



Key content

Connected Curriculum:

- The People's Health: There are strong links to Biology and Triple Science. Students will be studying the development of Public Health through Time. The changes and continuities of Public Health through time. There are also strong links with Geography. Student will look at the impact of Urbanisation and Industrialisation on Public Health during the Industrial Revolution.
- Elizabethan England: There are strong links to English. Students will study life in Elizabethan England and look at the development of Elizabethan Theatre. This has strong links with Shakespeare.
- Tower of London through Time: Students will study the Tower of London through time. There are strong links with English. In order to fully understand the changes to the Tower of London during the Victorian Period students need to fully understand the Gothic as a Genre.

The People's Health:

Health is a fundamental aspect of human history and has an immediate connection with students' own lives. As a thematic study, it is guaranteed to create curiosity about people's experiences and attitudes in the past. The People's Health, c.1250 to present will help your students to make sense of contemporary debates about our environment, the way we respond to disease and the role of government in protecting our health. Public health has always been an important element of SHP's study of Medicine through Time. Making it the sole focus for a thematic study will allow your students to dig deeper into this fascinating history and will help them to develop a richer understanding of the experiences and attitudes of people in the past. The People's Health, c.1250 to present also makes an excellent thematic study because it so readily allows students' to trace changes and continuities over time, and to understand these in the context of the characteristic features of different periods.

Elizabethan England:

The Elizabethans 1580-1603 The Elizabethans is a fascinating depth study. The myth and reality behind Queen Elizabeth's power, the threat of invasion, the shadow world of spies and the adventures of the 'New world' as well as the lives and beliefs of ordinary Elizabethans will intrigue GCSE students. Students will have the opportunity to look at a wide range of interpretations – history books, films, novels and illustrations as they study the myth and the reality of 'the golden age'. This guide will provide an overview of the content that could be covered during the Elizabethan depth study. It is designed to take approximately 24 hours of teaching time to complete this course, a single

term, though of course this will be dependent on the curriculum hours provided in your centre. The scheme of work does not contain activities. This is intentional to enable you to choose a series of lessons that compliment your own teaching style and the learning style of students. There is also the opportunity for you to use your own local case studies for example a witchcraft case or local sources about family life or on a local Elizabethan house. What the guide does provide is a broken down extended specification content, with topics that you would probably wish to cover during the course as well as an indication of how long each section would take to complete. It also contains, for each section, an overarching enquiry to focus the teaching and learning. Most sections are roughly equal in length, though where appropriate this has been altered to reflect the level of content required. The final section focusses on the 13 mark interpretation question, with a guide to what to expect as well as a two marked responses. We recommend looking at the other delivery guides for this topic for more information on how to answer other question types.

When looking at the differing interpretations encourage students to argue and debate for example include activities like debating boxing matches and get students to recreate a meeting between historians arguing over one of the issues. If you do this get them to really think about why these historians have different interpretations, e.g. time period in which they are writing not just different pieces of evidence. Some students find getting used to the Elizabethan period a bit tricky and can get confused over the different social groupings, role of government etc. An ideal way to help them overcome this initial uncertainty is to use an activity like a society line with each member of the class given a character (if you can get them from your local area so much the better but otherwise an hour or two devising characters names, roles, marriage status etc. can pay off.) They can keep this character throughout the course so make sure you have a range of people from Puritan preachers, Jesuit priests, Privy Council members, JPs, middling sort and vagabonds. When looking at an issue get students to respond as their character or discuss with other characters the impact of new legislation/ ideas etc. This can help students who find the Elizabethan world alien to begin with. However there is so much to be curious about with this unit and so many wonderful stories that students will quickly be asking questions and debating interpretations with enthusiasm. It is also important to encourage students to describe the main features of the society and understand the interplay of political, religious, economic and social and cultural forces within it.

Key assessment points

Mid Point Assessment in Autumn 1

End of Unit Assessment in Autumn 1

Mid Point Assessment in Autumn 2

End of Module Assessment in Autumn 2

Mid Point Assessment in Spring 1
 End of Unit Assessment in Spring 1
 Mid Point Assessment in Spring 2
 End of Unit Assessment in Spring 2
 Mid Point Assessment in Summer 1
 GCSE

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	<p style="text-align: center;"><u>Module: The People's Health, c1250 to present</u></p> <p><u>Matters of life and death: Did anyone really care about health in medieval England?</u></p> <ul style="list-style-type: none"> Life in Medieval Britain: An overview – What was life like in medieval Britain? Religion, 'Class system' – people, lords, everyone else. Land ownership, food and famine, war and rebellion, technology, homes and possessions, life and leisure. Living conditions: housing, food, clean water and waste – towns and cities, threats to public health, patterns of housing, diet and everyday preparation and storage. What happened to waste? Access to water and enforcement of laws on cleanliness. The spread of disease in medieval England – the spread of the Black Death: Responses to the Black Death - Beliefs and actions, the roles of doctors. Approaches to public health in late-medieval towns and monasteries Public health in London, 1348 –1500. Improvements e.g. rakers – Regulations and laws e.g. care of the sick, food standards. (suggested time: 6.5 hours)
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	<p><u>More of the same? How much did public health change?</u></p> <ul style="list-style-type: none"> Life in Britain 1500-1750: An overview – Cultural changes e.g. smoking, printing press religious changes, social and economic change including the growth of town, population growth, increasing role of trade and industry. Changing living conditions: housing, food, clean water and waste Reasons for outbreak of plague, why the plagues were so terrifying? Responses to outbreaks of plague including national plague orders and local reactions: e.g. Henry VIII and Elizabeth I, Cambridge (local response) How people reacted to the plague: effective and ineffective responses The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze 1660-1751. Town planning and improvement: why was alcohol becoming a bigger problem? Gin Acts and their effects. (suggested time: 5.5 hours)
Aut1-6		
Aut1-7		
		Half term holiday

