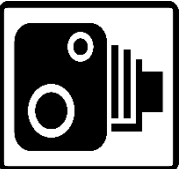
Proof of continued Collective Responsibility.

1988: DNA used to convict a murderer for the first time.

1992: Speed cameras introduced to act as a deterrent and catch speeding cars.

1995: National DNA and fingerprinting databases introduced.

2007: The Neighbourhood Watch became a national network.

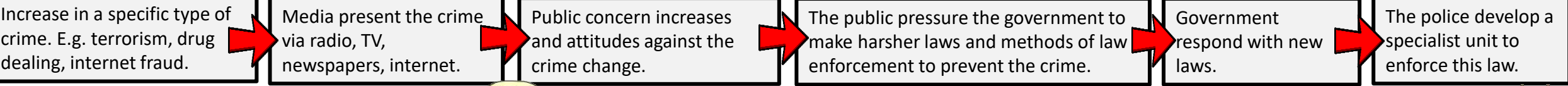


Lesson 26: 1900-Present Day – Law Enforcement with the specialisation of the police.

Background information:

One key change with law enforcement after 1900 was the increasing specialisation of the police force. The police had started to specialise very early in the 1900s with the creation of the Criminal Investigation Department and the Special Branch. However, due to increasing amounts and types of crime that developed throughout this time, the police have responded by training staff in specialist areas. The cause of this specialisation is often a response to an increase in a particular type of crime. For example, the Bomb Squad were set up in 1971 as a direct response to the IRA terrorist bombings at this time. The Hi-tech Crime Unit was set up in 2001 to tackle the increasing amount of internet crime.

FACTORS WHICH LEAD TO INCREASE THE NUMBER OF SPECIALIST POLICE UNITS



Special Branch (1883)

Aim:
To tackle threats to national security & terrorism. A responsibility to protect the royal family & VIPs from danger.

Specialism:
Trained to work with the security forces such as MI5 and MI6 to prevent terrorist attacks. Under cover officers use specialist surveillance & ‘intelligence’ technology.

Similarity/difference?
They were first created in 1883 in London to protect the movement of the royal family and other VIPs. Now, every part of the country has its own Special Branch.

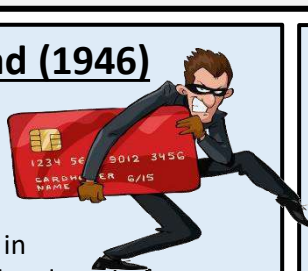


The Fraud Squad (1946)

Aim:
To tackle crime in business and finance and money.

Specialism:
Officers have expert knowledge in finance, business, internet fraud and art theft.

Similarity/difference?
A new type of squad set up in reaction to the varied number of fraud cases.



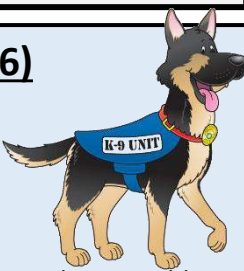
Dog Handling Units (1946)

Aim: To accompany officers as they patrolled the streets as a deterrent and a way to catch criminals.

Specialism:
Dogs handlers and their dogs used :

- ☐ To sniff out illegal drugs and find explosives
- ☐ To track and catch criminals or search and rescue people in trouble.
- ☐ To act as a deterrent and to strengthen police presence at major events.

Similarity/difference?
Remember that the Metropolitan Police aimed to use sniffer dogs to try and catch Jack the Ripper (even though this failed). The first units were set up by the Met. Police in 1946 and by 1950 most forces used dogs.



National Crime Agency & Drug Units (1971)

Aim:
To reduce the use, transportation, making and dealing of illegal drugs.

Specialism:
They have the power to carry out drugs raids, monitor drugs gangs and dealers. They are also trained to prevent further spread of drug use through education and rehabilitation.

Similarity/difference?
It was only created by the 1971 Misuse of Drugs Act which made drugs illegal like heroin, cocaine and cannabis. A unit was needed to enforce this new law. All police forces in the UK have specialist drug units.



EXAMPLES OF SPECIALIST UNITS



Police Community Support Officer (2002)

Aim:
Set up by the Met. Police at first to reduce local, anti-social behaviour.

Specialism: Trained to deal with local communities. Increased time ‘walking the beat’ on foot to be visible to the public. They only have a limited responsibility to arrest individuals but can confiscate alcohol, drugs and items seen as weapons.

Similarity/difference?
Police are visible in uniform ‘walking the beat’ as a deterrent, similar to the aim of the police when they were created in 1829.

Lesson 27: 1900-Present Day: Punishments & the abolition of the death penalty in 1969

Background information: Hanging as a capital punishment was used since Anglo-Saxon times. It peaked in the 1700s with the idea of the Bloody Code. Since the 1800s, due to alternative punishments its use declined and then by the 1830s, murder and treason were the only crime punished with the death penalty. By 1869, public hangings were stopped and the few criminals punished in this way were hanged privately in prisons. By 1957, the number of hangings reduced to roughly 4 people per year. So why was the death penalty abolished by 1969? The factors below have been categorised for you, but think about how they will relate to each other. Can there be one overall factor as the most significant to promote this change?



FACTOR ONE POLITICAL - Roy Jenkins

- Although there was some politicians who wanted to keep the death penalty, the **Home Secretary, Roy Jenkins** influenced enough MPs to first vote in a law against it in 1956.
- MPs will have listened to the attitudes of the people they represented in order to decide to abolish the death penalty.

FACTOR TWO POLITICAL – The Declaration of Human Rights.

- In 1948, after the atrocities of the Nazis in the Second World War, the United Nations (a group of leading countries) issued its Declaration of Human Rights. It said ‘Everyone should have the right to life, liberty and security of person’. It also said ‘No one shall be subjected to torture or to cruel inhumane punishment’.
- This led the public and government to believe that the death penalty went against the Human Rights Declaration and so must be abolished.

FACTOR THREE POLITICAL/SOCIAL ATTITUDE - The Impact of World War Two

- People were more aware of **bloodshed**, death and the horrors of war such as the Holocaust. Attitudes changed to believe that execution was barbaric and un-Christian.
- After finding out how the Nazis treated the Jews through the media, it seemed wrong to continue with the death penalty as people linked executions with Hitler.

FACTOR FOUR SCIENCE – Human development

- More scientists and psychologists believed that children in particular should not be punished in the same way as adults as their ability to understand the difference between right and wrong was not yet developed.
- As a response, the government ended hanging of children under 16 in 1908, then under 18 in 1933. It also introduced an ‘age of criminal responsibility’ of 10 years old in 1963.

FACTOR EIGHT SOCIETY High profile cases of wrongly convicted criminals.

- **Timothy Evans was hanged in 1950**
Timothy Evans lived in the same house as a serial killer called John Christy. John Christy murdered Timothy Evan’s wife. In confusion and a fit of guilt, Timothy Evans admitted to killing his wife. Timothy Evans was given the death penalty despite being innocent. The police later admitted to knowing about the behaviour of John Christie.
- **Derek Bentley was hanged in 1950**
The case of Derek Bentley also caused a huge public pressure for change as many saw him as innocent of murder. The public outcry of his execution was a clear contribution to the arguments against the death penalty. (See the Derek Bentley Case Study on the next page)
- **Ruth Ellis was hanged in 1956**
Ruth Ellis was guilty of shooting her ‘lover’ in a ‘crime of passion’. It was known that this was an abusive relationship in which she was often beaten. Nobody questioned that she was guilty, but there was a huge amount of public sympathy for her in the newspapers knowing that she was trying to defend herself from her husband.

Factors to explain the end of the death penalty.

FACTOR SEVEN RELIGION - Christian attitudes

- More people believed that the death penalty was not Christian and was immoral.
- Christian groups argued for criminals to be reforms and rehabilitated rather than punished using a form of deterrent.

FACTOR SIX MEDIA - Newspapers, radio and TV.

