Scheme of work

Britain: Health and the people, c1000 to the present day (2A)

This scheme of work provides guidance for teaching Britain: Health and the People, c1000 to the present day, thematic studies topic from AQA's new GCSE in History. We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand how medicine and public health developed in Britain over a long period of time. Students will focus on the main change factors: war, religion, government, science, the role of the individual, and how they worked together. Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress.

Assumed coverage

This scheme of work is intended for 30 one-hour classroom lessons. It doesn't include homework learning time, but it does cover three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or the internet. You can supplement a textbook(s) by other sources.
When considering primary and secondary evidence, remember that the exam paper tests students' ability to analyse and evaluate contemporary sources (AO3).
A range of contemporary sources might include: cartoons, photographs, film, newspaper accounts, eye-witness descriptions and official documents.
Interpretations (AO4) will not be tested in the exam, but may be used in the classroom to support understanding of a topic.

Contents

The history of medicine

Lesson number	Specification content	Guidance	Learning activity	Resources
1	Course overview	Students will learn all the main features of the course in a one lesson overview. The aim of this lesson should be to compose a visual display of all the important features of the rest of the course. This activity allows students to look through the textbook and research the whole course in order to engage their interest. The complete timeline serves as a reference point and revision aid as the course progresses. It will also attract the interest of future students.	Produce a classroom timeline. Individual or pairs of students are given an image of a suitable size for later display. They should use the textbook or internet to locate the subject of the image or text they have been given and write a brief explanation (50-75 words) of why it is important in the history of medicine. This image and explanation will be mounted at the appropriate point on the big timeline either by the students or teacher. Students can be involved in a summary exercise in which they explain to the rest of the class what their image is and why it's important.	About 30 images or short text contemporary sources selected from the main textbook(s) or the internet. Wall space, marked out with a timeline over 1,000 years, subdivided into four parts – medieval, early modern, 19th century and modern. Some extra, possibly more complex sources are needed, depending on the mix of abilities in the class and the speed at which they work. It is good to have some images that are not from the textbook that require internet research.

Part one: medicine stands still

Medieval medicine

Lesson number	Specification content	Guidance	Learning activity	Resources
2	• natural • supernatural • ideas of Hippocratic and Galenic methods and treatments • the medieval doctor, training, beliefs about causes of illness	Students will learn about the world of medieval medicine. You should cover: • training of physicians in universities • the ideas and practices of medieval medicine (including some Greek and religious ideas) • treatments used based on these ideas It is a good opportunity to draw out from the students' work: ideas of Hippocrates and Galen, natural cures and supernatural aspects. Students should also be able to look at different aspects of the	Show picture of medieval medical lecture to the class. Read account of a lecture or dissection demonstration in a university. Ask students to think about (and remember) how and what the trainee medieval doctors were taught. Use a short questions and answers session to establish: oral culture, demonstration of ancient knowledge (which was not questioned) and the small number of manuscript books etc. Source exercise: students assemble the elements of a medieval doctor's toolkit. Students then apply toolkit to six sample patients presenting symptoms. Possible dramatic re-enactments (if time allows). Assessment point: short test question on lesson 2.	Image of medieval lecture – master in high chair, demonstrator, prosector etc. Illustrated information sheets on medieval treatments. Patient sheets presenting symptoms.

Lesson number	Specification content	Guidance	Learning activity	Resources
		Theory of Four Humours. It was a rational (evidence-based) but erroneous approach; it has merit in not being based on superstition but became an orthodoxy that acted as a straitjacket on development.		

