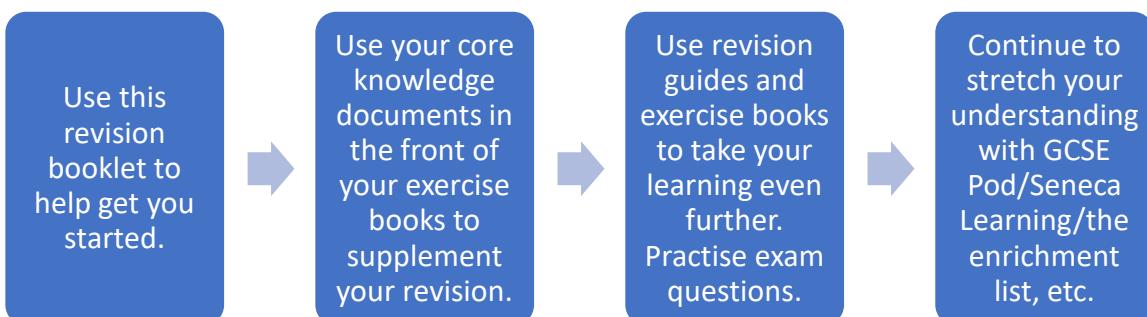


## History revision at Goldington Academy 2025-26

- You should now be in the process of revision for your mock exams, to prepare you for your final exams in the summer of 2026.
- A reminder that in history, you will be assessed across the following four units:
  - Paper One (two hours):
    - Conflict and tension in Asia, 1950-1975 (one hour)
    - Russia, 1894-1945: Tsardom and Communism (one hour)
  - Paper Two (two hours):
    - Norman England, c.1066-c.1100 (one hour)
    - Health and the people, c.1000-present day (one hour)
- In order to help you with your revision, you will find enclosed:
  - Key content you need to know.
  - Some suggested revision tasks.
  - A brief summary of the exam questions for each unit and the skills required to answer them.
- Each unit of study has been kept to a double-sided A4 sheet to show you that although there is plenty for you to learn for your history GCSE, it is manageable WHEN you start early enough.
- It is important to note that this is not a defining revision resource. This should be used as a starting point if you are not sure where to begin with revision for something. Do what works for you.
- Our best guidance for developing your writing skills will always be to complete past papers and exam questions. These can be found in the history subject area of the school website.



- Revision can be a daunting task, and one that takes time. Hopefully this gives you an idea of where to start.

# A reminder of your Core 4 revision methods

## (also included in your planner)

### Summary: Self Quizzing



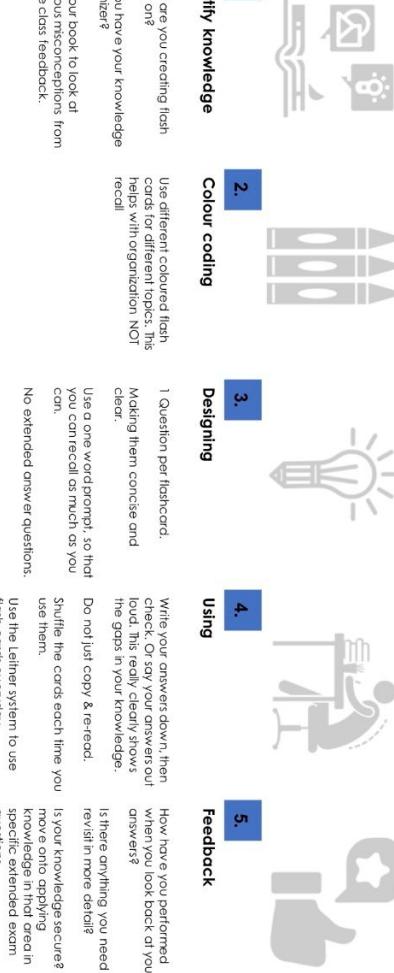
<b>1. Identify knowledge</b>	<b>2. Review and create</b>	<b>3. Cover and answer</b>	<b>4. Self mark &amp; reflect</b>	<b>5. Next time</b>
Identify knowledge/content you wish to cover.	Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book).	Cover up your knowledge and answer the questions from memory.	Go back to the content and self mark your answers in green pen.	Revise the areas where there were gaps in knowledge, and includes these same questions next time.