- Many attitudes changed due to the sensationalised stories about the death penalty in local and national newspapers. This increased the public awareness of the punishment which had so far been hidden.
- The horrors of the Second World War were shown in newspapers and the public linked death with the Nazis – not something which should happen in Britain.
- This was especially true when the newspapers made huge stories out of individuals who were executed when they were innocent and it created public sympathy.

FACTOR FIVE SOCIAL ATTITUDES – 1960s Liberal ideas.

- During the 1960s, attitudes in society become more ‘liberal’. This means that people were willing to be fairer and have a more open mind about all aspects of life.
- The media and popular culture inspired this more liberal way of thinking. This liberal attitude from the public, put pressure on the government to make changes to punishments.

Key Dates

1908: Children's Act – Ends the hanging of children under 16.
1922: Infanticide Act – mothers who kill newly born babies will no longer have the death penalty due to the effects of hormones after birth.

1933: Young Person's Act – Hanging of under 18s ends.
1956: Homicide Act – Limits the death sentence to certain types of murder.

1969: Murder Act – Death Penalty ends for all crimes apart from treason
1999 – End of the death penalty for any crime.

Lesson 28: 1900-Present Day – Case Study of Derek Bentley. ‘Let him have it, Chris’.



Background information: One case in particular helped change public opinion about the use of the death penalty. Derek Bentley was charged with killing a police officer and was executed by hanging for this crime in January 1953. The newspapers at the time in particular helped form public opinion about the case, which in turn led to angry scenes outside the prison where Bentley was hanged. This case certainly played a significant role in influencing the government to abolish the death penalty in 1969. Below are the events that led to his hanging – think why it was so controversial at the time.

ONE:

- **Derek Bentley** was 18 and had severe learning difficulties.
- He had epilepsy and doctors proved he had a mental age of 10.
- He struggled to keep a job and make friends. His family had a history of crime.

TWO:

- In 1952, Bentley, with a 16 year old friend, **Christopher Craig**, were burgled a warehouse in London. Christopher Craig had a gun and he gave Bentley a knife to carry.
- The police arrived while Bentley & Craig were on the roof. DS Fairfax climbed up & captured Bentley.

THREE:

- DS Fairfax asked Craig to hand over the gun. Bentley apparently then shouted, **‘Let him have it, Chris’**. Craig fired, injuring the Fairfax.
- Bentley did not use his knife and made no attempt to escape from DS Fairfax.
- More officers climbed onto the roof. **PC Sidney Miles** was then shot by Craig in the head and killed. Craig then jumped from the roof, fell and fractured his spine.

FOUR:

- Bentley & Craig were charged with **murder under a law called ‘Joint Enterprise’**. Craig was under 18 and so too young to be given the death penalty.
- Bentley faced death penalty, despite a doctor confirming he had a mental age of only 10.
- Their lawyer argued that Craig meant **hand over the gun** not shoot the police officer.

NINE:

Bentley was finally ‘pardoned’ in 1998. The Court of Appeal ruled that the punishment was unfair and that the judge had put pressure on the jury to find Bentley guilty.

EIGHT:

- This and other such as Ruth Ellis and Timothy Evans were seen by the public and press as undeserving victims of the death penalty.
- All three cases led to the abolition of the Death Penalty in 1965.
- Songs, films and books were published about the injustice to pressure the government more.

SEVEN:

- There were angry scenes outside the prison where the hanging took place.
- **5,000 protestors** chanted ‘murder!’.
- The newspapers all criticised the judge and Home Secretary which led to even more public outcry.
- Some at the time argued that the judge was trying to make an example of Bentley to other young people who may commit a crime.

SIX:

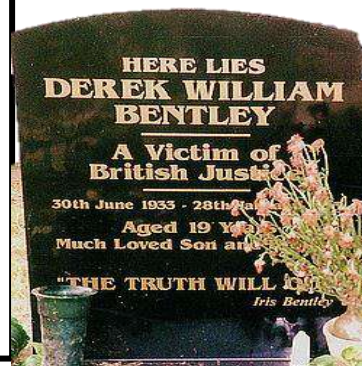
- There was **public outcry**.
- **200 MPs** signed a petition asking the Home Secretary to cancel the execution. This had already happened in over 50% of the cases they had reviewed.
- The Home Secretary refused, and on **28th January, 1953 Bentley was hanged.**

FIVE:

- Despite not firing the shot that killed PC Sidney Miles, Bentley was found **guilty of murder** as it was an act of **‘Joint Enterprise’**.
- He was sentenced to death by the judge - despite the jury asking for a less harsh sentence.
- Bentley’s lawyer appealed for mercy but was also turned down.
- Craig was imprisoned and not released until 1963

Influence of the Derek Bentley case.

- ❑ The role of the press, songs and films strongly influenced critical public opinion about the death penalty.
- ❑ The controversy of the case started huge debates around the country about the use of the death penalty. It increased the awareness of it and influenced the government to abolish hanging.
- ❑ It led to a new law, the 1957 Homicide Act. This introduced rules for ‘diminished responsibility’. This was for those people who were not in full control of their actions due to an illness or disability.



Reasons why the case was controversial:

- 1) The words **‘Let him have it, Chris’** have two different meanings. The prosecution argued that Bentley instructed Craig to shoot the police, the defence argued that Bentley was instructing Craig to give up his gun.
- 2) Bentley did not shoot PC Sidney Miles. It was only because of the law stating that he was acting in **‘Joint Enterprise’** that he was found guilty of murder.
- 3) Bentley had a mental age of 10 with severe learning difficulties. Doctors confirmed this at the trial. However, he was still given a punishment which was for an adult.
- 4) There were riots and 4 police officers were shot in 1952. Many believed the Judge and the Home Secretary wanted to hang Bentley as an harsh example to others to deter this behaviour.

Lesson 29: 1900-Present Day – Prison Reforms (changes).

Background information: When we last looked at the use of prisons as a punishment, prisons were still very harsh with their disciplined treatment of prisoners. For example with hard labour, the separate system and the silent system in Pentonville Prison in particular. However, pressure from Humanitarian thinkers such as Elizabeth Fry and John Howard, had led Robert Peel to make prisons healthier and more dignified for prisoners. There was still the idea of a deterrent by making prison life tough. However, there was a new theory of prisoner reform and rehabilitation, especially with the use of religious teachings. Let's look at how the prison system developed and specialised for a wider group of social groups after 1900 to the present day.

1902: The Young

- ❑ **'BORSTALS'** were created for young people. They were often based in old army barracks and life was highly **disciplined**.
- ❑ They promoted hard work, rehabilitation and reform to prevent young people committing crime when they were older.

1922 Prison Reform Act

- ❑ **Solitary confinement abolished.** Prisoners could interact with other prisoners at set times.
- ❑ **Education** for prisoners in skills to be used after their release.

1948: The Criminal Justice Act

- ❑ **Abolished hard labour** and corporal punishments.
- ❑ Set out a **national set of rules** for prisons.
- ❑ Encouraged different types of prisons for **different groups** of prisoners.

Why did the number of prisoners increase after the 1950s?

1. The government want to be seen as tougher on crime so increased the time given to prisoners in jail.
2. **New types of crime have been** defined which were not crimes before the 1950s. – E.g. sexual crimes, drugs crimes, internet related crimes.
3. The **population** of the UK has also increased dramatically in recent years.

2014: Education

In 2014, OFSTED judged over half of prisons to be 'inadequate' for education with 1 in 5 prisoners have severe issues with basic reading and writing.

1900: Mentally ill

Prisoners moved to separate prisons. E.g. **Broadmoor Hospital London.**

1902: Hard labour abolished.

The treadwheel and crank banned.

1907: Probation

Probation is the time after a prisoner has been released. Probation officers checked on these prisoners in this time. This is meant to deter further crime **after** the punishment.

1913: Open Prisons

Prepared prisoners for life **after** prison. The first Open Prison in Wakefield, Yorkshire. Prisoners allowed out on day release to work and then expected to return in the evening.

