Year:10
Subject: History
Topic/Unit: People's Health
When: Autumn/Spring 1

Huntington School
Learn and succeed

Overview: A thematic study of British public health from the Middle Ages to the modern day. Students will examine how living conditions, responses to epidemics, and methods for improving health evolved across four distinct eras: Medieval, Early Modern, Industrial, and the 20th Century.

Why this? Why now? A vital component of the GCSE History curriculum, offering a long-term view of how society protects its citizens. By analysing how past generations handled crises like the Black Death or Cholera, students develop a sophisticated understanding of how science, government, and beliefs interact to drive historical change.

Building on...building to: This unit builds on Key Stage 3 knowledge of events such as the Black Death and the Industrial Revolution. It prepares students for the formal GCSE assessment and skills needed for the other topics. It also links to the Fountains Abbey site study regarding monastic health standards.

Sequence Summary

1. **Medieval Britain (1250–1500):** Contrasting living conditions in towns and the countryside; analysing the Black Death's arrival and the religious/miasma-based responses to it.
2. **Early Modern Britain (1500–1750):** Increased government action via Plague Orders and the Gin Acts; the impact of the Great Fire of London on urban planning.
3. **Industrial Britain (1750–1900):** The public health crisis caused by rapid urbanisation; the battle against Cholera; the roles of Snow, Chadwick, and Bazalgette in securing clean water and sewers.
4. **Modern Britain (1900–Present):** The creation of the NHS; 20th-century epidemics like Spanish Flu and AIDS; modern challenges such as air pollution and inactivity.
5. **Exam Technique:** Structured practice for all question types, focusing on using the "five causal factors" (Government, Science, Beliefs, Urbanisation, and Wealth).

Key Vocabulary and Concepts:

- Society, public health, the (welfare) state, epidemic, disease, miasma, class, religion/Christianity, monarchy, government, Laissez Faire, technology, local/national authorities, urbanisation, industrialisation, poverty, diet and nutrition, infrastructure, suffrage, democracy, immigration, taxation, trade, empire, political parties, conservative/progressive/liberal, feminism, reform, revolution,

Assessments:

- Practice 9, 10 and 18 mark exam question.
- 30-minute multiple-choice knowledge tests to ensure factual recall of key knowledge.
- End of unit assessment which includes: 9-mark summary questions, 10-mark "explain" paragraphs, and 18-mark argument essays requiring a final judgment.

Able and Interested High-attaining students will tackle complex debates, such as whether the 20th century represents a "simple story of progress".

Inclusion, Personal Development and Wider Skills Literacy is supported through "the 5-mark paragraph" structure, using connective phrases like "this meant that" to link evidence to the question.

Homework and Independent Learning: Students will be set 30 minutes of homework weekly which may include: reading, research, completion of lesson tasks or skills practice.