Creates x10 questions on the content (if your teacher has not provided you with questions)

Take your time and where possible answer in full sentences.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.  
Practice makes perfect!

### Summary: How to use flash cards



<b>1. Identity knowledge</b>	<b>2. Colour coding</b>	<b>3. Designing</b>	<b>4. Using</b>	<b>5. Feedback</b>
What are you creating flash cards on? Do you have your knowledge organised?	Use different coloured flash cards for different topics. This helps with organisation. NOT recall.	1 Question per flashcard. Making them concise and clear.	Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.	How have you performed when you look back at your answers?

Use your book to look at previous misconceptions from whole class feedback.

No extended answer questions.

Use the Leitner system to use flash cards everyday.

Avoid answering the questions in your head; research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card so you are truly testing if you can explain the answer properly

### Summary: Brain dumps



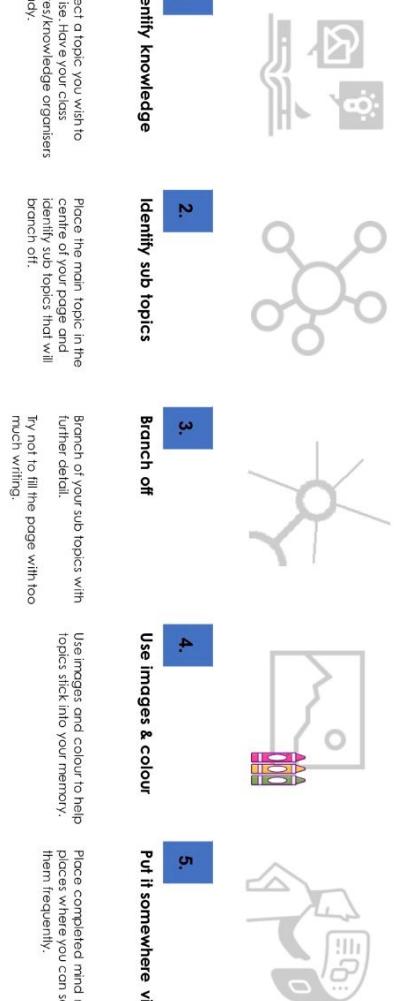
<b>1. Identify knowledge</b>	<b>2. Write it down</b>	<b>3. Organise information</b>	<b>4. Check understanding</b>	<b>5. Store and compare</b>
Identify the knowledge/topic area you want to cover.	Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)	Once complete and you cannot remember any more, use different colours to highlight/underline words in groups.	Compare your brain dump to your K/IO or book and check your understanding.	Keep your brain dump safe and revisit.

Give yourself a timed limit (e.g. 10 minutes)

This categorises/links information.

Next time you attempt the same topic, try and complete the same amount of information in a shorter period of time or add more information.

### Summary: How to create a mind map



<b>1. Identify knowledge</b>	<b>2. Identify sub topics</b>	<b>3. Branch off</b>	<b>4. Use images &amp; colour</b>	<b>5. Put it somewhere visible</b>
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch off your sub topics with further detail.	Use images and colour to help topics stick into your memory.	Place completed mind maps in a place where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

## Conflict and tension in Asia, 1950–1975: Revision Checklist

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### Part 1 – The Korean War (1950–1953)

Key Content (revision guide pages)	Suggested Revision Task	✓
The Cold War and early tensions (pp.12-13)	Create a table explaining the key differences between capitalism and communism. Then, write a paragraph explaining how this led to tension in Europe after WWII. Make sure to include the Truman Doctrine.	
Causes of the Korean War (pp.14-15)	Annotate an image of North and South Korea with key details about each country and its leader after WWII. Include who each country was supported by, and how.	
The invasion of South Korea and responses (pp.16-17)	Create a flow chart explaining the beginning of the Korean War: North invades → UN and US reaction → USSR absence.	
Development of the war (p.18)	Storyboard the development of the Korean War showing troop movements & Chinese intervention.	
MacArthur's removal (p.19)	Explain the disagreement between Truman and MacArthur in no more than 50 words.	
Stalemate (p.20)	Create 10 questions linked to the stalemate during the Korean War. Then, self-quiz yourself about it at another time.	
End of the war (p.21)	On a post-it note, summarise how/why the Korean War came to an end, and what changed.	
The cost of the Korean War (pp.22-23)	Create a mind map with four branches: human cost, impact on the Cold War, weapons build-up, and gains/losses for countries involved.	