1967: Parole

Prisoners allowed to apply for an early release called '**parole**' for good behaviour in prison.

1972: Community Service

Introduced for the first time for less serious crimes to prevent a prison sentence.

1990: Electronic Tagging

Introduced for prisoners released on parole.

Prison Population:

The number of people in prison has doubled between 1993 and 2015.

FACTORS INFLUENCING A CHANGE IN PRISONS

1. Changing attitudes

The belief that criminals can rehabilitate and reform to join society prison without committing another crime. Educating prisoners with useful practical skills, reading and writing while in prison could help this.

2. Role of the government

The government responded to public worries about crime so made further changes to look 'tough on crime'.

3. Science and technology.

New technological developments to monitor prisoners more carefully were invented and so used as alternatives to a prison sentence or to make prisons even more secure.

THE MAIN CHANGES BETWEEN 1900-PRESENT

- **MONEY:** Prisons are overcrowded due to less money from the government to build new prisons. The public becoming critical of the cost of keeping a prisoner which is £40,000 per year. Fewer educational or work related opportunities for prisoners due to cuts.
- **ATTITUDES:** Courts believe that **non-custodial sentences are better** as they focus on rehabilitation and help reform the offender. Some public and media attitudes disagree.
- **PUBLIC ATTITUDES:** Modern prisons have been criticised more for being less harsh on prisoners and have been described as a '**Holiday Camp**' by some due to the improved conditions for prisoners.
- **INCREASED CRIME:** The number of crimes committed in prisons such as assault & drug usage risen.
- **AIM AND PURPOSE OF PRISON:** The aim of a prison now is to stop a prisoner from re-offending by using education, teaching skills and a job like environment. It is less of a deterrent.
- **WOMEN:** A rise in the percentage of women in prisons to 6% of all prisoners in the UK.
- **TYPES OF PRISONS:** Different prisons for an even wider type of criminal. E.g. 'extreme', 'high security' prisons and 'open prisons' for less violent prisoners who are not confined to cells.

Lesson 30: 1900-Present Day – The punishment of Young People

Background information:

A major change in punishment since the 1900s has been the punishment of young people. Before 1900, children were treated no differently to adults. Various factors then led to a change in the attitude and treatment of teenage offenders. There has been a growing belief that if criminal behaviour is reformed early, it will prevent crime in the future. Rather than punishments being solely as a deterrent, the punishment of young people has developed towards reform, rehabilitation, education and crime prevention. In some cases this has led to criticism that the treatment of young criminals is now too lenient.

CHANGES AFTER 1900

Borstals

MAIN CHANGE: Younger/teenage boys taken into to BORSTALS.

DESCRIPTION:

- A very strict routine where inmates took part in jobs, education programmes and military style physical exercises.
- Boys were released when staff believed they had changed.

AIM :

- To keep young boys away from older, experienced criminals.
- To emphasise education and reform NOT punishment although the conditions were tough.

REASON FOR CHANGE: The belief in society that young people were ripe for change and could rehabilitate resulting in no further crime.

SUCCESS IN 1930s:

- The number of boys who reoffended was low, about 30%.

SUCCESS BY 1980S:

- The number of boys reoffending was higher, about 60%

ABOLISHED:

- Borstals abolished and changed to **Youth Custody Centres** in 1982 after criticism of the military style lifestyle they had to live.

CHANGES IN THE 1940s

Criminal Justice Act 1948

MAIN CHANGE: This law was created by the Labour government after the Second World War. **The Labour Party** wanted the welfare of young offenders to be improved.

- ☐ **Borstals** still used but for fewer, more serious cases.
- ☐ **Youth Detention Centres** introduced with a less strict routine compared to borstals. For those who committed less serious crimes.
- ☐ **Attendance Centres** for young people who had committed less serious crimes. Attended at the weekends when most crimes were likely to be committed. Would have education and skills sessions. Also drug and alcohol treatment sessions.

CHANGES IN THE 1960s

Children and Young Persons Act 1969

MAIN CHANGE: Further protection of young offenders with a focus on preventing young offenders ending up in prison. The law created by the **Labour Party** and was hugely influenced by the controversy of the Derek Bentley case.

1. Specific courts called **Juvenile Courts** set up with a less intimidating environment compared with adult courts.
2. Age of criminal responsibility raised to 10.
3. A big focus on **preventing prison sentences** and using non custodial (non-prison) sentences, using probation officers and social workers to help young people away from prison

EXAMPLE OF HOW YOUNG PEOPLE WERE TREATED BEFORE 1900

Example: Edward Andrews (age 15)

Year: 1854

Crime: Minor theft

Punishment: Sent to prison and put in solitary confinement. Was forced to use the 'crank'. He refused and soaked in cold water put in a straight jacket and fed only bread and water every day until he used it.

Outcome: Hung himself after 2 months.

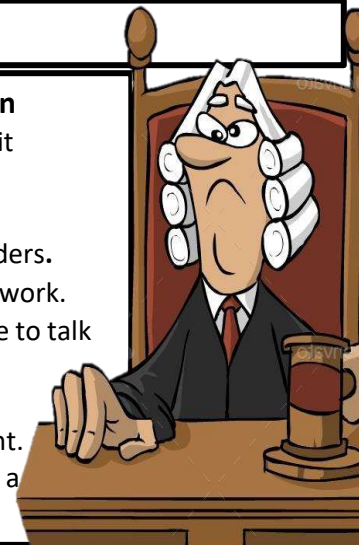
THE PRESENT DAY

CUSTODIAL SENTENCES - Time in prison.

- ☐ **Youth Offenders Institutions** (prisons for young people) have been used separately to prisons since 1988 but courts are keen to keep young people away from prisons unless a crime is severe.
- ☐ YOI remain a deterrent but have been criticised for being too lenient.
- ☐ Problems with the **behaviour** of young people have been experienced in YOI such as violent attacks on staff, other prisoners and drug taking.
- ☐ The **rate of success** to rehabilitate young people in youth prisons has dropped as a result.

NON-CUSTODIAL SENTENCES – Alternatives to time in prison

- ☐ **School and youth centre** talks by the police to prevent crime before it happens.
- ☐ **Fines for parents** who cannot control the behaviour of their children.
- ☐ **Electronic tagging** to monitor the movement of problem youth offenders.
- ☐ **Community Service** for minor offences are ordered to do supervised work.
- ☐ **Restorative Justice** The criminal is told to meet the victim of the crime to talk about its impact.
- ☐ **Drug and alcohol treatment programmes** Criminals with addiction problems that have caused a crime (such as theft) are offered treatment.
- ☐ **Anti-Social Behaviour Order (ASBO)** A courts places a restriction on a youth offender. E.g. what they can do, where they can go.



Lesson 31: 1900-Present Day – Conscientious Objectors in WW1 and WW2.

Background information:

A key example of how public attitudes and government laws have influenced a new crime was the punishment of men who for various reasons, refused to fight in the First and Second World War. So why did men refuse to fight, what was the law against this, how were they treated by the public and media and what was their punishment?

WHAT CHANGED? A NEW LAW.
The Military Service Act 1916 – Men were conscripted into the army for the first time ever in Britain. It was now illegal – against the law to avoid taking part in war.
WHO HAD TO JOIN?
☐ **March 1916** – all **unmarried** men aged 18-41
☐ **May 1916** – **married** men now included and age raised to **51**.

The First World War (1914-39)
Some men refused to fight as their ‘conscience’ (their personal feelings/opinions) would not allow them.
The reasons for not fighting:

- 1. Religious** beliefs against war.
- 2. Political** reasons against war.
- 3. Ethical** reasons against war.

COULD MEN OBJECT TO JOINING THE ARMY?

