

A large, stylized rainbow graphic composed of multiple overlapping, curved bands of color (purple, blue, green, yellow, orange, red, pink) that curves from the top right towards the bottom left, framing the text.

Classroom
V I D E O

Additional Teacher Resource Pack

Crime, Punishment and Policing in England and Wales from 1829

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For Teachers

Brief Summary of Programme

This programme examines how attitudes to crime and punishment have changed in Britain from 1880 to 1990. How do you define a crime? How should criminals be punished? Should criminals be punished, or can they be rehabilitated and returned into society to live normal lives as responsible citizens? Have the causes of crime changed? Has society's attitude to crime changed over time, and if so, why? How has that influenced how we treat criminals today? Are we, as some people argue, now 'soft on crime?' And what part does the media play in generating our attitudes to, and fear of, crime?

DVD Timeline

Introduction

Chapter 1: why the police failed to catch Jack the Ripper

Chapter 2: The development of the police force

Chapter 3: The nature of punishment

Chapter 4: New types of crime

Chapter 5: Attitudes in society to crime and punishment

Other Background Information for Teachers

Crime has always been with us, but seems to have intensified during the Industrial Revolution, as people moved into the overcrowded cities. The borderline between honest toil and crime was narrow, poor people often resorting to crime to make ends meet. Crimes against property were dealt with most severely, as rich people tried to protect their wealth. Today, we tend to regard crime against the person as worse than crimes against property.

In mid-Victorian times reform began to take place, where attempts to rehabilitate criminals moved to the fore. At the same time modern police forces developed across the country, as well as new prisons built. Ever since then there has been a big debate about the nature of punishment and accountability of the police – who should control them? Increasing wealth and technology has led to more high-tech crime, but also more high-tech policing, using fingerprints, DNA and the like to identify the guilty. But at what cost?

Curriculum Links

History

New Secondary Curriculum:

1g: The way in which lives, beliefs, ideas and attitudes of people in Britain have changed over time

1h: The development of industrialisation and technology and how it has affected the UK

GCSE:

OCR Option A: Study in Development: Crime and Punishment through time

Edexcel OptionB: Unit 1: Crime and Punishment

Related DVDs available from Classroom Video Ltd

Britain's Changing Society in the 20th Century

Conflicts of the Modern World

Electric Dreams – The 1990s

The Changing Role of Women in the UK

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Useful Web Resources

<http://vcp.e2bn.org> Victorian Crime and Punishment includes jail records and a guide to GCSE Crime and Punishment

<http://history.powys.org.uk/school1/presteigne/fowls.shtml> 1877 case of stealing chickens

<http://sites.scran.ac.uk/lamb/crime.htm> Dundee in C19th. An excellent overview

http://www.nationalarchives.gov.uk/museum/item.asp?item_id=39 Jack the Ripper letter

<http://www.nationalarchives.gov.uk/education/candp/> detailed resource on crime and punishment for Kst2-5, for teachers and pupils.

<http://www.learnhistory.org.uk/cpp/> GCSE SHP site full of interesting activities and detail

Suggested Activities Before Viewing the Programme

1. Get the group to define 'crime.' What do they mean by crime? Make a list of typical crimes. Is there a difference in people's views? Can you explain that?
2. Take the list of crimes produced by activity 1. Put them in order, with those crimes they think are the most serious at the top of the list, and those they think are least important at the bottom. How easy is it to agree a list?
3. Use one or two of the crimes from the class list. Ask the group to define a suitable punishment for those crimes. Get them to justify their decisions. How do suggested punishments vary amongst the group?
4. Draw a 'stick man' police officer on the board. Get the class to label it showing what they expect from the police.
5. Collect newspaper cuttings about crimes over the last few weeks. Use these to promote discussion of the topic that there is more crime today than previously.

Student Worksheet

While Viewing the Programme

1. Why did the Industrial Revolution lead to more crime?
2. Why was there a fear of crime in Victorian Britain?
3. Why was Jack the Ripper never caught?
4. Was Britain more violent in Victorian times?
5. What is the significance of 1829 in the development of policing?
6. Are larger police forces better?
7. Who are the police accountable to?
8. How does new technology aid policing?
9. What do we expect police officers to do?
10. How does society punish criminals?
11. What could people be hanged for in C18th?
12. When was the last execution?
13. what was transportation?
14. Why did attitudes change in the C19th?
15. How does drug use affect crime?
16. What alternatives does society use to prison?
17. Are there new crimes, or more types of the same crimes?
18. Why did crime increase during WW2?
19. Which is now regarded as more serious – crime against the person or crime against property?
20. What part do the media play in public perceptions of the level of crime in society?
21. Why is it difficult to tell from the statistics if crime is increasing?
22. Are we safer today than in the 1800s?

Suggested Student Responses

1. Squalid conditions. Urbanisation generates fear.
2. Media
3. Environment. Weak policing. Very different then. His skills. The area.
4. Rate of violent crime decreasing. Publicity – fear of crime
5. Robert Peel sets up the Metropolitan Police
6. Centralised services. More resources. Better communications. Technology. But might be more distant from the people they represent. Lose personal touch.
7. Local people via local councils? The Home Office/government.
8. DNA. Forensic work. But alienate the public at large.
9. Strikes, keep peace. Safety. Community support. Traffic crimes.
10. Suffering. Deterrence. Rehabilitation. Lock up. Learn new skills. Remove from society.
11. over 200 offences – murder, robbery, theft, burglary, picking pockets
12. 1964 – Ruth Ellis
13. sent overseas – USA and Australia – remove from society
14. Reformers – rethink about the causes of crime John Howard and Elizabeth Fry
15. Most crime today is drug-related
16. Fines, community service orders, ASBOs,
17. Same crimes – theft, violence, just a new form – using computers, credit card theft, etc, etc.
18. Blackout led to new opportunities for crime – and getting away with it.
19. Crimes against the person are now regarded as more serious, whereas in Victorian times it was the other way round.
20. Only source of information. Always write about the bad stuff – exaggerate impact of crime. Focus on the spectacular, [rarer] crime
21. Only tell us reported crime. More emphasis by police in tackling a specific type of crime can make it seem on the increase.
22. CCTV, surveillance, high tech policing.....

Suggested Activities for After the Programme

1. Ask the group to define what they now think of as a crime.
2. Take the list of crimes produced by activity 1. Are there any differences from the list they produced before watching the programme? Put them in order, with those crimes they now think are the most serious at the top of the list, and those they think are least important at the bottom. How easy is it to agree a list?
3. Use one or two of the crimes from the class list. Ask the group to define a suitable punishment for those crimes. Get them to justify their decisions. How do suggested punishments vary amongst the group? How have attitudes to punishment changed since watching the programme?
4. Again, draw a 'stick man' police officer on the board. Get the class to label it showing what they now expect from the police. Can they explain any changes from before the programme?
5. How should crime be dealt with? Is punishment, or rehabilitation top of the list?
6. Who should the police be accountable to?
7. Has the nature of crime changed over the last 100 years, or the scale of crime?
8. Do they think we live in a society with more crime than 100 years ago, or less? Explain your answer by giving examples used in the programme and/or from their own experiences.