### Part 2 – Escalation in Vietnam (1954–1968)

Key Content (revision guide pages)	Suggested Revision Task	✓
French Indochina, Dien Bien Phu and Geneva Agreement (pp.24-25)	Brain dump your knowledge about the topics to the left. Then, use another colour pen to add in any detail you missed – check the revision guide.	
Diem's government and civil war (pp.26-27)	List 5 ways Diem governed South Vietnam unfairly. Explain how the NLF and Buddhists began to oppose Diem, and how this led to civil war in the south.	
Vietcong and guerrilla tactics (pp.28-29)	Create a poster for the Vietcong. It must contain: their actual name, their key aims, who supported them, and how they fought.	
Domino Theory and the Red Scare (pp.30-31)	You have three sentences to explain the following things: what Domino Theory was; who Senator McCarthy was; what the Red Scare was.	
Growing US intervention – Eisenhower and Kennedy (pp.32-33)	Create two mind maps: one based on how Eisenhower began to increase US intervention in Vietnam, and one based on how Kennedy increased intervention.	
Gulf of Tonkin (pp.34-35)	Create a flow chart explaining why the Gulf of Tonkin was a turning point: Operation Plan 34A → the Gulf of Tonkin incident → the Gulf of Tonkin Resolution → Camp Holloway → Operation Rolling Thunder and marines.	
US vs Vietcong tactics (pp.36-39)	Create a series of flash cards in one colour for US tactics, and one for Vietcong tactics. Continually use these to test your knowledge of these tactics.	
Tet Offensive (p.40)	Write a paragraph explaining how the Tet Offensive was a turning point in the Vietnam War: what happened, and what were the consequences?	
My Lai massacre (pp.40-41)	Write the script for a TikTok to explain what happened in the My Lai massacre, including the cover-up and impact (maybe even record it and send it to your friends!)	
Growing demands for peace (pp.42-43)	Create flashcards linked to opposition to the Vietnam War. Use one colour for protest groups, and one colour for examples of specific protests.	

### Part 3 – Ending the Vietnam War (1969–1975)

Key Content (revision guide pages)	Suggested Revision Task	✓
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Vietnamisation (p.44)	Summarise Vietnamisation in 10 words. Then, expand your summary to 20. Continue in multiples of 10 until 50.	
The widening of the war – Cambodia and Laos (pp.44-45)	Write a paragraph explaining how the US widening the war into Cambodia and Laos resulted in a similar consequence for both countries.	
Kent State and growing protests (pp.46-47)	Write a short poem to explain what happened at Kent State University and the impact of this. Consider ways to make it memorable, e.g. can you make it rhyme?	
Media coverage of the war (pp.48-50)	Create and populate a mind map with the following branches: early reporting; the rise of television; the impact of the Tet Offensive, Walter Cronkite; and negative news.	
Watergate (p.50)	Write a newspaper article as if you were the journalist who was breaking the Watergate Scandal. Explain what happened, and the impact it had.	
Henry Kissinger and the Paris Peace Talks (pp.52-53)	Create a profile of Henry Kissinger including important details about him. As a key part of this, explain his role in the Paris Peace Talks.	
The end of the war and the Fall of Saigon (pp.54-55)	Create a flow chart explaining the Fall of Saigon. Start from: Nixon failed to win more support for South Vietnam between 1973-74, and end with: the unification of Vietnam in 1975.	
The cost of the Vietnam War (pp.56-57)	Create and populate a mind map with the following branches: the human cost; the environmental cost; the financial cost; and the cost to reputations.	