Medieval medicine and progress

Lesson number	Specification content	Guidance	Learning activity	Resources
3	• the contribution of Christianity to medical progress and treatment • hospitals	Students should learn the following about Christianity and medicine: • Christian contribution (emphasis on care not cure) • beliefs, for example, prayer as the best treatment • small hospitals	Students are given an image of a medieval hospital and are asked to annotate their copy with key features that they recognise. As a class, summarise findings using a spider diagram. Give the class a hypnosis or essay-style question about the contribution of Christianity to medicine in the medieval period. Ask the students to write a short essay. Use two examples of work as an opportunity to identify creditworthy elements using a mark scheme. Students will have the opportunity to suggest improvements from reading.	Medieval and Renaissance Medicine Image of medieval hospital.
4	• the nature and importance of Islamic medicine and surgery	Students should learn about: • achievements of Islamic medicine • new discoveries made by Islamic doctors • Islamic approach to medicine, for example, it was more evidence	Students produce a spider diagram on achievements of Islam using a short film, such as the 'Library of Secrets'. Introduce the class to the idea of a similarity and difference question, by comparing Christian and Islamic approaches to medicine. Assessment point: short test question on earlier lessons.	1001 Inventions and The Library of Secrets YouTube or 1001 Inventions and the Library of Secrets Textbook research exercise.

Lesson number	Specification content	Guidance	Learning activity	Resources
		based • the preservation of Greek knowledge • the introduction of pharmacy measures There is an opportunity to stress religion/belief as a factor.	Discuss with students how they prepared for the short test.	

Medieval medicine

Lesson number	Specification content	Guidance	Learning activity	Resources
5	• surgery in medieval times, ideas and techniques	Students should learn about: • the treatment of wounds • the view of pus • Hugh and Theodoric of Lucca's ideas about surgery and the textbooks Lucca wrote to explain their theories	Students study and annotate images of medieval surgery and produce a summary of their findings. Opportunity to discuss revision techniques for use in next assessment point in lessons 6 and 7.	Sheet describing surgery; comparing Islamic and Christian treatments.

Public health in the Middle Ages

Lesson number	Specification content	Guidance	Learning activity	Resources
6 and 7	• towns and monasteries	Students should learn about the quality of public health in two places and consider issues such as, towns' laws not enforced etc. Stress factors involved, for example: leadership, wealth, knowledge. There is an opportunity to move students from description to reasons why there were differences between places and towns and monasteries.	Present the class with an exam style statement about medieval public health. Distribute an account of either a town or monastery to different groups. Groups discuss the accounts, considering aspects such as, conditions/hygiene in the Middle Ages. Collate conclusions as a class by drawing a table to compare towns and monasteries/abbeys for leadership, wealth, knowledge, etc. Examine an illustration of a medieval town for public health offences. Assessment point: short test question on earlier lessons.	Account of daily life (especially public health) in medieval monastery. Account of daily life (especially public health) in medieval town. Image of medieval London.
8	The Black Death in Britain: beliefs about its causes, treatment and prevention	Students should consider the following aspects: • beliefs about the causes • reasons for beliefs • the scale of	Present the class with an outline of the Black Death. Ask the class to identify questions about the Black Death and then show them a film about the Black Death. Students create a fact-file using the film account of the Black Death. Students should use the fact-file to develop	Black Death film.

Lesson number	Specification content	Guidance	Learning activity	Resources
		destruction (such as the social or economic impact) • treatments • the real cause	their understanding of the aspects listed in the guidance column.	

Review and assessment

Lesson number	Specification content	Guidance	Learning activity	Resources
9		This is an opportunity to see some big picture understanding of factors involved; such as war, government and religion.	Review: students produce a timeline/ chronology work of themes and 'periods'. Using small illustrations provided, students compose a timeline allocated to two themes – treatment of illness and prevention of illness, for the period studied so far. Assessment point covering lesson content so far (it could include factors question about the role of religion).	Sheet of illustrations (pre-cut).