Aut2-1	November	<p><u>Revolution! Why were there such huge changes in people's health, 1750-1900?</u></p> <ul style="list-style-type: none"> Industrialisation, the growth of major cities and political change: an overview – technological change, population growth, industrialisation, life of rich and poor, growth of intellectualism, growth of empire, development of the railways, changes in education and reading habits, growth of parliamentary rule. Urban living conditions in the early nineteenth century: housing, food clean water and waste. Urbanisation and slums, increase in the pub trade. Water supplies in major towns and cities and its effects e.g. cholera Responses to cholera epidemics: Work of John Snow and response to him, opposition to public health acts e.g. the 'Dirty Party'. Effectiveness of government and other responses by 1900. Public health reform in the nineteenth century including the Public Health Acts and local initiatives. Reasons for and effects of various Public Health Acts, role of Chadwick. Other government action e.g. Sale of Food and Drugs Act Local initiatives in e.g. Birmingham (suggested time: 5.5 hours) <p><u>Better than ever? Do the changes in public health since 1900 tell a simple story of progress?</u></p> <ul style="list-style-type: none"> Economic, political, social and cultural change: an overview – continued growth of cities and towns, changing work and increased wealth, development of rights, decline in church attendance and changing beliefs. Increasing role of government, transportation changes. Leisure and entertainment/ Growth in migration and multiculturalism, changes in society and family life. Living conditions and lifestyles: housing, food, air quality and inactivity: changes to food, drink and diet e.g. obesity epidemic? Government responses e.g. air quality legislation and pollution responses. Changing to people's daily lives, patterns of working. Responses to Spanish Influenza and AIDS – effective and ineffective, role of the media, local and national government responses. Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles. (suggested time 6.5 hours)
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	<ul style="list-style-type: none"> Living conditions and lifestyles: housing, food, air quality and inactivity: changes to food, drink and diet e.g. obesity epidemic? Government responses e.g. air quality legislation and pollution responses. Changing to people's daily lives, patterns of working. Responses to Spanish Influenza and AIDS – effective and ineffective, role of the media, local and national government responses. Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles. (suggested time 6.5 hours)
Aut2-7		
		YEAR 10 MOCK EXAM WEEK
		FEEDBACK
		Christmas holiday
Spr1-1	January	<p style="text-align: center;"><u>Module: The Elizabethans 1580 - 1603</u></p> <p><u>Elizabeth and her government: the power of the queen – How did Elizabeth use her power?</u></p> <ul style="list-style-type: none"> Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex What is an interpretation? What do historians say about how Elizabeth used her power? Christopher Haigh v. Susan Doran. Who was Elizabeth? Power of patronage and aim to prevent factions Life at court Privy chamber, Role of Privy Council and how Elizabeth controlled them The role of Walsingham and Cecil Rebellion of Earl of Essex, causes, the rebellion and consequences
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	

		<p><u>Elizabeth and her parliaments including opposition from Puritans</u></p> <ul style="list-style-type: none"> • The role of parliament, how did Elizabeth control her parliament? (compromises) • Puritans and their criticisms of parliament e.g. John Stubbes • Why did Elizabeth call parliament more frequently? (economic, religious, foreign policy, treason). • The role of local government (Lord Lieutenant and Justices of the Peace) • Power of persuasion – propaganda and censorship – portraits and symbols, progresses, pageants, Accession Day, prayers, poetry, plays (suggested time 5 hours) <p><u>Catholics: the nature and extent of the Catholic threat - Why were there so few Catholics in England by 1603?</u></p> <ul style="list-style-type: none"> • The enforcement of Elizabeth's religious settlement after 1580 • Catholic and Protestant ideas • 1559 Act of Uniformity and 1559 Act of Supremacy and enforcement up to 1580 • Catholic resistance – conformers, Church papists, Plotters and Recusants, Act of Persuasions 1581, Act of Priests, Recusancy Act • Punishment for being Catholic • Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network – Seminary priests and Jesuit priests e.g. William Allen and Edward Campion, their aims and actions. • The 'Bloody Question'. • Why had priests failed to rebuild Catholicism in England by 1603? • Mary Queen of Scots, the Armada and war with Spain. • Plots: The Throckmorton Plot and the Babington Plot, Mary's trial and execution. • Why were there so few Catholics in England by 1603? <p>(suggested time 5 hours)</p>
		Half term holiday
Spr2-1		
Spr2-2		<p><u>Daily lives: the nature and dynamics of Elizabethan society – What mattered to the Elizabethans?</u></p>
Spr2-3	March	
Spr2-4		
Spr2-5		
Spr2-6		<ul style="list-style-type: none"> • The contrasting lives of the rich, middling and poor Elizabethans. What was life like for the three different social groups – rich, middling and poor? Focus on homes, land ownership, jobs, food – similarities and differences • Family life: husbands and wives, parents and children, wider kinship – How can we find out about family life? Marriage – age of marriage, arranged marriage? Sex before marriage? Divorce, domestic violence. • Family – size of family, relationship between parents and children, discipline, school and work for children, links to wider family. • Poverty: its causes, Elizabethan explanations and responses – Poverty in late 16th century -settled poor and vagrant poor. • Causes of poverty including: (long term) increasing population problems in agriculture, rising prices. (Short term) harvest failures in 1590s, plague outbreaks • Elizabethan attitudes to the poor; impotent poor, able bodied poor and vagabonds – Elizabethan Poor Law 1601 – Successes and failures. (suggested time 4.5 hours) <p><u>Popular culture: Merry England – What divided the Elizabethans?</u></p> <ul style="list-style-type: none"> • Theatres and their opponents: Was Elizabethan England a golden age for culture? Culture; music, literature, popular culture. Emergence of new theatres - development of Bankside, why were people upset about the new theatres? • The Puritan attack on popular pastimes – Was it Puritans who led to the decline in popular festivities or was it other factors e.g. Queen, Privy Council or the Church?