## Exam Questions for this unit

Example question	Key criteria	Marks	Time
1. Study source A in the sources booklet. Source A supports the Fall of Saigon. How do you know? Explain your answer using source A and your contextual knowledge.	<ul style="list-style-type: none"> <li>Refer to features of the source (content and/or provenance).</li> <li>Explain how you know it is supportive or critical.</li> <li>Support the judgement with your own contextual knowledge – where does it ‘fit in’ to the course?</li> </ul>	4	5
2. Study sources B and C in the sources booklet. How useful are sources B and C to an historian studying President Nixon and the Vietnam War? Explain your answer using sources B and C and your contextual knowledge.	<ul style="list-style-type: none"> <li>Refer to features of the source/s (content and/or provenance).</li> <li>Explain how it is useful for the historian’s investigation.</li> <li>Support your judgement with your own contextual knowledge – where does it ‘fit in’ to the course?</li> <li>No need to discuss the sources in a joint paragraph or judge which is more useful.</li> <li>Both sources have developed explanations about usefulness to earn above half marks.</li> <li>For 9+ marks, you must explain how the content and/or provenance of both the sources is useful, e.g. discuss the content of one source in a paragraph, and then the provenance of the other in another.</li> </ul>	12	15
3. Write an account (explain) of how the invasion of South Korea led to international conflict in Korea, 1950-1953.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Explain how <b>one event</b> led to <b>another</b> (e.g. how <b>the invasion of South Korea</b> led to <b>an international conflict in Korea</b>)</li> <li>Two aspects for above 6 marks.</li> </ul>	8	10
4. ‘The tactics of the Vietcong were the main reason for the success of North Vietnam in the Vietnam War.’ How far do you agree with this statement? Explain your answer.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Must explain the named factor and another of your choice for above half marks.</li> <li>Conclusion for those hoping to get above 12 marks.</li> <li>4 SPaG marks available.</li> </ul>	20 (16 + 4 SPaG)	20

# Russia, 1894–1945: Tsardom and Communism – Revision Checklist

## Part 1 – The end of Tsardom

Key Content (revision guide pages)	Suggested Revision Task	✓
Russia's economy and society at the turn of the twentieth century (pp.6-7)	Add details about the state of Russia in the late 19 <sup>th</sup> century to a blank map of Russia. Mention the conditions of peasants, industrial workers, and the aristocracy.	
Nicholas II's autocracy (p.8)	Annotate a picture of Nicholas with details about him and his autocratic system.	
The growth of opposition (p.8)	Create flashcards for the three main opposition groups against Nicholas: the Socialist Revolutionaries, the Social Democratic Party, and the Cadets.	
The 1905 Revolution and the October Manifesto (p.8)	Plot the events of the 1905 Revolution on a timeline. This should begin with Bloody Sunday, and end with the October Manifesto. As a <b>stretch</b> , look to include long-term and short-term events which caused the revolution.	
Reform in Russia? (1905-1914) – The Dumas and Stolypin's reforms (pp.10-11)	In three bullet points, summarise what happened to the first three Dumas. Then, create a ten-question quiz for yourself about Stolypin's reforms. At a later time, test yourself using your quiz to see how many you get right.	
The impact of the First World War (p.12)	Brain dump what you can about the First World War and its impact on Russia. After you have done this, 'purple' pen in any information you missed out.	
The unpopularity of the Romanovs and the February/March Revolution 1917 (p.14)	Create a mind map titled 'Causes of the collapse of tsarism' with the branches being: First World War, economic and social problems, Nicholas's mistakes, and opposition. Add detail to this – you must mention the role of Rasputin.	

## Part 2 – Lenin's new society

Key Content (revision guide pages)	Suggested Revision Task	✓
The Provisional Government (p.16)	Create a timeline with key events for the period of the Provisional Government, beginning in March 1917, and ending in October/November 1917.	
October/November Revolution (p.18)	Produce a storyboard of key events; include Lenin and Trotsky's roles.	
Lenin's dictatorship and establishing control (pp.20-22)	Create a series of flashcards on the following topics: Decrees, the Treaty of Brest-Litovsk, Lenin's use of force (Cheka), the closing of the Constituent Assembly.	
Russian Civil War and Bolshevik success (pp.22-24)	Complete a strengths and weaknesses analysis of both the Red and White armies in the civil war. Explain why, based on your analysis, the Reds won.	
War Communism and NEP (pp.26-28)	Draw a comparison table of War Communism vs NEP; include dates, features, and their effects. Make sure to reference the Kronstadt Uprising as a key turning point.	
Lenin and Trotsky's achievements (p.28)	In 50 words, explain Lenin and Trotsky's main accomplishments by 1924.	