Part two: the beginnings of change

The impact of the Renaissance on Britain

Lesson number	Specification content	Guidance	Learning activity	Resources
10 and 11	• challenge to medical authority in anatomy, physiology and surgery • the work of Vesalius, Paré, William Harvey • opposition to change	This lesson provides an opportunity to look at the work of Vesalius, Paré and Harvey and to consider the difference they made. They can be seen as representatives of the Renaissance – students can evaluate how much of an impact their discoveries made in Britain e.g. through people like Geminus and Clowes. Place emphasis on the way that their books brought their knowledge to Britain and doctors from Britain and the rest of Europe went to universities in Italy and France to learn.	In six groups (two per pioneer), students produce a fact sheet based on the three parts: • the situation before the discovery • the discovery – methods, characteristics and challenges • the impact and significance of the discovery Each group takes their turn to present its findings. Opportunity to discuss revision techniques for use in next assessment point in lesson 12.	The story of Galen in the Roman period From Medieval to Renaissance medicine The work of Andreas Vesalius

Dealing with disease (1)

Lesson number	Specification content	Guidance	Learning activity	Resources
12	• traditional and new methods of treatment • 'quackery' • methods of treating disease • plague	This is an opportunity to provide students with an overview of traditional and new methods of treatment in the early modern age. It is also a chance to study the Great Plague. Students can look at the consequences of the Great Plague in terms of social/ economic impact. Students can also develop their ability to compare two events or two developments, such as the Great Plague with the Black Death. This will enable them to evaluate the extent of progress; for example, Lord Mayor's Rules.	Provide an overview of traditional and new methods with reference to 'quackery'. Give students an overview of the Great Plague. Distribute images of the Great Plague to determine reaction and measures taken against it. Class discussion where students identify similarities and differences between the Great Plague and the Black Death. Assessment point: short test question on earlier lessons.	Quack doctors and everyday medicine: When did science change ordinary medicine? (Part 1) When did science change ordinary medicine? (Part 2) Centers for Disease Control – Plague

Dealing with disease (2)

Lesson number	Specification content	Guidance	Learning activity	Resources
13	• the growth of hospitals • changes to the training and status of surgeons and physicians • the work of John Hunter	Students should learn about the development of hospitals in the late 18th and 19th century. It is an opportunity to identify change in the concept of a hospital; for example, changing from care to treatment and learning, dispensaries and the training of surgeons and doctors. Students can compare medieval hospitals with late 18th and early 19th century hospitals.	In groups, students produce a comparative table analysing the similarities/differences between a typical medieval hospital and a typical late 18th century hospital. Students conduct a case study of the career of the surgeon, John Hunter. Students consider the question: what should he be remembered for? Study of the career of Florence Nightingale. This allows students to study changes to hospitals in the 19th century and question the level of credit Florence Nightingale deserved for improving hospitals.	Textbook research. Warning: you are strongly advised to preview to assess if this is suitable for your students: BBC Bitesize – John Hunter and public engagement in science The life and work of Florence Nightingale

Prevention of disease

Lesson number	Specification content	Guidance	Learning activity	Resources
14	• inoculation • Edward Jenner • vaccination and opposition to change	Students should learn about the work of Edward Jenner. They should consider how he came to his discovery and his understanding of how his discovery worked. This is an opportunity to establish the difference between vaccination versus inoculation. Students should also learn about the reasons for opposition.	Discuss with the class the nature of smallpox and its effects. Students research Jenner and his work and produce an account of discovery. Using Jenner as an example, explain the concept of significance to the class.	The life and work of Edward Jenner Small pox images and cartoons.

Part three: a revolution in medicine

The development of Germ Theory and a revolution in surgery

Lesson number	Specification content	Guidance	Learning activity	Resources
15	• anaesthetics; including Simpson and chloroform	Students should learn about: • the types of chemicals used • how they were tested and developed • why there was opposition to progress • how opposition was overcome • consequences of these developments; for example, freedom from pain, opportunity to do perform complex surgery and mortality rates Focus on the work of Simpson and chloroform, noting the reasons for acceptance of chloroform in childbirth in Britain.	Students watch a short film about Simpson and chloroform and complete a worksheet on anaesthetics e.g. chloroform. Students suggest reasons for opposition and then research how opposition was overcome. Students produce a spider diagram which identifies the short and long-term consequences of Simpson's work. Revision exercises, for example: 'Compare and contrast 19th century anaesthetics with medieval surgery. What are the similarities? What are the differences?'	Surgery in the 19th century
16	• Germ Theory, its impact on the treatment of	This is an opportunity for students to consider:	Students research the idea of spontaneous generation, Pasteur's methods and understand the growing	Textbook research exercise.