		<ul style="list-style-type: none"> The persecution of witches: Elizabethan beliefs in magic and the role of wise women. Main features of typical witchcraft cases. Why was there an increase in witchcraft cases in later 16th century? Historians explanations e.g. Keith Thomas (suggested time 4.5 hours) <p><u>The wider world – the nature and significance of England's connections with the wider world: Going global, what did Elizabethan adventures achieve?</u></p> <ul style="list-style-type: none"> Imperial ambition: the motives and achievements of Elizabethan adventures. Who were the Elizabethan adventures? John Dee, Francis Drake, Humphrey Gilbert, Walter Raleigh, Ralph Fitch, James Lancaster. Motives for explorations inc.: trade, wealth, land, ambition, Spain What did the adventurers achieve? Roanoke: England's attempt at an American colony – Case study: aims, what happened, how successful? Trade with the east, including first contacts with India – Case study: aims, what happened, how successful? What did Elizabethan adventures achieve? (suggested 5 hours)
	April	Easter holiday
Sum1-1	May	<u>Module: The History Around Us – Tower of London</u>
Sum1-2		<p><u>Enquiry focus</u></p> <ul style="list-style-type: none"> Why study the historic environment? What do we know about the history of the site? How has the site been used? How can we use the physical remains? How is the site typical? <p><u>Key criteria</u></p> <p>A. The reasons for the location of the site within its surroundings B. When and why people first created the site C. The ways in which the site has changed over time D. How the site has been used throughout its history E. The diversity of activities and people associated with the site F. The reasons for changes to the site and to the way it was used G. Significant times in the site's past: peak activity, major developments, turning points H. The significance of specific features in the physical remains at the site I. The importance of the whole site either locally or nationally, as appropriate J. The typicality of the site based on a comparison with other similar sites K. What the site reveals about everyday life, attitudes and values in particular periods of history L. How the physical remains may prompt questions about the past and how historians frame these as valid historical enquires M. How the physical remains can inform artistic reconstructions and other interpretations of the site N. The challenges and benefits of studying the historic environment</p>
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1	July	<u>Module: The History Around Us – Tower of London</u>
Sum2-2		<p><u>Enquiry focus</u></p> <ul style="list-style-type: none"> Why study the historic environment? What do we know about the history of the site? How has the site been used? How can we use the physical remains? How is the site typical?
Sum2-3		
Sum2-4		
Sum2-5		
Sum2-6		
Sum2-7		

		<p><u>Key criteria</u></p> <ul style="list-style-type: none">O. The reasons for the location of the site within its surroundingsP. When and why people first created the siteQ. The ways in which the site has changed over timeR. How the site has been used throughout its historyS. The diversity of activities and people associated with the siteT. The reasons for changes to the site and to the way it was usedU. Significant times in the site's past: peak activity, major developments, turning pointsV. The significance of specific features in the physical remains at the siteW. The importance of the whole site either locally or nationally, as appropriateX. The typicality of the site based on a comparison with other similar sitesY. What the site reveals about everyday life, attitudes and values in particular periods of historyZ. How the physical remains may prompt questions about the past and how historians frame these as valid historical enquiresAA. How the physical remains can inform artistic reconstructions and other interpretations of the siteBB. The challenges and benefits of studying the historic environment <p><u>Revision and End of Year Assessment.</u></p>
--	--	---

Key assessment points

- Students will complete one assessment at the end of each unit approximately one full assessment per half term.
- Assessments in Autumn 1 and Spring 1 will not be full papers due to the fact that students will not have the sufficient substantive knowledge in order to access the exam.
- Students will complete one compulsory GCSE Exam question per unit (this will be for the introductory units and the GCSE units)
- The exams will measure how students have achieved the following assessment objectives.
 - AO1: Demonstrate knowledge and understanding
 - AO2: Explain
 - AO3: Evaluate
 - AO4: Synthesis

Christian ethos

Where Christian ideas are explicitly expressed in texts and histories studied, students will have the opportunity to discuss them and make connections to their own knowledge, and, or beliefs. The Federation's half termly value words will be used through class teaching to make connections between the ideas and themes encountered in the curriculum and the Christian ethos of the school. Through the study of the context of our chosen texts, students will be able to explore the influence of faith on individuals throughout history and the societies within which they were living in.

British values

History aims to widen the student's experience and develop qualities of perception and judgement, while fostering intellectual independence, sharpness and maturity. History is about time and the evidence that has survived. Historians need to work with this evidence and ask questions of it in order to develop substantive knowledge. In so doing they construct meaning through identifying change and continuity, causes and consequences, and the significance of past events. This process is on going and dynamic and results in the continued evolution and emergence of interpretations of the past. This allows students to become Historians.

History teachers have a duty to unravel this process for young developing minds so that they may begin to understand and engage with developing the mantle of the expert. The skills of a Historian (The Second Order Concepts) help promote British Values through the process of Enquiry. Students are reflecting and reassessing their beliefs and knowledge about the world.

British values are regularly promoted through high quality History teaching and by a positive behaviour policy which allows students to develop and demonstrate skills and attributes that will allow them to contribute in a positive manner in Modern Britain. These values and attitudes are promoted and reinforced by all staff and used to provide a model of behaviour for all our students.

Specifically, mutual tolerance and respect of those with different opinions and beliefs about the past.

The People's Health c1250 to present

When I started to plan The People's Health unit I wanted to use the enquiry questions provided in the textbook but also add some of my own mini enquiries that would then feed in to the overarching enquiry question. I was also keen to use different examples where possible so that students had the textbook and their notes to give them a range of ideas to use in their exam answers and to help give them comparisons. I followed the guidelines using a bullet point in the spec to equate to roughly 2 hours of teaching time and this plan is designed to be used alongside the textbook. At the end of each section I would always return to the overarching question of the enquiry and draw together what has been learned and get students to create their own answer in one form or another. There would also need to be reference back to the big picture throughout the teaching sequence so that students become familiar with the overview and identify patterns and the role of factors across the time period.