- The Military Services Act included a section called the **CONSCIENCE CLAUSE** which allowed men to ask not to join because of their feelings towards war.
- 16,500** men made this request.
- A judge would decide a case was genuine in a **TRIBUNAL**

KEY TERM:
Conscription – it was compulsory to join the army.
Conscientious Objector – a person whose belief about war causes them to refuse to fight.
Absolutist – a person who refused to support war in any way, even if not fighting.
Pacifist – the belief that violence in all ways is wrong.
Alternativist – refused to carry a weapon but would support the war in other ways. These men might be stretcher bearers on the front line and the job was still dangerous.

WHY WERE THE JUDGES AND TRIALS NOT FAIR?

- Held **locally** and could sometimes make very personal judgements on people they knew.
- The judging panel was made up of local people so not all decisions were equal across the country.
- The judging panel were often **far to old** and did not understand the attitude of the younger men not to fight.

THE TREATMENT OF Cos in the SECOND WORLD WAR

- ☐ **Government attitudes relaxed by WW2** - It would be hypocritical to punish COs in a brutal way while fighting against the Nazis who were brutally treating groups such as the Jews.
- ☐ COs offered **alternative work** to help the war.
- ☐ **Prison** was now a last resort and not used as a deterrent.
- ☐ Men who actively oppose the war could still end up in **court**. They were put on trial but given light punishments.

WHAT WERE THE ATTITUDES TOWARDS Cos?
The government **propaganda** and **newspapers** made COs out to be:

- Unmanly and feminine** if they did not do their ‘man’s duty’.
- Cowards, traitors & unpatriotic.**
- That Cos were lazy and **shirking their responsibility.**

Some Cos were **ignored** by their own family and neighbours or received **hate mail** in the post.

WHY WERE Cos TREATED SO HARSHLY?

- The government needed soldiers as many soldiers were being killed.**
- They needed to **prevent ‘pacifist’ ideas spreading** and recruit many more men.
- The government wanted to **avoid protests and resistance** during the war time.
- The harsh punishments would be a **deterrent** to any men wanting to refuse.

HOW WERE Cos TREATED?

- Many **absolutists** were imprisoned. E.g. 1,000 prisoners jailed in **Dartmoor** and made to work in a local granite quarry.
- Many **absolutists** were also put in **solitary confinement** to stop them mixing with other prisoners?
- Some Cos were **sent to France** anyway, and told to fight. If they refused they were taken to a **military court**.
- Some military courts punished Cos **with death**.
- The Prime Minister then found out about this and reduced the punishment to **10 years in prison**.

PUBLIC ATTITUDE BY WW2

- ☐ Still **verbally abused in public**, loss of jobs or even attacked because of their views
- ☐ **Attacked by the media** and press who showed them as cowards, lazy, unpatriotic. This influenced public attitudes.

Example Exam Questions

Explain one similarity/difference...[4]	Explain why... [12]	How far do you agree... [16]
Explain one way in which conditions in prisons were different in the mid 19 th century to conditions in the late 20 th century. [4]	Explain why there were changes in criminal activity in the years 1900-2000. You may use the following information in your answer: <ul style="list-style-type: none">• Transport• Technology You must also use information of your own. [12]	‘Attitudes in society were the most important factor in influencing the end of the death penalty’. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• Timothy Evans• The media You must also use information of your own. [16] ‘The most important factor influencing the development of policing has been the effective use of technology’. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• Communication• Specialist units You must also use information of your own. [16] ‘The main focus of punishing young offenders in the period 1900 – 2000 has been rehabilitation and reform’. How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• Young Offender Institutions• Borstals You must also use information of your own. [16] ‘The biggest change to punishments in the years 1700 – Present day has been the abolition of the death penalty’ How far do you agree? Explain your answer. You may use the following information in your answer: <ul style="list-style-type: none">• 1969 Murder Act• Youth You must also use information of your own. [16]
Explain one way in which law enforcement in the medieval (c.1000 – c.1500) period was different from law enforcement during the modern period (c. 1900- Present day). [4]	Explain why new crimes were defined in the years 1900-2000. You may use the following information in your answer: <ul style="list-style-type: none">• Driving offences• Race Crime You must also use information of your own. [12]	
Explain one way in which law enforcement in the medieval (c.1000 – c.1500) period was similar from law enforcement during the modern period (c. 1900- Present day). [4]	Explain why the death penalty was abolished in 1969. You may use the following information in your answer: <ul style="list-style-type: none">• High profile cases• The Second World War You must also use information of your own. [12]	
Explain one way in which smuggling during the 18 th century (1700s) was similar to smuggling during the modern period (c. 1900- Present day). [4]	Explain why prisons were reformed between 1900-Present day. You may use the following information in your answer: <ul style="list-style-type: none">• The Criminal Justice Act 1948• Technology You must also use information of your own. [12]	
Explain one way in which smuggling during the 18 th century (1700s) was different to smuggling during the modern period (c. 1900- Present day). [4]		
Explain one way in which the treatment of conscientious objectors during the First World War was different to their treatment in the Second World War. [4]		

REVISION PAGE

What caused change in the period c.1700 – c.1900?	Explain
Key individuals	
Monarchy	
Politics/government	
Religion	
Society/attitudes	
Economy/trade	
Travel/immigration	
Growth of towns & population	

Key Terms & people	1900-Present
Crimes & Laws	
Law Enforcement	
Punishments	

KEY WORD CORNER

Key differences with the period 1900-Present	Key similarities with the period 1900 - Present
Crimes and Laws	Crimes and Laws
Law Enforcement	Law Enforcement
Punishment	Punishment

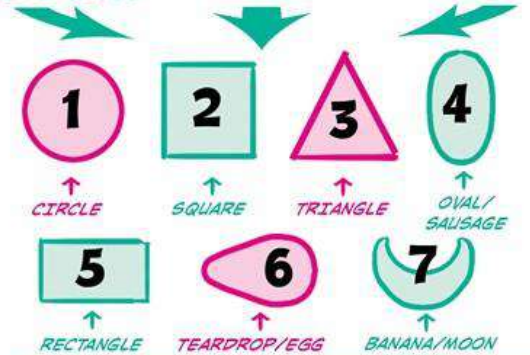
REVISION PAGE

	1000-1500	1500-1700	1700-1900	1900-Present
Key Terms & people				
Crimes & Laws				
Law Enforcement				
Punishments				



Creative i-Media R095 part 1

LOOK! 7 SHAPES FOR CHARACTER DESIGN



What we are Learning This Term
R095 Characters and Comics

In this unit you will learn to create a character using shapes, and write a script of your story:

- Comics and Characters
- Character shapes
- Story planning
- Assets



Comic Script

Characteristics

Comic book characters usually have distinctive physical and non physical features:

Physical characteristics are what they look like & what their special powers might be.
Non-physical characteristics are what they are wearing, why they might be wearing it, their personality, their special props/weapons, the colours they wear, any symbols they have.

Example of Captain America:

Physical:
Strength, Endurance, Agility, Speed, Reflexes, Durability, Speed.

Non Physical:
Clothing made to represent the US flag, Tolerant of others, patient, patriotic, uses a shield as a weapon, inspirational, clothing is bulletproof, fireproof and lightweight.

PAGE ONE – THREE PANELS

PANEL ONE
Start each page with the page number, followed by the number of panels. I underline it to help it stand out. Then I put the panel and number in all-caps. Underneath it (here) is the panel description, in bold.

1. TOM: For dialogue, I indent the character's name at half an inch, and indent the dialogue itself at two inches. I've created a short-cut macro in MS Word for this.

2. TOM: Also, be sure to number your dialogue, to make things easier on your letterer (to start the numbering on each new page). Each number indicates a new word balloon, thought balloon, caption, et cetera. Put the number first, to help the letterer and so that everything lines up neatly.