Lesson number	Specification content	Guidance	Learning activity	Resources
	disease in Britain: the importance of Pasteur	• how and why the discovery was made • how it was proven The key aspect is the impact on Britain of germ theory. Germ theory is important in the 19th century debate on public health in towns and in surgery. Central to understanding the impact of germ theory is an understanding of the role that Lister's techniques played. For this reason, the order of the topics in part 3 has been rearranged.	realisation about the specificity of germs and infection. Students can compose diagrams explaining the relationship between germs and infection in both spontaneous generation and germ theory; a diagram about Pasteur's famous swan necked flasks experiment will aid understanding. Students make notes on the difference between Contagionists, and anti-Contagionists, beliefs about infection and epidemics.	

A revolution in surgery and the development of Germ Theory

Lesson number	Specification content	Guidance	Learning activity	Resources
17 and 18	• Antiseptics; including Lister and carbolic acid • surgical procedures • aseptic surgery	Students should learn about Lister's development of carbolic acid in 1860s and opposition to its use. This is an opportunity to explain the process to the class. Students should understand the reasons why Lister was so important in convincing doctors about Pasteur's germ theory. (You can refer briefly to earlier work of Semmelweiss). Opportunity to discuss any outstanding problems for surgeons, for example: blood loss, surgical shock, tissue typing/rejection. Students will learn about developments in surgical procedures such as transfusions, but will also consider the fact that blood groups were not discovered until the 20th century.	Students complete a cartoon exercise to summarise Lister's discovery and development of antiseptic method. Students can correct a passage that contains true and false statements about the opposition to Lister's antiseptic surgery. Students complete a short evaluative essay comparing the importance of different factors in the acceptance of germ theory, for example: the cattle plague (1866), the work of John Tyndall, typhoid, Lister and antiseptics. Lesson uses photographs of operating theatres at different times – students discuss differences after sequencing them. Students complete a comparative exercise between antiseptic and aseptic surgery using a table which details aspects of both approaches (the table includes the approach to the problem of blood loss during surgery).	Film on Lister and antiseptics. Textbook reading (and discussion). Please preview to check if this is suitable for your students: BBC website: Royal childbirth – why could having a baby be dangerous? Worksheet on antiseptics; for example, carbolic, opposition to antiseptics. Photographs of operating theatres in the early, mid, late 19th and 20th century. Worksheet on antiseptic compared with aseptic surgery.

Lesson number	Specification content	Guidance	Learning activity	Resources
			Extension research work on the similarities between Contagionist/ anti-Contagionist theories on epidemics and theories of wound sepsis; for example, Lister, Charles Bastian, idea of 'seed and soil' etc.	
19	• Robert Koch and microbe hunting.	Students should learn about: • Koch's contribution – discovering tools for microbe hunters and identifying TB	Students complete spider diagram of Koch's methods. Students compare and evaluate Koch and Pasteur. They can discuss/review a question comparing the two scientists and the role of the individual. There is an opportunity, here, to discuss revision and exam techniques, if students produce a written essay. Students analyse a range of adverts which show everyday medical treatments and remedies. They can evaluate if these treatments changed in light of the discoveries made by Pasteur, Koch and Ehrlich. Assessment point: short test question on earlier lessons (Jenner).	Research from posters/images - the different techniques Koch developed. Alternatively, a Koch TB cartoon could be examined for a 'usefulness' question. Adverts from the time, which show the range of everyday medical treatments and remedies.
20	• Pasteur and vaccination. • Paul Ehrlich	You can explore with your students: • Pasteur's discoveries	Give your students an outline of 19th century developments. Students complete an evaluation of	Textbook. Timeline sheet.

