

High Tunstall College of Science Curriculum Intent

Subject: History Year: 10 Half term: 4

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| **Unit: Crime & Punishment Whitechapel 1870 – 1900: Crime policing and the inner city** | **Progress** | | |
| **Key ideas** | **R** | **A** | **G** |
| I can describe what Whitechapel was like and what problems residents faced living there |  |  |  |
| I can explain the problems the police faced policing Whitechapel |  |  |  |
| I can explain how immigration and political ideas made Whitechapel a tense area |  |  |  |
| I can evaluate how effective the police methods during the Jack the Ripper investigation were |  |  |  |

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| **Lesson** | **Learning Focus** | **Assessment** | **Key Words** |
| 1 | What was Whitechapel like to live in? | Formative questioning, Regular Recall, GCSE question | Immigration, Jews, Pollution, Poor sanitation, Peabody estate Prostitution, alcoholic, Anarchist, Socialism, Pogrom |
| 2 | What social and environmental problems did the residents face? | Formative questioning, Regular Recall, Green pen | Immigration, Jews, Pollution, Poor sanitation, Peabody estate Prostitution, alcoholic, Anarchist, Socialism, Pogrom |
| 3 | Why was tension so high in the area? | Formative questioning, Regular Recall, Triple challenge | Immigration, Jews, Pollution, Poor sanitation, Peabody estate Prostitution, alcoholic, Anarchist, Socialism, Pogrom |
| 4 | How was the police in Whitechapel set up? | Formative questioning, Regular Recall ILO: GCSE pods | H Division, Beat, Bobby, Gin palace, Opium den, Brothel, Protection racket |
| 5 | How effective were H division & what problems did they face? | Formative questioning, Regular Recall | Soup kitchen, Lunatic asylum, Coroners report, Post Mortem, Vigilance committee, Bertillon system |
| 6 | What sources are available to a historian investigating Whitechapel? | Formative questioning, Regular Recall, GCSE questions | Primary source, Secondary source |
| 7 | How to answer questions on Whitechapel on your exam. | Formative questioning, Regular Recall, Summative test, | Describe, explain, assess, justify, evaluate |