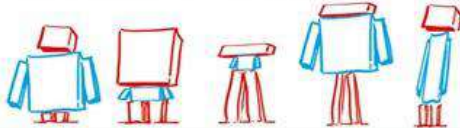
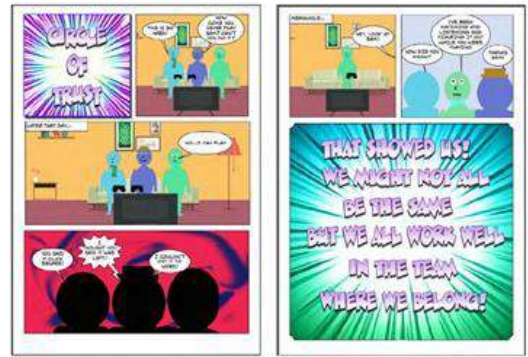
3. JANE: Uhm, Tom? Who are you talking to?

PANEL TWO
When you mention a character for the first time in the panel descriptions, put his NAME in all-caps. Some people cap the name every time it appears in the panel description. I also sometimes put action words in all-caps. For example, TOM, a small chicken, RUNS across the road, desperate to get to the other side. When deciding what to put in all-caps, I try to do whatever will provide clear and concise communication with my art team and letterer.

PANEL THREE
I keep my panel descriptions concise, and do minimal art direction. I try to leave room for collaboration by the artist and specify only what's vital to the story or character development. Opinions do differ on this, though.

4. CAP – FLOATING The night before... (If I want a modern-style, unboxed "location/time" caption, I would label it as shown at left.)

5. CAPTION: But this is how I handle caption boxes, if it's just general, boxed narration.



Genre

There are many genres in Comic Strips just as there are in films, some of the most popular genres are listed below:

- Science Fiction
 - Often set in the future, usually has blue, grey and silver colour schemes with a metallic appearance and futuristic fonts.
- Superhero
 - Usually contains one main character that represents good or evil, the characters usually have distinctive costumes.
- Manga
 - Japanese style comics with bold character designs and alternative story flow.
- Horror
 - Usually contains a colour scheme of black, red and green with typical horror style fonts.



Year 10 Music Composition

1. Getting Started

The best place to start is with a short idea that you can then build your composition from, this could be:

- A rhythm (one or two bars)
- A chord sequence (this might be 2, 3 or 4 chords together)
- A melodic phrase, hook or motif (no matter how small)

To create a short melodic idea, for example, you could:

1. Choose a chord to start off with and try something that uses some or all of the notes of that chord, starting with HARMONY NOTES
2. Then, experiment with using PASSING NOTES (notes between notes of the chord) on the idea
3. Then try using AUXILIARY NOTES (notes next to notes of the chord) on the idea
4. Then try exploring using both PASSING and AUXILIARY NOTES on the idea
5. Try taking the same idea and trying it on a different chord, fitting it to the chord using one of the following ideas:
 - Transpose the idea to the new chord (play the same idea using the notes of the new chord)
 - Imitate the idea on the new chord (make an 'answer' to the original idea)
 - Keep the idea almost the same, but alter the HARMONY NOTES to fit the new chord, but keeping the shape the same

It is a good idea, even at this early stage, to think about the TEMPO, TIME SIGNATURE (METRE) and KEY your composition will be in (moderato, 4/4 and C major is too ordinary – be adventurous!). Here are some examples to pick from:

TEMPO	METRE	KEY
6/8	Presto	G major
2/2	Vivace	D major
3/4	Allegro	F major
2/4	Allegretto	B \flat major
4/4	Moderato	A minor
9/8	Andante	D minor
12/8	Adagio	E minor

By creating a short idea, you will now have formed your **DEFINING FEATURE** (i.e. what will stand out in the rest of the composition). Here are some examples of defining features:

- A dotted rhythm
- 3 staccato crotchets
- A legato triplet
- An interval of a fourth
- Two slurred notes followed by a staccato note

2. Melody-Writing Basics

Melodies usually move in step, with some small skips and the occasional leaps.

The majority of notes in any melody fit with the chord (i.e. Harmony Notes), but many don't (i.e. Non-Harmony Notes). Each has a particular effect. Try them out and see which you like:

Simple Non-Harmony Notes

PASSING NOTE	Notes next to and in between two harmony notes (moving by step)
NEIGHBOURING NOTE (also called AUXILIARY)	Notes next to a harmony note (by step), returning to a harmony

Complex Non-Harmony Notes

REACHING NOTE	Leap/skip past the target note (next harmony note), then step back to it
ESCAPE NOTE (also called ECHAPPÉE)	Step away from the target note (harmony note), then leap/skip back to it

Advanced Non-Harmony Notes

ANTICIPATION	A note that belongs to the next chord, continuing into the next chord
SUSPENSION	A note that belongs to the previous chord, held over

Phrasing

Phrasing within a melody is important – just like a sentence has an order, so does a melody:

- You generally begin your melody on the first note of the scale
- In the middle of your melody you should generally be around the fifth note of the scale
- Your melody should end on the first note of the scale

Instrumentation

You should also be thinking about what instrument is going to play your melody, or if it is going to be sung. You might want to include some characteristics of the instrument within your melody (such as the range/register the instrument plays in) as well as lyrics for singers.

Use this space to make notes:

[illegible]

3. Harmony Basics

An 8-bar chord sequence usually follows this sequence (but these are just guidelines):

- Start and end your 8-bar sequence with chord I
- Use chord V in bar 4
- Don't use chord I in bar 5
- Use either chord IV or chord V in bar 7 (is it going to be a plagal or perfect cadence)

C			G
		F or G	C

If you don't want to follow this exact model, you should still consider phrases when writing a chord sequence. A phrase is a bit like a sentence or clause in writing, with some kind of punctuation at the end. A phrase needs to end with a cadence:

- **STOPS** (at the end, also known as **COMPLETE**): **PERFECT** (V-I) and **PLAGAL** (IV-I) **CADENCE**
- **PAUSES** (in the middle, also known as **INCOMPLETE**): **IMPERFECT** (any chord-V) and **INTERRUPTED** (V-ii/iii/vi) **CADENCE**

Each chord you use in any key has other chords that it goes well next to:



A few things you can consider to make your chord sequence more interesting:

- Use a chord from another (related) key in bars 5 and/or 6
- Use more than one chord in one or two bars (to provide interest)
- Use extended chords (add a seventh to each chord, i.e. Cmaj7 is CEGB, Dm7 is DFAC)
- Create a longer chord sequence, such as 12 or 16 bars (it should always be divisible by four), following the same rules of phrasing above (consider the middle and end cadence points)

3a. Harmonising a Melody

1. Identify the chords for the key and the notes of the chords (triads) within the key
2. Start at the CADENCE POINTS (the final CADENCE first):
 - Choose the last chord (which will usually be chord I at the end)
 - Then choose the preceding chord (either chord IV for PLAGAL or chord V for PERFECT)
 - Then choose the approach chord, just before the cadence
 - Then work on the other CADENCE POINTS in the same manner
3. Then work from the beginning of melody, usually starting with chord I unless the melody begins with an ANACRUSIS
4. Try all chord possibilities by testing which chords the notes on strong beats could belong to and choosing the ones that you like the sound of when next to each other (it's a lot of trial and error!)

4. Texture (Accompaniment) Basics

Once you have your first melody (and chord sequence) complete, whether that is 8, 12 or 16 bars, the next stage is to create an effective accompaniment. This can be on guitar or piano to begin with, but you may want to add/use other instruments later on.

Here are some examples of different textures:

Static Chords

- Sustained/held notes



Broken Chords

- Each note of the chord one after another



Rhythmic Chords

- A one-bar rhythm played on each chord



Oscillating Patterns

- Alternating upper and lower notes



Syncopated Patterns

- Using a syncopated rhythm on broken or rhythmic chords



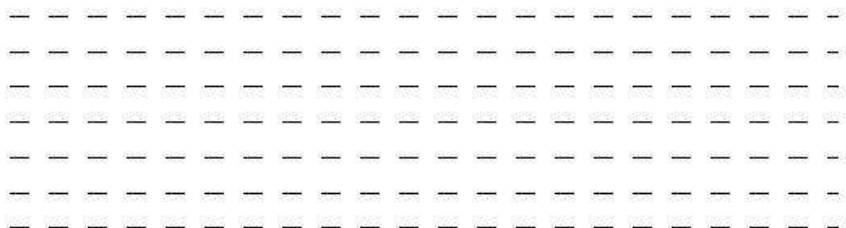
If you are using the piano, chord inversions (in the right hand) help to make the progression/sequence easier to play and to sound more interesting and authentic.