## Part 3 – Stalin's USSR

Key Content (revision guide pages)	Suggested Revision Task	✓
Stalin's rise to power (p.30)	Create short character profiles of the 5 main contenders for the leadership of the Communist Party after Lenin died. Then, plot a timeline of Stalin's rise to power, showing how he became the leader of the USSR.	
The Terror and Purges (p.32)	Create a mind map with the following four branches to add detail to: Control of the Communist Party, the Purges, the Great Terror, and Gulags.	
The Cult of Personality (p.34)	Create a mind map with the following four branches to add detail to: cult of personality, young people, religion, and culture.	
The Great Turn part 1: Collectivisation (p.36)	Create a 15 question quiz for yourself about collectivization. Then, at a later time, test yourself. Keep using this to remind yourself of key information.	

The Great Turn part 2: The Five-Year Plans (p.38)	Summarise each of the three Five-Year Plans on a flashcard.	
Impact of the Great Turn (pp.40-41)	Create a mind map to show the impact of modernization on five key groups: kulaks, industrial workers, women, people living in cities, the emerging elite.	
Impact of the Second World War (pp.42-43)	Annotate an image of Stalin to show how he personally impacted the Soviet war effort. Then, create flashcards about the following ways the war impacted Soviet people: social, economic, political, nationalities.	

## Exam Questions for this unit

Example question	Key criteria	Marks	Time
1. Read interpretations A and B in the interpretations booklet. How does interpretation B differ from interpretation A about Stalin's wartime leadership? Explain your answer based on what it says in interpretations A and B.	<ul style="list-style-type: none"> <li>Just focused on the interpretation itself – what the person/organisation has said about the issue.</li> <li>Identify one key difference. Explain it in interpretation A, and explain how it is different in interpretation B.</li> <li>Be more insightful than 'one is positive, one is negative'.</li> </ul>	4	5
2. Why might the authors of interpretations A and B have a different interpretation about Stalin's wartime leadership? Explain your answer using interpretations A and B and your contextual knowledge.	<ul style="list-style-type: none"> <li>Just focused on the provenance of the interpretation (who said it, when they said it, where they said it, etc.)</li> <li>Identify why each author holds the interpretation they do – what has motivated them to hold that belief?</li> <li>Do not just say 'they are biased' - explain the bias.</li> </ul>	4	5
3. Which interpretation gives a more convincing opinion about Stalin's wartime leadership? Explain your answer based on your contextual knowledge and what it says in interpretations A and B.	<ul style="list-style-type: none"> <li>Focused on the interpretations themselves – what the person has said about the issue.</li> <li>Focus on how convincing you find the interpretations.</li> <li>Use your own contextual knowledge to show that they are convincing – does what they say match with what you know about the issue?</li> <li>For 7-8 marks, come to an explained judgement on the question.</li> </ul>	8	10
4. Describe two problems faced by Stolypin in the years 1906 to 1911.	<ul style="list-style-type: none"> <li>Identify one problem. Provide accurate and specific historic detail to show how/why it was a problem.</li> <li>Repeat this structure for a second problem.</li> </ul>	4	5
5. In what ways were the lives of Soviet people affected by collectivisation? Explain your answer.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Identify one way people were affected and provide evidence to show that. Then, explain how it affected them.</li> <li>Repeat this structure with a different effect in a second paragraph for over half marks.</li> <li>For 7-8 marks, your explanations must be complex, e.g. how different groups were affected differently/the same group were affected in different ways by the same thing.</li> </ul>	8	10
6. Which of the following was the more important reason why Lenin was able to strengthen his control over Russia following the October/November Revolution: -the use of force -economic policies? Explain your answer with reference to both bullet points.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Two paragraphs required for over half marks. Paragraphs MUST be about the bullet points mentioned in the question. Do not invent new reasons.</li> <li>For 10-12 marks, come to a weighed and balanced conclusion.</li> </ul>	12	15