Lesson number	Specification content	Guidance	Learning activity	Resources
	and magic bullets. • everyday medical treatments and remedies	in 1880s and human diseases • Koch and TB, and other microbe hunters whose discoveries sprang from work of Koch • Paul Ehrlich's work. Students should understand the role of William Roberts and William Cheyne in convincing British doctors of the importance of Koch's work. Students need to consider how the treatments available to, and used by, ordinary people in Britain changed or remained the same in the light of the discoveries of Pasteur.	different factors, such as: war; communication; government; luck; role of the individual etc. involved in the development of vaccines based upon a study of Pasteur and Koch and later developments like Ehrlich. Ask your students to annotate cards and sort in order of importance. For example, a diamond nine exercise to prepare for written evaluation of factors/ practice question. Assessment point: short test question on earlier lessons.	

Improvements in public health

Lesson number	Specification content	Guidance	Learning activity	Resources
21	• public health problems in industrial Britain • cholera epidemics	This is an opportunity to establish your students' understanding of the impact of the Industrial Revolution on towns. Use cholera as an example of an epidemic as an agent of change and to illustrate theories about the causes of disease at the time. This is an opportunity to include an explanation of miasma; theories of spread (including Snow's) and theories of creation of disease.	Establish with your students an understanding of conditions in towns (layers of inference exercise: describe, infer, further questions). Discuss reasons for conditions. Revise theories of epidemics/public health from Lesson 16. Ask your students to compare public health in the 19th century with the medieval period. They should consider similarities and differences in the conditions and reasons for those conditions and differences. You can use this exercise to develop their understanding of an 8 mark similarities / differences question. Source work – making sense of cartoons. Give your students a range of cartoons and ask them: • What do the sources say? • Who is saying it? What's the provenance? • What do the sources tell us? How useful are they?	Court of King Cholera cartoon Attitudes to Public health & Cholera: Manchester Cholera epidemic of 1832 Part 1 and Part 2 Contemporary sources relating to public health.
22 and	• public health	Students should learn	Students watch a video on the work of	Discovering the work of Joseph

Lesson number	Specification content	Guidance	Learning activity	Resources
23	improvement, including the 1848 and 1875 Public Health Acts	about the changes in public health and the reasons behind the change. Consider initially establishing with the class the nature of the changes and then the reasons for those changes. Details of Public Health Acts – establish what each act did and difference between them. Remember to note the impact of the 'Great Stink, 1858' and Bazalgette's work (technology).	Joseph Bazalgette. Students record details of Public Health Acts 1848 and 1875 and the Great Stink, 1858.	Bazalgette Worksheet including timeline. Textbook research exercise. A references worksheet will direct student research to textbooks and relevant internet sites.
24	• the role of public health reformers • local and national government involvement in public health	Students should learn about the reasons for change: • epidemics • germ theory • extension of franchise • technology • individuals such as: Farr; Snow; Chadwick; and Bazalgette	Students complete a 'market place exercise' on factors for change in 19th century: 1. Students are divided into groups. 2. Each group sets up a market stall offering information about their allocated factor. 3. The groups take it in turns to visit the stalls to gather information. Opportunity to use exam-style questions in class. Students could discuss/assess significance or use a	Health and housing in the 19th century A references worksheet will direct student research to textbooks and relevant internet sites.

Lesson number	Specification content	Guidance	Learning activity	Resources
		• recognition of factors, such as: government; individuals; science and technology; death toll; epidemic disease etc. Students should understand the concept of ‘laissez-faire’.	comparative question on two of the three events – Acts or Stink. Alternatively, students could compare individuals; for example, Snow, Chadwick, Pasteur, Bazalgette, William Farr. Brief reminder of revision methods/ methods in light of forthcoming review and assessment in lesson 24.	

Review and assessment

Lesson number	Specification content	Guidance	Learning activity	Resources
25	• Assessment and review	Role of individual as a factor needs to be explained to students; for example, unique qualities and contribution.	Review of Part three. Students complete a timeline, focusing on concepts of factors and progress. Students complete a table gathering information about the impact of the following factors: • science and technology • religion • war • government • the role of individuals Class discussion about the nature/impact of each factor. This can be a preparation for the essay question at the end of the lesson. Assessment point covering lesson content so far. For example, a factors question about the influence of science in medical treatment.	Partially completed timeline sheet.