Period	Enquiry Question	Teaching Ideas
Medieval Britain c.1250- c.1500	Matters of life and death: Did anyone really care about health in medieval England?	<ul style="list-style-type: none"> • What was life like in Medieval England? (1 lesson) Read the extract from Barney Sloane's 'The Black Death in London' where he describes 'An Image of London in the 1340s'. Ask students to listen/read the extract and extract the key points about life in medieval London. Then give groups of students the opportunity to build on their prior knowledge and research one of the key areas of life in Medieval England. As they present their findings to the class help students to draw out each one might impact on people's health. Make sure all students understand the Greek idea of the 4 humours at this point as well as the impact that religion has on people's beliefs about causes of illness. • How unhealthy were living conditions in medieval England? (1 lesson) Start by asking students how living conditions today can impact on health (use Britain and some LEDC examples). Draw out the ideas of housing, food, clean water and waste and tell them they have identified the key ideas they are going to look at in each period. As you look at housing, food, clean water and waste both in towns and the countryside get students to identify positive and negative impacts on health. The plenary activity could be a description of living conditions in the

Middle Ages with examples highlighted in their writing in a different colour to ensure all students give specific examples. (assessment opportunity).

- What did people do about the Black Death? (2 lessons)

To help students identify beliefs about the causes of the Black Death and to recognise what people did to try and prevent/cure the Black Death you could use extracts from John Hatcher's book 'The Black Death The intimate story of a village in crisis, 1345-1350'. Then ask them to use this knowledge combined with sources/textbook material /extracts from Barney Sloane's book 'The Black Death in London' to create a role play activity for Year 7 looking at different characters' beliefs about the causes, suggestions for prevention and cure and the impact of the Black Death. Barney Sloane's book gives some super documentary and archaeological evidence that students can use in the role play and in their exam answers.

- Did anyone help with public health in Middle Ages? (2 lessons)

If available use extracts from local monasteries/local town records to look at what happened in your local area. In my experience local history societies are very happy to help you gather information – their details are available in local libraries as well as on the internet. You can then get students to compare the actions locally with those in London and some towns/cities in the textbook.

At the end of the 4 lessons you could have a knowledge- based test to help students get used to the idea that they will need to have their knowledge at their fingertips in this GCSE course. Also get students to discuss the role of the different factors so far – a ranking of importance could be used to facilitate discussion.

As a final activity ask students to answer the question: Did anyone really care about health in medieval England? This could be done orally at first but then help students to plan an answer that is well structured and has

		<p>examples in (build on the idea of colour used in earlier enquiry). Homework could be to write this up. (assessment opportunity)</p>
<p>Early Modern Britain c.1500-c.1750</p>	<p>More of the same? How much did public health change?</p>	<ul style="list-style-type: none"> • What was Britain like 1500-1750? (1 lesson) <p>Explain to students that you want them to have an overview of the period 1500-1750 but that you also want them to be comparing what has changed from the medieval period. To do this you are going to be using a washing line and pegs across the classroom.</p> <p>Give students a wide range of issues to investigate so that they get a broad overview of the period. Issues you might include: farming, clothes, trade, towns and cities, religion and beliefs, science, printing, ruling the country, jobs. As they present their findings ask them to peg the issue on the washing line to show how much change there has been since the Middle Ages. Then using two different colour cards get them to add whether they think these would have had a positive or negative impact on health.</p> <ul style="list-style-type: none"> • How did living conditions affect people's health in the early modern era? (1 lesson) <p>Use local parish registers to identify different causes of death in the period. Then ask students to create their own hypotheses about which of the following would have the greatest impact on health: food and famine, urban environment, clean water and waste. As a class look at these four areas and then replace the issues from the washing line with these 4 areas and discuss the extent of change from the Middle Ages. Add the positive/negative impact on health cards. As a plenary ask students to take a character card and write a speech about what impacts on their health. As an extension they can comment on whether this is better or worse than in the Middle Ages.</p>

- Was the Plague worse than the Black Death? (2 lessons)

Start the lesson with a series of extracts from Daniel Defoe's 'A Journal of the Plague Year' to grab students interest. Use teacher explanation with story and dramatic flourishes to outline the beliefs, symptoms and actions of people. There are lots of super case studies you might want to draw upon; Colchester, Norwich and Cambridge for a city perspective and the Derbyshire village of Eyam where the inhabitants sealed themselves off to prevent the spread of the disease as a contrast. Once students have looked at national and local government responses to the plague they need to look at examples of change and continuity in both belief and action between the Black Death and the Plague. An outcome activity could be to write a proposal to John Hatcher ('The Black Death The intimate story of a village in crisis, 1345-1350') outlining a new novel idea but this time on the plague. They will need to include beliefs and actions but also stress the importance of Hatcher looking at the range of responses from local and national government.

- How did the government respond to the problem of public health 1500-1750? (1 lesson)

Once students have studied the impact of local government on public health 1500-1670 and 1670-1750 give them a copy of Hogarth's picture 'Gin Lane' and ask them to identify the messages. Explain the reasons for the gin epidemic and how the government responded. Then give students a copy of an article from the press today about binge drinking. Discuss the similarities and differences between the causes and the government's attempts to tackle the issue. As a plenary activity ask students to come up with a newspaper heading to summarise the role of government in the health of the people 1500-1750. They need a side heading with their facts to support their headline.