# Norman England, c.1066–c.1100: Revision Checklist

## Part 1 – The Normans: Conquest and Control

Key Content (revision guide pages)	Suggested Revision Task	✓
England before 1066 (pp.12-13)	Annotate a map of England with details about the country before 1066 linked to government, religion, wealth, defence, society, and population. You must also include information about the House of Godwin.	
Death of Edward the Confessor and the four claimants (pp.14-16)	Make a comparison table of the four claimants; then rank them based on who had the strongest claim.	
Norman invasion preparations and Pevensey landing (pp.18-19)	(Covered in detail in your Pevensey Resource Pack – see separate tasks in the Historic Environment section of this document).	
Battles of Fulford Gate and Stamford Bridge (p.20)	Using no more than 50 words for each battle, explain what happened in each of them.	
Battle of Hastings (pp.22-25)	Create a storyboard of the key events of the Battle of Hastings. Explain why the Normans won as part of the task.	
William's next steps – forcing the surrender of London (p.26)	Using a map of southern England, plot the journey William took to London from Hastings, noting key events along the way.	
Castles (pp.28-29)	Design a labelled diagram of a motte and bailey castle; explain its role in Norman control in 5 bullet points.	
Revolts, Hereward the Wake, and the Harrying of the North (pp.30-34)	Create flashcards for various rebellions the Normans faced against their rule. You must include the rebellion of Hereward the Wake and the Harrying of the North. Note: who rebelled → Norman response → consequences.	

## Part 2 – Life under the Normans

Key Content (revision guide pages)	Suggested Revision Task	✓
Feudal system and land ownership (p.36)	Create two diagrams: one of the Anglo-Saxon hierarchy, and one of the Norman hierarchy (feudal system). Annotate the key differences and similarities between the systems.	
National and local government (no specific pages, use your exercise book/research)	Create two mind maps: one for national government, and one for local government. Then, highlight any changes the Normans actually introduced. You will be able to see the changes and continuities from Anglo-Saxon government by doing this.	
Justice and legal system (pp.40-41)	Create a table with two headings: 'Change' and 'Continuity'. Review the justice and legal system in Norman England and, where relevant, populate your table with examples. Once that is done, explain in 100 words what your table shows.	
Domesday Book (pp.38-39)	Create a mind map about the Domesday Book including the following branches: what it was; why the Survey was carried out; how it was carried out; what it revealed.	
Life in villages (pp.44-45)	Draw a typical village in Norman England. Make sure to include and explain key features, people, and any changes the Normans introduced.	
Life in towns (p.46)	Draw a typical town in Norman England. Make sure to include and explain key features, people, and any changes the Normans introduced.	
Changes to everyday life (p.48)	Create flashcards about the following topics: New laws, language, castles, and land. On the side with information, have two different sections for peasants and the Norman aristocracy. Use two different colours to show changes/continuities in England.	
The death of William II (p.42)	In no more than 100 words, explain why the death of William II was suspicious, and how it affected England.	

## Part 3 – The Norman Church and Monasticism

Key Content (revision guide pages)	Suggested Revision Task	✓
Anglo-Saxon Church and Norman reforms (p.50 and p.52)	Create a before-and-after table of church reforms; write a short profile of Lanfranc's role.	

Cathedrals and architecture (p.51)	Label a floor plan of a Norman cathedral with key features; explain how architecture reflected Norman power.	
Norman kings and the Church (pp.52-53)	In two paragraphs, explain how the relationship between William I and then William II changed with the Church over time.	
Monastic life (p.54)	Produce a 'Guide to Being a Benedictine Monk in Norman England'.	
Learning and education (p.56)	Create a mind map showing the key developments in education under the Normans.	

## Historic Environment – Pevensey Castle (Why was the Norman invasion successful?)

Key Content (throughout your Pevensey resource pack)	Suggested Revision Task	✓
William's claim to the throne and preparations	Create a 10 question quiz for yourself about William's preparation to invade England. Then, after some time, return to your quiz and see how many questions you get right.	
Godwinson's poor luck/mistakes	Brain dump what you can linked to this factor from the resource pack. Then, use your resource pack to add in any detail you missed in different pen.	
The role of the weather/William's good luck	Annotate a map of Britain and Northern France to show William, Godwinson and Hardrada's movements in 1066. Through your annotations, show how William was lucky at points and the role the weather played in his successful crossing.	
Location of Pevensey Bay and strategic importance as a landing site	Use 10 words to explain why Pevensey Bay was chosen as the landing site for the Norman invasion. Then, expand this to use 20 words. Continue to do this in multiples of 10 until you hit 100 words.	
Role in securing Norman control	Write a short report on how Pevensey helped maintain communication with Normandy, and its usefulness after the Norman invasion had been successful.	