Compare these two versions of the same sequence:



With the chord inversions, the upper notes barely change, but the same notes are played.

Use this space to make notes:



5. Structure

Once you have one melody complete, you should think about how you're going to develop your composition further by choosing a structure:

Binary Form	AB	<i>Two clear & contrasting sections</i>
Ternary Form	ABA ²	<i>The second A is varied, compared to the first</i>
Rondo Form	ABA ² CA ²	<i>Each A section is varied from each other</i>
Arch Rondo Form	ABA ² B ² A ²	<i>As Rondo, but the second B is varied compared to the first</i>
Theme & Variation	AA ¹ A ² A ³	<i>A melody is presented with a set of variations following</i>

These can be developed further by using an INTRO, CODETTA (which is a link/transition passage) and/or an OUTRO/CODA. Here's how a Ternary Form structure could be developed:



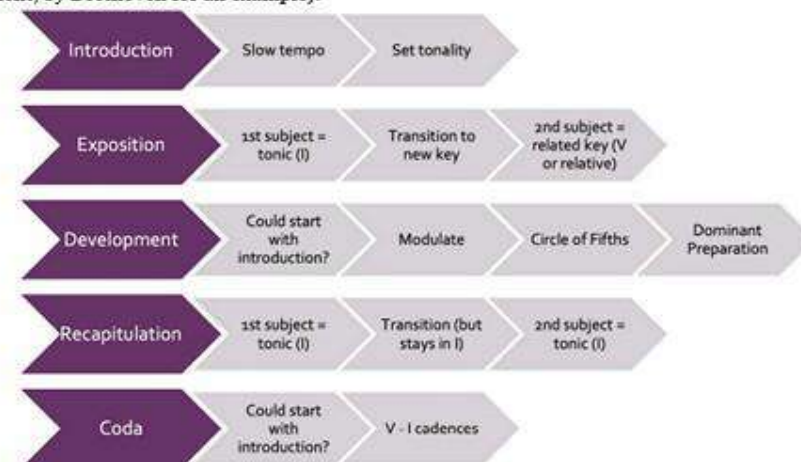
If you're writing in a popular style, you should aim for at least two verses and a chorus (each verse and each chorus should have something different):



A more interesting structure would include PRE-CHORUS, BRIDGE, INTRO and/or OUTRO sections ('Grace' by Jeff Buckley has an interesting structure – listen to it for some ideas):



An even more advanced structure in a classical style is SONATA FORM (listen to 'Pathetique Sonata' first movement, by Beethoven for an example).





PSHE- Knowledge organiser- Y10- Term 3

Living in the wider world	IAG	<ul style="list-style-type: none"> • <u>Employability skills:</u> communication, team working, adaptability and flexibility, problem solving, planning and organisation, negotiation, leadership, creativity, commercial awareness, IT, numeracy, literacy, willingness to learn, self-awareness, initiative, determination and commitment, decision-making. • <u>Health and safety regulations:</u> The aim of this legislation is to require employers and employees to not put others or themselves in danger. • <u>Employer reference:</u> a document employers write to provide information about their former employee's mode of conduct, abilities, qualities and achievements. It's a recommendation letter from previous employers endorsing a candidate's skills. • <u>CV:</u> a short, written summary of your skills, achievements and experience which relate to a role you want. You use it in the first stage of applying for jobs. Employers often ask for a CV instead of an application form but sometimes you'll need both. It's your first chance to promote yourself to an employer. • <u>Options after GCSEs:</u> A levels, T levels, vocational courses, apprenticeships, foundation courses, employment with training. • <u>Options after 18:</u> Further education, higher education, degree level apprenticeships, employment with training. • <u>Vocational qualifications:</u> BTEC, OCR, City and Guilds
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Living in the wider world	Values, rights and responsibilities	<ul style="list-style-type: none"> • <u>Diversity</u>: all the ways in which people differ • <u>Equality</u>: may require us to treat people differently to 'level the playing field' so everyone has the same potential to shine/thrive. • <u>Inclusion</u>: where we are able to meet everyone's needs and ensure they all feel welcome and valued. • <u>Protected characteristics</u>: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. • <u>Racism</u>: no biological basis for hierarchy of races - usually means colour of skin/ texture of hair • <u>Ethnicity</u>: social construct, tradition, nationality, language, geographical origin • <u>Prejudice</u>: negative opinion formed without knowledge • <u>Unconscious bias</u>: Everyone holds unconscious beliefs which stem from our human tendency to organise social worlds by categorising. Unconscious bias is far more prevalent than conscious prejudice and often incompatible with our conscious values. • <u>Global majority</u>: a term to draw attention to the fact that globally most people aren't white • <u>Microaggression</u>: everyday, verbal, non-verbal and environmental slight, snubs or insults, intentional or unintentional, which communicate hostile, derogatory or negative messages to target people based up their marginalised group membership. • <u>LGBT+</u>: Initialism of Lesbian, Gay, Bisexual, Transgender/Transsexual plus. The "plus" is inclusive of other groups, such as asexual, intersex, queer, questioning, etc. • <u>A hate crime</u>: Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender. • <u>Misogyny</u>: the dislike of, contempt for, or ingrained prejudice against women and girls. • <u>Harassment</u>: Behaviour carried out more than once in any way to another, that causes alarm or distress where the perpetrator knows or should know that alarm or distress was/is/could be/will be, caused.
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Remember!

- We will be open and honest, but not discuss directly our own and others personal/ private life.
- Your teacher will not repeat what is said in the room except if she/he is concerned we are at risk.
- It is ok to disagree but we will not judge.
- Taking part is important but we have the right to pass.
- We will not make assumptions and we will listen to others' point of view.
- We know that there are no stupid questions but we will use appropriate language.
- If we need further help or advice, you know you can talk to your teachers, form tutor and SSOs.

Judaism Practices Knowledge Organiser

Synagogue

This is the Jewish place of worship & reminds Jews of the Temple in Jerusalem.

Orthodox Synagogue: Men & women sit separately, seating on 3 sides faces the Bimah, Men lead all of the services.

Reform Synagogue: Men & women sit together, women can read the Torah, women may wear a Tallit.

SOWA: “A multitude of people is a king’s glory” (Proverbs)

Features of the Synagogue: Ark:

Where the Torah is kept.

Ner Tamid: Everlasting light showing Almighty is present.

Menorah: 7 branched candle stick. **Bimah:** Where the Torah is read from. **Yad:** Reading stick.

Public Acts of Worship

Prayer can take place at the synagogue.

Shabbat Services: Friday evening-Saturday evening, Amidah is said at the Synagogue as it needs a Minyan (10 men) present to be said, whole Jewish family is expected to attend.

Daily Prayers: Jewish people can pray at home but need a Minyan present to pray at the synagogue, Jews must pray 3 times a day, prayers said in Hebrew if Orthodox services.

SOWA: “Morning, noon & night I will cry out to the Lord” (Shema)

Private Prayer

This takes place at home.

1. **Shabbat Prayer:** Meal is prepared, candles are lit, Kiddush is said (reminding them of their escape from Egypt-Pesach)
2. **Shema:** Instructed by Almighty to pray morning, noon & night, keeps Almighty at the forefront of their mind, allows them to ask for help if they need it.
3. **Why?** Allows Jewish people to praise Almighty, ask for his help, pray as a family.

SOWA: “Morning, noon & night I will cry out to the Lord” (Shema)

TOP TIP: You could be asked to compare similarities or differences between Christian & Jewish beliefs about worship.