		<p>To answer the enquiry question: More of the same? How much did public health change? Return to the washing line and the change/continuity continuum. Ask students to come and put the key issues onto the washing line and justify their choice using specific examples. Students can also create their own washing line in their notes with justifications for each one. Again as you come to the end of this section ask students to think about the role of the different factors and look to see if they have the same factors having most impact as they had for the Middle Ages.</p>
<p>Industrial Britain c.1750- c.1900</p>	<p>Revolution! Why were there such huge changes in the people's health, 1750-1900?</p>	<ul style="list-style-type: none"> • What was life like during the Industrial Revolution? (1 lesson) Before the lesson (previous homework) give a range of images to students (one per student or whole set to students) e.g. workers in a cotton factory, farming, industry, empire, cities, Darwin, Pasteur, education and schooling, parliament... Ask students to research their topic and come to the lesson ready to present what they have found and the impact this could have on health. At the beginning of the lesson play a clip from the opening ceremony of the 2012 London Olympics and then ask students to create their own display of life during the industrial revolution period. For the potential impacts on health get them to add post it warning signs. • Why were cities so unhealthy in the early 19th century? (2 lessons) Create a gallery of sources about life in Britain's industrial cities for students to tour around. Include extracts from reports e.g. Exeter, Manchester, Leeds; cartoons e.g. food adulteration, Dirty father Thames, A Court for King Cholera; pictures of back to back housing and courts, privies etc. Once students have looked at a wide range of evidence get them to describe the conditions. Then explain why conditions were like this and the impact of these conditions on health (statistics and individual stories can be very useful here). To ensure students can both describe and explain the conditions and the impact on health ask them to produce an imovie trailer or a moviemaker clip which describes, explains and shows the impact on

health. By asking students to create a plan first you can ensure that students have the key ideas and then their explanations can be assessed in the films. (assessment opportunity).

- Cholera! (2 lessons)

Ask students to recall beliefs and actions towards the Black Death and the Plague as an introduction to these lessons. Then explain how the people of Soho in London blamed the replacement of their sewers in 1849 for the outbreak of cholera, the rumour was that the new sewers had released deadly miasma from hidden burial pits left from the Great Plague of 1665.

There are so many super case studies about cholera: Sunderland and Newcastle, Manchester, Ormskirk in Lancashire, Westminster and Soho. Students could be given a city each and then asked to find examples of letters showing beliefs about the epidemic, posters that give Government advice, petitions from residents calling for local boards of health to be created, pictures and cartoons to help them identify beliefs and actions taken by both ordinary people and officials. (National archives on line is a super place for students to begin their research.) Once students have researched this they can present their findings so that students have a range of case studies and then ask them to draw out similarities and differences to earlier epidemics. You could finish on John Snow and Broad Street to lead into the final enquiry question. The National archives online site is a super place for students to begin their research.

- The fight against filth: Why did the government introduce the Public Health Acts? (2 lessons)

If possible, have a look at a local study of conditions in a 19th century town.

		<p>Once students have had an outline of the key issues hold a balloon debate looking at the role of the following individuals: Chadwick, Snow, Simon, Bazalgette, Pasteur and Disraeli. You may want to spend some time in class looking at their role and historian's views of their impact before holding the debate. Then ask students whether the individual they have selected is more important than the other factors they have identified during their investigations e.g. food imports, working men getting the vote. As a final piece of work students could answer the following exam style question: How far do you agree that the work of Chadwick was the most important factor in improving health in 19th century towns? (assessment opportunity)</p> <p>Return to the enquiry question: Revolution! Why were there such huge changes in the people's health, 1750-1900? Ask students to prepare a 1 minute summary answer to this question. Then ask them to present these in small groups and give each other advice on how to develop their ideas. Create a class summary wall with all the ideas and allow students to photograph for their revision. Knowledge based test.</p>
<p>Britain since 1900</p>	<p>Better than ever? o the changes in public health since 1900 tell a simple story of progress?</p>	<ul style="list-style-type: none"> • What were the threats to public health in the 20th century? (2 lessons) <p>Ask students to identify some of the key events in Britain from the 20th century. Which of our factors are involved? How do they think this is going to influence public health? Write their own hypotheses.</p> <p>In pairs or groups of three give students the following topics to investigate: government and welfare, science and technology, beliefs and values, work and wealth, people and population, leisure and lifestyle. (use the information from the textbook to provide key ideas) As they look at each one ask them to draw up a report about progress in public health and the challenges that still remain. As they investigate how lifestyle impacts on health in the 20th century they can add details and examples before they write up their report.</p>

Ask students to design a cartoon (similar to A court for King Cholera) to summarise the health issues that faced Britain in the 20th century.

- How did people respond to the 20th century epidemics? (2 lessons)

To introduce the Spanish Influenza use an individual's story. If you have your own links through school or family history use these. E.g. Henry Mout was a school teacher during the First World War. He had a wife called Maggie and three children Dorothy, Margery and Douglas. He died in 1919 from Spanish Influenza. His wife was unable to care for the children and so they were cared for by his sister Ann who also looked after her other brother's children – Annie, Bessie and Gladis (he had been killed during the war) Look at the number of people involved and how people responded.

When looking at AIDS ask the PSHE department if they have some case studies looking at individuals who have been diagnosed and the reaction they have faced (reinforcing links between history and PSHE). Once you have looked at AIDS ask students to compare the advice given in 1919 to the advice given in the 1980s.

How did families and communities hold together under the stresses caused by both Spanish Influenza and AIDS? Give students examples of individual responses and ask them to place them on a continuum: AIDS caused panic and divided people/ people helped those with AIDS and society remained stable. At the end of the sequence of lessons ask students to compare responses to the Black Death, the Plague and Cholera with those to AIDS. What had changed? What had remained the same?