## Exam Questions for this unit

Example question	Key criteria	Marks	Time
1. Study interpretation A in the interpretations booklet. How convincing is interpretation A about the Domesday Book? Explain your answer based on your contextual knowledge and what it says in interpretation A.	<ul style="list-style-type: none"> <li>Reference the interpretation and its features.</li> <li>Link to your own contextual knowledge.</li> <li>Explain how your knowledge shows the interpretation is convincing.</li> <li>Two convincing aspects for 5+ marks.</li> </ul>	8	10
2. Explain what was important about William's claim to the throne.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Explain the importance.</li> <li>Two aspects for above half marks.</li> </ul>	8	10
3. Write an account (explain) of the ways in which the system of law changed under the Normans.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Explain the consequence/change.</li> <li>Two aspects for above half marks.</li> </ul>	8	10
4. 'Luck was the main reason for the success of the Norman invasion.' How far does a study of Pevensey Castle support this statement? Explain your answer. You should refer to Pevensey Castle and your contextual knowledge.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Must explain the named factor and another of your choice for above half marks.</li> <li>Only use evidence from the Pevensey Castle resource pack.</li> <li>Conclusion for those hoping to get above 12 marks.</li> </ul>	16	20

# Health and the People, c.1000 to Present Day – Revision Checklist

## Part 1 – Medicine Stands Still - Medieval medicine (c.1000-1500)

Key Content	Suggested Revision Task	✓
The lasting influence of Hippocrates and Galen in medicine (p.12 though might be useful to research independently)	Create flashcards on each of these individuals. Make sure to include some of their key theories and ideas linked to medicine.	
Causes, treaters and treatments (pp.12-13)	Create a table with columns for causes, treaters, and treatments. Add in examples for each from medieval medicine. As a stretch, can you link your cause to a treater, and the treatment they would then use?	
Medieval surgery (p.16)	In no more than 10 words, explain medieval surgery. Then, explain it in 20. Continue this in multiples of 10 until you reach 100 words.	
Role of the Roman Catholic Church (pp.12-13)	Brain dump your knowledge about this issue. Then, using different pen, add in anything else you missed. Repeat this process regularly.	
Islamic medicine (pp.14-15)	Create flashcards on Rhazes and Avicenna; compare Islamic and Christian approaches to medicine in a table.	
Public health in towns and monasteries (pp.18-19)	Annotate an image of a medieval town, and another of a medieval monastery, to explain the differences in public health in both of these places.	
The Black Death (pp.20-21)	Write a TikTok style script explaining beliefs about causes, treatments, and the impact of the Black Death.	

## Part 2 – The Beginnings of Change – Early Modern/Renaissance medicine (c.1500–1800)

Key Content	Suggested Revision Task	✓
Impact of the Renaissance (p.22)	Create a poster showing Renaissance discoveries; make sure to include the printing press.	
Vesalius, Pare and Harvey (pp.22-25)	Create flashcards of these three individuals and their accomplishments, including any limitations to their work and how their work was received.	
Early modern ideas about disease and treatments (p.26)	Create a ten-question quiz for yourself about this topic. The answers could be 'traditional', 'new', or 'both' for each question. Quiz yourself!	
The Great Plague (pp.26-27)	Create a Venn diagram comparing the Black Death and the Great Plague in terms of explanations and treatments.	
Development of hospitals (p.28)	Summarise in 5 key bullet points how hospitals had progressed in this era.	
John Hunter (p.28)	Create a mind map about Hunter with the branches: Hunter's books, Hunter's collections, Hunter's methods, and Hunter's teaching.	
Edward Jenner and vaccination (pp.30-31)	Create a storyboard of Jenner's discovery. Also include reasons for opposition to his work, and why it ultimately became accepted.	