The Tenakh & Talmud

The Torah is the most important Jewish book.
Talmud is Oral Law.

Tenakh: Contains 3 books

1. **T: Torah:** Jewish laws, it is used in synagogue services and is kept in the Ark at the synagogue.
2. **N: Nevi'im:** Book of Prophets.
3. **K: Ketuvim:** Book of writings.

- The Torah is used in daily worship.
- The rest of the Tenakh shows how Jewish people lived & how to live a good Jewish life.

SOWA: “A man has acquired the words of the Torah, he has attained afterlife” (Perkei Avot)

Talmud: Oral Law

1. Means instructions or learning.
2. Oral Torah was given to Moses
3. Contains teachings of early Rabbis, customs & history..

Jewish Food Laws

1. **Kosher:** Food Jews can eat- Cows, Chicken, Fruit & Veg
2. **Treifah:** Food Jews can't eat- pig, birds of prey, crab.
3. Meat & Dairy cannot be mixed. **SOWA: “You shall not “You shall not boil a young goat in its mother's milk.”**

Shema & Amidah

This is part of daily prayer for Jewish people.

Shema: Most important prayer in Judaism, Said 3 times a day, declares belief in one Almighty.

SOWA: “Morning, noon & night I will cry out to the Lord” (Shema)

Amidah: 2nd most important prayer in Judaism, known as the standing prayer, said at the synagogue, reminds Jews of their relationship with Almighty & that he needs praise, request & thanks.

Shabbat

Friday sundown-Saturday sundown.

How is it celebrated at home?

1. Jewish men go to Friday synagogue services.
2. Share a meal in the house as a family.
3. Candles are lit before Shabbat begins.

How is it celebrated at synagogue?

1. Torah is read.
2. Rabbi gives a sermon.
3. Kaddish prayer is read.

SOWA: God rested on 7th day” (Genesis)

Judaism Practices Knowledge Organiser Festivals

Rosh Hashanah

Jewish New Year

What are they remembering?

- Jewish people are remembering the story of Creation.

What do they do?

- It is celebrated over 2 days.
- They reflect on their behaviour & make peace with Almighty.
- Visit the synagogue
- Shofar horn is blown 100 times

Why is it important?

- It allows them to reflect on the year before judgement is finalised on Yom Kippur.

SOWA: “Present a food offering to the Lord.”



Yom Kippur

Day of Atonement

What is it about?

- Asking forgiveness from Almighty for their wrongdoing.

What do they do?

- Ask Almighty for forgiveness.
- Almighty decides their fate.
- Fast for 25 hours.
- Cancel any promises to the Almighty that they can't keep.

Why is it important?

- It allows them to repair their relationship with each other & Almighty.

SOWA: “There will be a rest day for you... you shall do no work” (Leviticus)



Pesach

Jewish Passover

What are they remembering?

- When Moses set the Israelites free from Egypt.

What do they do?

- Read the Passover story from Exodus.
- Share the Seder meal- each item stands for their suffering.
- Egg- hard times & new life from slavery.
- Salt water- tears of their ancestors.
- Lamb Bone- blood put on the door to keep them safe from angel of death.

Why is it important?

- It allows them to remember their time in slavery and Moses setting their ancestors free.

SOWA: Moses leading the Israelites from Egypt (Exodus)



Sukkot

Time in Desert

What are they remembering?

- 40 years spent in the desert after Pesach.

What do they do?

- Build Sukkots (huts) in their back garden.
- Eat, sleep & pray in the Sukkot for 8 days.
- Go to the synagogue.

Why is it important?

- It allows them to remember the time their ancestors spent in the desert after their escape from Egypt. Allows them to remember that God kept his people safe from harm.

SOWA: “You shall rejoice before your God” (Leviticus)



Shavuot

Harvest Festival

What are they remembering?

- Jewish people are remembering the Law being given to Moses on Mt. Sinai

What do they do?

- Decorate home in greenery.
- Read the book of Ruth.
- Eat dairy products- cheese & milk.

Why is it important?

- It allows them to remember the giving of the Law & the Mitzvot they have to follow.

SOWA: Moses being given the Decalogue (10 Commandments) at Mt Sinai



Judaism Practices Knowledge Organiser Rites & Rituals

Brit Milah

Male Circumcision

What is it about?

- The Covenant made with Abraham that all Jewish boys will be circumcised at 8 days old.

What do they do?

- Mohel carries out the ceremony.
- Baby boy is held by Grandfather.
- Baby given a Jewish name.

Why is it important?

- It allows them to keep the promise that Almighty & Abraham made that boys would be circumcised as a way of showing that they are Jewish.
- It is also a time for celebration of new life and continuation of the Jewish faith.

SOWA: “Abraham circumcised Isaac at 8 days old as God had commanded him” (Genesis)



Bar Mitzvah

Jewish coming of age ceremony.

What is it about?

- The Jewish boy becoming a Man.

What do they do?

- Read a verse in Hebrew from the Torah.
- Form part of a Minyan for synagogue services.
- Wear the Tefillin containing the Shema.

Why is it important?

- It allows the boy to take responsibility for his actions.
- It allows the boy to take part in synagogue services.
- It allows the boy to make up part of a Minyan so that worship can take place at the synagogue.
- It is also a time for celebration of new life and continuation of the Jewish faith.

SOWA: “As soon as he becomes of age he brings him to the synagogue” (Midrah Hashkem)



Jewish Marriage

Joining of Man & Woman in Matrimony.

What is it about?

- Two people coming together as one.

What do they do?

- Stand under a Chuppah- symbol of their new home.
- Exchange rings- sign of commitment.
- Break a glass to remember the tearing down of the Temple.
- Sign the Ketubah- marriage contract.

Why is it important?

- Brings couples together to start a new life together.
- It allows for the promise of children- allowing the Jewish faith to continue growing.

SOWA: “A man without a wife is incomplete”



Death & Mourning

Jewish Funeral Traditions.

What is it about?

- How Jewish people mourn their loved ones.

What do they do?

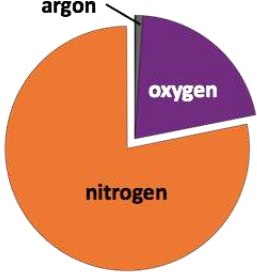
1. **Aninut:** Lasts 24 hours- from death of person to burial.
2. **Shiva:** First 7 days after someone dies, stay home, don't cut hair, sit close to floor, no mirrors.
3. **Sheloshim:** First 30 days to complete mourning rituals- no parties.
4. **Yud-bet-chodesh:** Year of mourning a parent- no parties, rituals or ceremonies, festivals.
5. **Yarzeit:** Marks a year since loved one died, light a candle.

Why is it important?

- Jews are normally buried in 24 hours.
- They are wrapped in their Tallit
- Plain coffins are used.
- Chance to say goodbye to loved ones & to pray for them

SOWA: “Then Jacob tore his clothes, put on sackcloth and mourned for his son many days.” (Genesis)





Gas	Percentage
Nitrogen	~80%
Oxygen	~20%
Argon	0.93%
Carbon dioxide	0.04%

Proportions of gases in the atmosphere

How oxygen increased

Algae and plants	These produced the oxygen that is now in the atmosphere, through photosynthesis.	$\text{carbon dioxide} + \text{water} \rightarrow \text{glucose} + \text{oxygen}$ $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$
Oxygen in the atmosphere	First produced by algae 2.7 billion years ago.	Over the next billion years plants evolved to gradually produce more oxygen. This gradually increased to a level that enabled animals to evolve.

The Earth's early atmosphere

How carbon dioxide decreased

Reducing carbon dioxide in the atmosphere	Algae and plants	These gradually reduced the carbon dioxide levels in the atmosphere by absorbing it for photosynthesis.
Formation of sedimentary rocks and fossil fuels	These are made out of the remains of biological matter, formed over millions of years	Remains of biological matter falls to the bottom of oceans. Over millions of years layers of sediment settled on top of them and the huge pressures turned them into coal, oil, natural gas and sedimentary rocks. The sedimentary rocks contain carbon dioxide from the biological matter.