- Government duty or a nanny state? How should the role of government in public health be seen in the 20th century? (2 lessons)

After looking at the increasing role of government in public health, the key legislation including the founding of the NHS give students one of the following topics to look at: smoking, alcohol, drug use, diet, exercise. Look

		<p>at the evidence that the government uses to give advice and look at the range of advice provided. Finish the enquiry off with a debate: Government duty to public health or a nanny state?</p> <p>The big picture: to bring together the thematic study a range of consolidation and revision activities can be used. Refer back to the change/continuity display board and help students describe patterns of change and continuity. Also focus on the factors across the time period looking for which factors had most influence and looking to see if this changes over the different time periods. Asking students to form living graphs and factor diagrams with links shown by wool can help students see the big picture.</p>
--	--	--

Introduction			
Specification content	Activities	Dynamic Learning material linked to this topic	Student book pp.
N/A	<p>This reflects pages 6–7 of the Student book and introduces learners to the key aspects that are to be studied throughout the course.</p> <p>These resources are designed to be used flexibly, to help learners link the material to the issues and factors in the specification. Understanding interpretation and challenging this is a key part of the specification learners should be encouraged to look for the reasons behind the changes.</p> <p>The sheets could be used for recording information, and they provide a useful overview and introduction. It might be useful for learners to return to these sheets as they start a new topic.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● Introduction <p>Worksheets</p> <ul style="list-style-type: none"> ● 1.1 Introduction ● 1.1a Help Zone Introduction <p>Podcast</p> <ul style="list-style-type: none"> ● Introduction to the Elizabethans 	<p>2–3</p> <p>4–5</p> <p>6–7</p>
1 Elizabeth and government			
Specification content	Activities	Dynamic Learning material linked to this topic	Student book pp.

1 Elizabeth and government			
<p>1.1 Elizabeth and her court: patronage, the Privy Council and the rebellion of the Earl of Essex</p>	<p>The overview presentation is an alternative way of presenting the images from pages 8-9 of the Student book.</p> <p>This key topic can be introduced using the presentation <i>How did Elizabeth use her power?</i> This presents learners with an image of Elizabeth and asks them to respond to a series of questions about the image. It is designed to enable learners to reflect on where power came from in Elizabethan England and to introduce them to the idea of patronage.</p> <p>Worksheet 1.1 asks learners to read through pages 8 to 15 and identify evidence to support and dispute Haigh's theory that "Elizabeth was a bully and a show off".</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● How did Elizabeth use her power? <p>Worksheets</p> <ul style="list-style-type: none"> ● 1.1 Elizabeth and her court ● 1.1a Help Zone Elizabeth and her court <p>Podcasts</p> <ul style="list-style-type: none"> ● Elizabeth and her court ● Elizabeth and her court: the Privy Council ● The Earl of Essex's rebellion 	<p>8–9 10–11 12–13 14–15</p>
<p>1.2 Elizabeth and her parliaments including opposition from Puritans</p>	<p>The Lesson Highlight for this section focuses on the reasons why Elizabeth called her parliaments in the period 1580-1603. The question at the end - What do these reasons suggest about Elizabeth's power can be answered in the textbox given at the end. Perhaps learners could write their answers individually on post it notes before coming up with a collaborative answer?</p> <p>Worksheet 2.2 supports the 'record' activity on page 9. The Help Zone gives extra scaffolding questions and page numbers for learners who struggle with notetaking.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● Elizabeth and her parliaments <p>Worksheets</p> <ul style="list-style-type: none"> ● 1.2 Elizabeth and her parliaments ● 1.2a Help Zone Elizabeth and her parliaments <p>Podcast</p> <ul style="list-style-type: none"> ● Elizabeth and her parliaments 	<p>16–17 18</p>
<p>1.3 Elizabeth and her people including local government and propaganda</p>	<p>Learners should complete Worksheet 1.3 as they read through pages 18-23 of the student book. The worksheet supports the Record task on page 9.</p> <p>The Help Zone on worksheet 2.3a provides support for the task by asking learners questions and directing them to specific pages.</p>	<p>Worksheets</p> <ul style="list-style-type: none"> ● 1.3 Elizabeth and her people ● 1.3a Help Zone Elizabeth and her people <p>Podcasts</p> <ul style="list-style-type: none"> ● Elizabeth and her people Propaganda and censorship 	<p>18–19 20–21 22–23</p>

1 Elizabeth and government			
1.4 Issue: The power of the queen	<p>The Lesson Highlight demonstrates the ways in which Elizabeth presented her image to her people. Learners could complete a spider diagram whilst working through this presentation to show the many ways in which Elizabeth demonstrated her power?</p> <p>Worksheet 1.4 helps learners look at the reasons behind differing interpretations and asks them to reflect of pages in the chapter to help identify some examples of these reasons. The Help Zone provides the examples from the text but asks learners to explain these.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● Power and persuasion <p>Worksheets</p> <ul style="list-style-type: none"> ● 1.4 Elizabeth and her government: interpretations ● 1.4a Help Zone Elizabeth and her government: interpretations <p>Quizzes</p> <ul style="list-style-type: none"> ● Elizabeth and her court ● Elizabeth and her parliaments (1) ● Elizabeth and her parliaments (2) ● Elizabeth, power and local government ● Elizabeth and her people 	24–25
2 Catholics			
Specification content	Activities	Dynamic Learning material linked to this topic	Student book pp.
2.1 The enforcement of Elizabeth's religious settlement after 1580	<p>This Key Topic can be introduced using the presentation <i>The Catholic Threat</i>. The presentation invites learners to look at various hot spots in a picture to highlight the actions of the authorities towards the Catholics.</p> <p>Worksheet 2.1 supports the activity on page 27 and provides the basis of a timeline and asks learners to read through pages 26-31 in order to explore the changes to the law which affected English Catholics.</p> <p>Worksheet 2.1a Help Zone provides the changes to the law and poses a series of questions designed to help learners reflect on the changes that took place.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● The Catholic threat <p>Worksheets</p> <ul style="list-style-type: none"> ● 2.1 Elizabethan laws and English Catholics ● 2.1a Help Zone Elizabethan laws and English Catholics <p>Podcasts</p> <ul style="list-style-type: none"> ● The position of Catholics by 1580 ● The enforcement of Elizabeth's religious settlement after 1580 ● Catholic resistance 	26–27 28–29 30–31

