**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.**

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| 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?** | * 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? (1lesson)

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 examples in (build on the idea of colour used in earlier enquiry). Homework could be to write this up. (assessment opportunity) |
| Early Modern Britain c.1500-c.1750 | **More of the same? How much did public health change?** | * What was Britain like 1500-1750? (1 lesson)

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.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.* How did living conditions affect people’s health in the early modern era? (1 lesson)

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.* 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.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.  |
| Industrial Britain c.1750-c.1900 | **Revolution! Why were there such huge changes in the people’s health, 1750-1900?** | * 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.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)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. |
| Britain since 1900 |  **Better than ever? Do** **the changes in public health since 1900 tell a simple story of progress?** | * What were the threats to public health in the 20th century? (2 lessons)

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.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. 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 Mouat 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 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?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. |