Part four: modern medicine

Modern treatment of disease

Lesson number	Specification content	Guidance	Learning activity	Resources
26	• the development of the pharmaceutical industry • Penicillin, its discovery by Fleming and its development • new diseases and treatments • antibiotic resistance • alternative medicine and treatments	Provide a case study of drug development. It will be an opportunity to assess factors at work, such as: • the role of individuals • team work • industry • government Students should also consider the influence of broader factors: • science and technology • communication • religion • war • government • the role of individuals Students should learn about modern problems, such as: • drug development and safety (e.g. Thalidomide) • resistance • research and development, costs and profits	Students watch a film about the discovery of penicillin, its development and mass production and complete a worksheet. Team test/quiz to check facts. Card sort exercise to establish influence of factors in the film. Students analyse newspaper accounts of modern issues in medicine and discuss their findings in groups.	Resources such as: • work sheet organiser for film • points test/quiz to check facts • card sort Newspaper accounts of modern issues in medicine and alternative treatments.

The impact of war and technology on surgery

Lesson number	Specification content	Guidance	Learning activity	Resources
27	• plastic surgery • blood transfusions • X-rays • transplant surgery • modern surgical methods, including: lasers; radiation therapy; and keyhole surgery	Students should learn about the impact of war and technology on different aspects of surgery. You should explain that the discovery of blood groups enabled successful transfusions. Students should consider the factors affecting modern techniques, such as: • war • individuals • physics • chemistry • biology • rejection • cosmetic surgery	Provide an overview of the impact of war and technology on surgery. Students complete an analysis of a heart transplant description. Students match descriptions with surgical problems. Assessment point: short test question on earlier lessons.	Did the First World War improve surgery? Challenges to the use of surgery as a cure Surgery of the future NHSBT, Give Blood –Donating Blood Saves Lives Give Blood – Latest Stocks and Statistics

Modern public health

Lesson number	Specification content	Guidance	Learning activity	Resources
28	• the importance of Booth, Rowntree, and the Boer War • the Liberal social reforms • the impact of two world wars on public health, poverty and housing	Students should consider: • why did the Liberals bring in reforms? • how effective were the reforms? Explain the factors involved in bringing about changes in public health, such as the importance of individuals etc.	Give the class statements about the reforms. Ask the students to infer reasons for the reforms from the statements. Students then research the reasons for the reforms and how effective the reforms were. Students can use textbooks and contemporary sources. Using their research, students produce a spider diagram. Students identify factors involved in bringing about reform and present an explanation as to which factor was most important.	A range of statements about reform and possible motives for reform. These statements could be from contemporary sources produced at the time. Textbook research exercise.
29	• the Beveridge Report and the Welfare State • creation and development of the National Health Service • costs, choices and issues of healthcare in the 21st century	Students should understand: • what the Beveridge Report was • how the report is connected to the Welfare State • the principles governing the Welfare State • why the NHS was	Students watch a short film about the creation of the Welfare State and NHS and identify: key features; reasons for creation; and opposition. Students compare Liberal Social Reforms and the NHS and evaluate which was more important, by producing a PowerPoint presentation of six slides to show measure and impact.	Beginnings of the NHS The rise of hospitals and the NHS in 1948 Worksheet on NHS Worksheet on modern dilemmas.

Lesson number	Specification content	Guidance	Learning activity	Resources
		created • why these changes faced opposition • what challenges do we face in the 21st century (i.e. the cost and effectiveness)?	Class debate on ethics, costs and choices in future.	

Review and assessment

Lesson number	Specification content	Guidance	Learning activity	Resources
30			Complete timeline from notes. This timeline helps students to focus and prepare for the main assessment. Complete Section A paper: ‘Health and the people’ in 50 minutes under exam conditions.	Partially completed timeline sheet.