2 Catholics			
<p>2.2 Catholic links abroad, plots against Elizabeth, and the Elizabethan spy network</p>	<p>The Lesson Highlight on the work of English priests is probably best completed after the worksheets as it tests pupil's understanding of the text on pages 32–35.</p> <p>Worksheet 2.2 supports the record task on page 27 and directs learners to the work of English priests on pages 32–35.</p> <p>Once again the Help Zone provides the developments and asks learners to reflect upon them through questioning.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● The work of English priests <p>Worksheets</p> <ul style="list-style-type: none"> ● 2.2 The work of English priests ● 2.2a Help Zone The work of English priests <p>Podcasts</p> <ul style="list-style-type: none"> ● How successful were English priests in maintaining Catholicism? (part 1) ● How successful were English priests in maintaining Catholicism? (part 2) 	<p>32–33 34–35</p>
<p>2.3 Mary Queen of Scots, the Armada and war with Spain</p>	<p>The Lesson Highlight provides learners with interactive spider diagrams which highlight the problems Elizabeth faced from Mary Queen of Scots and Philip of Spain.</p> <p>The worksheet 2.3 supports the recording activity on page 27. The Help Zone provides the events and asks questions so learners can reflect on the events themselves.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● The Scottish queen and the Spanish king <p>Worksheets</p> <ul style="list-style-type: none"> ● 2.3 International politics: the Scottish queen and the Spanish king ● 2.3a Help Zone 2.3 International politics: the Scottish queen and the Spanish king <p>Podcasts</p> <ul style="list-style-type: none"> ● Threats to Elizabeth: Mary Queen of Scots ● Threats to Elizabeth: The King of Spain ● England and Spain after the Spanish Armada 	<p>36–37 38–39 40–41</p>
<p>2.4 Issue: The nature and extent of a Catholic threat</p>	<p>Worksheet 2.4 supports the review task on page 41. This task asks learners to condense the information on their timelines into a diagram. It then asks learners to draw links between the different events in preparation for the essay at the bottom of page 41.</p>	<p>Worksheets</p> <ul style="list-style-type: none"> ● 2.4 The nature and extent of the Catholic threat ● 2.4a Help Zone The nature and extent of the Catholic threat <p>Quizzes</p> <ul style="list-style-type: none"> ● The enforcement of the Elizabethan religious settlement after 1580 ● Catholic links abroad, plots against Elizabeth and the Elizabethan spy network ● Mary Queen of Scots and Philip of Spain 	<p>42–43</p>

3 Daily lives			
Specification content	Activities	Dynamic Learning material linked to this topic	Student book pp.
3.1 The contrasting lives of rich, middling and poor Elizabethans	<p>The Topic Starter presentation gives a description of the differing lives of Elizabethans during this period. Learners could use the highlighted text to help them complete worksheet 3.1.</p> <p>Worksheet 3.1 requires learners to read pages 44-51 and complete the table comparing the lives of the rich, middling and poor.</p> <p>The Help Zone provides scaffolding to support learners who find it more difficult to take notes.</p>	<p>Presentations</p> <ul style="list-style-type: none"> ● What was life like for the people in Elizabethan England? <p>Worksheets</p> <ul style="list-style-type: none"> ● 3.1 The contrasting lives of rich, middling and poor Elizabethans ● 3.1a Help Zone The contrasting lives of rich, middling and poor Elizabethans <p>Podcasts</p> <ul style="list-style-type: none"> ● The contrasting lives of the rich, 'middling sort' and poor (part 1) ● The contrasting lives of the rich, 'middling sort' and poor (part 2) ● The contrasting lives of the rich, 'middling sort' and poor (part 3) 	<p>44–45</p> <p>4647</p> <p>48–49</p> <p>50–51</p>
3.2 Family life: husbands and wives, parents and children, wider kinship	<p>The Lesson Highlight asks learners to challenge traditional interpretations as to whether Elizabethan family life was different from our own. It provides learners with a series of statements from a traditional interpretation and then provides learners with more recent interpretation.</p> <p>Worksheet 3.2 supports the recording task introduced on page 46 of the student book. Learners can use this resource as they read through pages 52-55 of the student book. Even able learners can struggle with comparison and the table and lesson highlight support this.</p> <p>The three podcasts are designed to be listened together in turn.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● Was Elizabethan family life so very different from our own? <p>Worksheets</p> <ul style="list-style-type: none"> ● 3.2 Family life ● 3.2a Help Zone Family life <p>Podcasts</p> <ul style="list-style-type: none"> ● Family life ● Wider kinship ● Elizabethan poverty 	<p>52–53</p> <p>54–55</p>

3 Daily lives			
3.3 Poverty: its causes, Elizabethan explanations and responses	Learners could then read pages 56-59 of the Student book and complete Worksheet 3.3. The worksheet requires learners to reflect on the reasons for poverty and the Elizabethan response.	Worksheets <ul style="list-style-type: none"> ● 3.3 The problem of poverty ● 3.3a Help Zone The problem of poverty Podcasts <ul style="list-style-type: none"> ● The problem of poverty ● How did the Elizabethans deal with poverty? 	56–57 58–59
3.4 Issue: The nature and dynamics of Elizabethan society	The lesson highlight focuses on the wealth of the Elizabethan gentry and asks learners to reflect on what one house can tell us about Elizabethan society.	Presentation <ul style="list-style-type: none"> ● What can this house tell us about the wealth of the Elizabethan gentry? Quizzes <ul style="list-style-type: none"> ● The contrasting lives of rich, middling and poor people ● Family and wider kinship ● The problem of poverty and the Elizabethan Poor Law 	60–61
4 Popular culture			
Specification content	Activities	Dynamic Learning material linked to this topic	Student book pp.
4.1 Theatres and their opponents	The Topic Starter presentation provides learners with a series of images designed to help them answer the question – <i>Was this period a 'golden age' of culture?</i> The images should challenge learners. The worksheet 4.2.1 asks learners to read pages 64 and 65 and look at the changes that took place in order to answer the question <i>Was the Elizabethan age a golden age of culture?</i> The Help Zone sheet provides scaffolding for learners who find note taking more difficult.	Presentations <ul style="list-style-type: none"> ● Merry England? What lay behind the changes in popular culture? Worksheets <ul style="list-style-type: none"> ● 4.2.1 Popular culture ● 4.2.1a Popular culture Podcasts <ul style="list-style-type: none"> ● The theatre ● Opposition to the theatre 	74–75 76–77