Composition and evolution of the atmosphere

AQA GCSE Chemistry of the atmosphere

CO₂ and methane as greenhouse gases

Greenhouse gases

Carbon dioxide, water vapour and methane	Examples of greenhouse gases that maintain temperatures on Earth in order to support life
The greenhouse effect	Radiation from the Sun enters the Earth's atmosphere and reflects off of the Earth. Some of this radiation is re-radiated back by the atmosphere to the Earth, warming up the global temperature.

Common atmospheric pollutants

Carbon footprints

Global climate change

The total amount of greenhouse gases emitted over the full life cycle of a product/event. This can be reduced by reducing emissions of carbon dioxide and methane.

Human activities and greenhouse gases

Carbon dioxide	Human activities that increase carbon dioxide levels include burning fossil fuels and deforestation.
Methane	Human activities that increase methane levels include raising livestock (for food) and using landfills (the decay of organic matter released methane).
Climate change	There is evidence to suggest that human activities will cause the Earth's atmospheric temperature to increase and cause climate change.

Effects of climate change	
Rising sea levels	
Extreme weather events such as severe storms	
Change in amount and distribution of rainfall	
Changes to distribution of wildlife species with some becoming extinct	

Properties and effects of atmospheric pollutants

Carbon monoxide	Toxic, colourless and odourless gas. Not easily detected, can kill.
Sulfur dioxide and oxides of nitrogen	Cause respiratory problems in humans and acid rain which affects the environment.
Particulates	Cause global dimming and health problems in humans.

Atmospheric pollutants from fuels

Combustion of fuels	Source of atmospheric pollutants. Most fuels may also contain some sulfur.
Gases from burning fuels	Carbon dioxide, water vapour, carbon monoxide, sulfur dioxide and oxides of nitrogen.
Particulates	Solid particles and unburned hydrocarbons released when burning fuels.

Crude oil	A finite resource	Consisting mainly of plankton that was buried in the mud, crude oil is the remains of ancient biomass.
Hydrocarbons	These make up the majority of the compounds in crude oil	Most of these hydrocarbons are called alkanes.
General formula for alkanes	C_nH_{2n+2}	For example: C_2H_6 C_6H_{14}

Crude oil, hydrocarbons and alkanes

Display formula for first four alkanes

$$\begin{array}{c} H \\ | \\ H-C-H \\ | \\ H \end{array}$$
Methane (CH_4)

$$\begin{array}{c} H & H \\ | & | \\ H-C & -C-H \\ | & | \\ H & H \end{array}$$
Ethane (C_2H_6)

$$\begin{array}{c} H & H & H \\ | & | & | \\ H-C & -C & -C-H \\ | & | & | \\ H & H & H \end{array}$$
Propane (C_3H_8)

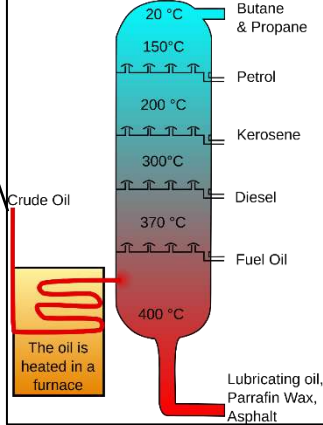
$$\begin{array}{c} H & H & H & H \\ | & | & | & | \\ H-C & -C & -C & -C-H \\ | & | & | & | \\ H & H & H & H \end{array}$$
Butane (C_4H_{10})

Fractions	The hydrocarbons in crude oil can be split into fractions	Each fraction contains molecules with a similar number of carbon atoms in them. The process used to do this is called fractional distillation.
Using fractions	Fractions can be processed to produce fuels and feedstock for petrochemical industry	We depend on many of these fuels; petrol, diesel and kerosene. Many useful materials are made by the petrochemical industry; solvents, lubricants and polymers.

Carbon compounds as fuels and feedstock

Fractional distillation and petrochemicals

Hydrocarbon chains	In oil	Hydrocarbon chains in crude oil come in lots of different lengths.
	Boiling points	The boiling point of the chain depends on its length. During fractional distillation, they boil and separate at different temperatures due to this.



5.7 Organic Chemistry

Carbon compounds as fuels and feedstock

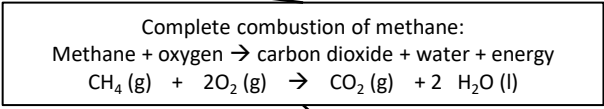
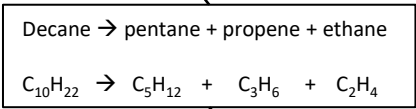
Properties of hydrocarbons

Combustion	During the complete combustion of hydrocarbons, the carbon and hydrogen in the fuels are oxidised, releasing carbon dioxide, water and energy.
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Alkanes to alkenes	Long chain alkanes are cracked into short chain alkenes.
Alkenes	Alkenes are hydrocarbons with a double bond (some are formed during the cracking process).
Properties of alkenes	Alkenes are more reactive than alkanes and react with bromine water. Bromine water changes from orange to colourless in the presence of alkenes.

Cracking and alkenes

Cracking	The breaking down of long chain hydrocarbons into smaller chains	The smaller chains are more useful. Cracking can be done by various methods including catalytic cracking and steam cracking.
Catalytic cracking	The heavy fraction is heated until vaporised	After vaporisation, the vapour is passed over a hot catalyst forming smaller, more useful hydrocarbons.
Steam cracking	The heavy fraction is heated until vaporised	After vaporisation, the vapour is mixed with steam and heated to a very high temperature forming smaller, more useful hydrocarbons.



Alkenes and uses as polymers	Used to produce polymers. They are also used as the starting materials of many other chemicals, such as alcohol, plastics and detergents.
Why do we crack long chains?	Without cracking, many of the long hydrocarbons would be wasted as there is not much demand for these as for the shorter chains.

Boiling point (temperature at which liquid boils)	As the hydrocarbon chain length increases, boiling point increases.
Viscosity (how easily it flows)	As the hydrocarbon chain length increases, viscosity increases.
Flammability (how easily it burns)	As the hydrocarbon chain length increases, flammability decreases.

TOPIC AREA 1

Different sources of media that cover sport

Digital & Social Media



Social Media



Websites



Streaming Platforms

Print Media



Newspapers



Books



Magazines

Broadcast Media



Podcasts



TV



Radio

SPORT STUDIES R186



Gambling



Cigarettes



Alcohol



Fast Food

Unethical Sponsors in Sport

Negative Effects of the Media on Spectators

- Some events can only be streamed live via subscription or pay per view channels.
- Ticket prices are now much higher due to sport being heavily commercialised.
- There are heavy links between attendees at sports events and gambling.

TOPIC AREA 3

Wages for performers across sports will differ greatly



Top Netball Player - Average wage of £10000 per year



Top Football Player - Average wage of £50000 per week



Top Hockey Player - Average wage of £30000 per year



Top Rugby Player - Average wage of £90000 per year



The media have the ability to increase engagement in minority sports:



Handball



Walking Football



Water Polo

Social media influencers who post about sport will be encouraging others to participate. They can also speak out about the benefits of sport and exercise.

Cristiano Ronaldo has over 100 million followers on Twitter.



TOPIC AREA 2

Golden Triangle

Sport needs both the media and sponsorship in order to increase income

Businesses need both sport and the media to increase publicity and brand awareness. This will result in more customers.



The media needs sport in order to attract viewers and attention. The media needs business/sponsorship to increase revenue via paid ads (e.g. at half-time during a football match)

The media's role in increasing participation:

- The media increases the profile of sports through broadcasting. Therefore more role models are created and more people wish to take up sport



- The media gives huge amounts of money to sport to gain broadcasting rights. This money can be given to grassroots sport in order to get more people participating