## Part 3 – A Revolution in Medicine – Industrial medicine (c.1800–1900)

Key Content	Suggested Revision Task	✓
Simpson and anaesthetics (pp.32-33)	Brain dump what you can remember about anaesthetics in the industrial era. Then, in different pen, add in anything you forgot. Repeat this regularly.	
Louis Pasteur and Germ Theory (p.34)	Draw Pasteur's swan-neck flask experiment; explain why Germ Theory was a turning point. Include the debate between contagionists and anti-contagionists.	
Lister and antiseptic surgery (p.35)	Design a flow chart showing how Lister's methods changed surgery; add reasons for opposition.	
Robert Koch and microbe hunting (pp.38-39)	Create a mind map about Koch and his role in Germ Theory being accepted.	
The Germ Theory debate (pp.36-37)	Summarise the debate about Germ Theory in 10 words. Then, do this in 20. Continue this in multiples of 10 until you reach 100 words.	

Public health (pp.40-41)	Annotate a picture of a town/city in the industrial era with information about why public health was so poor in towns/cities.	
Public health reforms (pp.42-43)	Create a mind map about public health reforms in this era. You must include: Chadwick's report and the 1848 Public Health Act; John Snow's discovery about cholera; the Great Stink and Bazalgette's sewers; the 1875 Public Health Act.	
Role of women (use your textbook/research to revise this)	Create flashcards for Florence Nightingale, Mary Seacole, Elizabeth Garrett Anderson, Sophia Jex-Blake.	

#### Part 4 – Modern medicine (c.1900–Present)

Key Content	Suggested Revision Task	✓
Magic bullets (p.44)	Brain dump what you can linked to this concept. Then, in different pen, add in anything you forgot. Repeat this regularly.	
Penicillin and antibiotics (pp.44-47)	In 100 words, explain how Fleming discovered the germ-killing capabilities of penicillin. Then, in another 100 words, explain the role Florey and Chain played in its development. In a final 50 words, explain the impact of this on medicine.	
Impact of war on medicine (pp.50-51)	Create a mind map with details about this topic. Make one side about the First World War, and the other about the Second World War. Colour code the information to show whether it was a positive or negative impact.	
Modern treatments and technology (pp.48-49 and p.52)	Create a mind map linked to this topic. Your branches must at least include: transplant surgery, other modern surgical methods, understanding of the body.	
Alternative medicine (p.49)	Create flashcards linked to alternative medical treatments, e.g. acupuncture.	
The Liberal Reforms (1906-1914) (pp.54-55)	In a paragraph, explain what motivated the Liberal Government to make public health reforms, what they did, and their impact.	
The Labour Reforms (1945-1951) (pp.56-57)	Create a 15 question quiz about the introduction of the Welfare State and NHS. After some time, test yourself with it!	

#### Exam Questions for this unit

Example question	Key criteria	Marks	Time
1. Study source A in the sources booklet. How useful is source A to an historian studying the cholera epidemics of the 19 <sup>th</sup> century? Explain your answer using source A and your contextual knowledge.	<ul style="list-style-type: none"> <li>Refer to features of the source.</li> <li>Explain how it is useful (helpful) to the historian's investigation.</li> <li>Support your judgement with your own contextual knowledge – where does it 'fit in' to the course?</li> <li>For 7-8 marks, you must explain how both the content and provenance are useful.</li> </ul>	8	10
2. Explain the significance of the treatments used by medieval doctors.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Two separate paragraphs covering two aspects of significance for over half marks.</li> <li>For 7-8 your explanations should explain significance in a complex way, e.g. how the significance has changed over time.</li> </ul>	8	10
3. Explain two ways in which the work of Edward Jenner and Robert Koch was similar.	<ul style="list-style-type: none"> <li>Two paragraphs.</li> <li>In each: identify the similarity → detailed example from the first aspect → detailed example from the second aspect → explain how it is similar.</li> </ul>	8	10
4. Has chance been the main factor in the development of medicine? Explain your answer with reference to chance and other factors. Use a range of examples from across your study of Health and the people c.1000-present day.	<ul style="list-style-type: none"> <li>PEE structure.</li> <li>Must explain the named factor and another of your choice for above half marks.</li> <li>Focus on the stem – in this example, the development of medicine. Do not select irrelevant examples.</li> <li>At least two examples in each paragraph.</li> <li>Across the examples in your answer, you must cover three of the named time periods.</li> <li>Conclusion for those hoping to get L4 marks.</li> </ul>	20 (16 + 4 SPaG)	20