4 Popular culture			
4.2 The Puritan attack on popular pastimes	<p>The Lesson Highlight presentation asks learners to match up the popular pastimes with the explanation. This can be completed after learners have read pages 66-69.</p> <p>Worksheet 4.1 supports the recording task introduced on page 66 of the student book. Learners can use this resource as they read through pages 66-69 of the student book. To make it easier the page is split into two parts requiring learners to note the main features and the reasons for the decline of popular pastimes.</p>	<p>Presentations</p> <ul style="list-style-type: none"> ● Popular pastimes and festivities <p>Worksheets</p> <ul style="list-style-type: none"> ● 4.1 The Elizabethans: popular culture ● 4.1a Help Zone The Elizabethans: popular culture ● 4.2.2 What were the main changes in Elizabethan theatre? ● 4.2.2a Help Zone What were the main changes in Elizabethan theatre? <p>Podcasts</p> <ul style="list-style-type: none"> ● A 'golden age' of culture? ● Why did popular culture decline? 	66-67 68-69
4.3 The persecution of witches	<p>The Lesson Highlight presentation could be used to prompt a discussion about the reasons behind changing interpretations. It also highlights the changing interpretations to explain why witchcraft trials became more common.</p> <p>Learners could then read pages 70-73 of the Student book and complete Worksheet 4.3 , a note taking exercise on the main features of witchcraft trials and the reasons behind them.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● Witches and witchcraft <p>Worksheets</p> <ul style="list-style-type: none"> ● 4.3 Why were so many people concerned about witches? ● 4.3a Help Zone Why were so many people concerned about witches? <p>Podcasts</p> <ul style="list-style-type: none"> ● Witches and witchcraft 	70-71 72-73

4 Popular culture			
4.4 Issue: 'Merry England'?	The lesson highlight focuses on the drawing of the Swan theatre by Johannes de Witt. It requires learners to label the drawing and then asks learners to ponder the similarities and differences between the drawing and the Globe theatre. Learners can then discuss the utility of sources such as the drawing. Worksheet 4.2 supports the activity on page 75 and asks learners to read pages 62-79 in order to fill in the sheet.	<p>Presentation</p> <ul style="list-style-type: none"> Elizabethan theatres and the use of historical sources <p>Worksheets</p> <ul style="list-style-type: none"> 4.2.2 What were the main changes in Elizabethan theatre? 4.2.2a Help Zone What were the main changes in Elizabethan theatre? <p>Quizzes</p> <ul style="list-style-type: none"> The Puritan attack on popular pastimes Theatres and their opponents Witches and witchcraft 	62–63 64–65 74–75 76–77 78–79

5 The wider world			
Specification content	Activities	Dynamic Learning material linked to this topic	Student book pp.
5.1 Imperial ambition: the motives and achievements of Elizabethan adventurers	<p>The Presentation introduces learners to two key figures in the age of Imperial ambition. It then asks learners to discuss whether Drake fulfilled Dee's ambitions for England.</p> <p>The worksheet 5.1 asks learner to look at the achievements and motives of the key figures studied in this topic. Learners can use the textbook pages 80-85 to complete the sheet.</p>	<p>Presentations</p> <ul style="list-style-type: none"> Imperial ambition: John Dee and the case of Sir Francis Drake <p>Worksheets</p> <ul style="list-style-type: none"> 5.1 Did the Elizabethan adventurers really transform England? 5.1a Help Zone Did the Elizabethan adventurers really transform England? <p>Podcasts</p> <ul style="list-style-type: none"> Drake and Dee Humphrey Gilbert 	80–81 82–83 84–85

5 The wider world			
5.2 Roanoke: England's attempt at an American colony	<p>The Lesson Highlight presentation asks learners to link each individual to the right explanation. It might be used to check for understanding of the story of Roanoke on pages 86–90.</p> <p>Worksheet 5.2 asks learners to plot the journeys of each of the key explorers on the map. Learners can then use the map to help them to consider A.N Wilson's theory given on page</p> <p>The three podcasts are designed to be listened together in turn.</p>	<p>Presentation</p> <ul style="list-style-type: none"> ● Who's who? <p>Worksheets</p> <ul style="list-style-type: none"> ● 5.2 The ages of exploration <p>Podcasts</p> <ul style="list-style-type: none"> ● Walter Raleigh 	86–87 88–89 90
5.3 Trade with the east, including first contacts with India	<p>Learners could tuse their cards from worksheet 5.1 and the map from worksheet 5.2 to help them to plot the key events on their continuum line. They can then use this to weigh up the in order to answer the key question – what was the overall achievement of Elizabethan adventurers?</p>	<p>Worksheets</p> <ul style="list-style-type: none"> ● 5.3 What was the overall achievement of Elizabethan adventurers? ● 5.3a Help Zone What was the overall achievement of Elizabethan adventurers? <p>Podcasts</p> <ul style="list-style-type: none"> ● Voyages to the East ● James Lancaster 	91 92–93 94–95

5 The wider world

5.4 Issue: The nature and significance of England's connections with the wider world

The presentations here can be used to aid learners thinking and discussion on the key question – How significant were the achievements of Elizabethan adventurers?

The topic starter provides an overview of England's connections with the wider world.

Worksheet 4.4 supports the Review activity on page 95. Weighing evidence is something that many learners find difficult, so the worksheet provides support for this thinking. The Help Zone on Worksheet 4.4a provides the examples but learners should look for the detail themselves and explain how each example relates to the question.

Presentations

- The nature and significance of England's connections with the wider world
- How significant were the achievements of Elizabethan adventurers?

Worksheets

- 5.4 Elizabethan adventurers
- 5.4a Help Zone Elizabethan adventurers

Quizzes

- Imperial ambition: the motives and achievements of Elizabethan adventurers
- Roanoke: England's first attempt at a colony
- Trade with the East including first contacts with India

96–97