

Subject:	History	Year	10	Ability	All
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Term / Date(s)	Unit 1	Unit 2	Unit 3
Topic	The People's Health	The Elizabethans	History Around Us
Pupils will learn...	That the People's Health has developed from 1250 to the present day and that characteristics of life across time can change or, perhaps, stay the same for many reasons. To use second order concepts to summarise, explain, argue and make judgements about the People's Health.	Depth study of Elizabethan England 1580-1603 to understand the complexity of society and the interplay of different forces within it at a time of severe pressure and facing the possibility of invasion. How and why historians and others have interpreted the events and developments of 1580-1603 in different ways.	How the site of Fountains Abbey and Studley Royal Estate has changed from 1132 to present day. How to use the physical remains at the site in order to support historical explanations and judgements.
Golden Knowledge	Substantive A study of 4 time periods, Medieval Period 1250-1500, Early Modern Period 1500-1750, Industrial Period 1750-1900, Modern Period 1900-Present, and in each covering the following: • Overview of key features of life and the impact these have on health • Living conditions of different people and the impact these have on health • Causes and beliefs of epidemics and how these change/continue in all 4 time periods • Responses to epidemics and the impact/effectiveness on health • Government actions to improve Public Health and the impact this has Disciplinary • Change and Continuity; how the substantive knowledge changes/continues in each time period • Cause and Consequence; the impact on health • Similarity and difference	Disciplinary for all units • Historical evidence (interpretations) <u>Unit 1 – How did Elizabeth use her power</u> Substantive • Elizabeth and how she uses her political power including the Privy Council, Secretary of State and Parliaments (local and national) • Elizabeth and how she uses her symbolic power with her people including censorship and propaganda • Opposition to Elizabeth's power and how she overcomes this. Disciplinary - Significance <u>Unit 2 – Why were there so few Catholics in Elizabeth's kingdom by 1603?</u> Substantive • Elizabeth's religious settlement and how it was enforced after 1580 • Threats from Catholics to Elizabeth and the religious settlement including Priests, Mary Queen of Scots, plots against	Substantive Knowledge Chapter 1 – Creation to Black Death • Why was Fountains Abbey created? • How did Fountains Abbey grow to become the richest Cistercian Monastery in England? • Why was there a crisis at Fountains Abbey I the 14th Century? Chapter 2 – Black Death to Dissolution • How did Black Death change Fountains Abbey? • How did Reformation impact on Britain and Fountains Abbey? • Why was Fountains Abbey dissolved? Chapter 3 – Dissolution to World Heritage Site • How did Dissolution impact on Fountains Abbey? • How did attitudes and values of the enlightened period change Fountains Abbey? • How important was Fountains Abbey? Disciplinary Learners will understand how the physical features of Fountains Abbey and other supporting sources inform understanding of historical events and developments. How Fountains Changes overtime and fits within the historic context

	Significance; using evidence to come to judgement	Elizabeth and the war with Spain (Spanish Armada) Disciplinary - Cause and Consequence - Change over time - Significance <u>Unit 3 – What mattered to the Elizabethans?</u> Substantive - The differences between the lives of the gentry, middling sort and labouring poor - The differences of family life for different people focusing on; husbands/wives, parents/children, wider family (kinship) - The causes of poverty and individual and government responses to tackle the problem Disciplinary - Similarity and difference - Cause and consequence <u>Unit 5 – What did the Elizabethan adventurers achieve?</u> Substantive - Where in the world was explored and why exploration increased in the Elizabethan period - Who the explorers were and their motives for exploring and the successes and failures - Roanoke: the first attempt and failure of a British colony in America Disciplinary - Cause and consequence - Significance <u>Unit 4 – What lay behind changes in popular culture?</u> Substantive - What Elizabethans enjoyed in their pastimes and how this declined due to Puritan opposition - Persecution of witches - The popularity of theatres and opponents to theatres Disciplinary - Cause and consequence	
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Components	To know an overview of life in each period. To be able to apply this overview to issues in relation to health in each period. To understand the living conditions in each period and how they affected health for different people in different ways. To understand how epidemics have affected different people in different ways and how the beliefs around causes of epidemics have changed over time; in order to explain how responses to epidemics changed overtime. To understand how governments and other authorities attempted to improve public health over time, in order to be able to judge the effectiveness of the measures put in place by governments and interventions. To understand how the overarching factors of beliefs, attitudes and values, local and national government, science and technology, urbanisation and wealth and poverty have affected health in order to explain, analyse and evaluate changes over time.	To be able to explain the extent of the power that Elizabeth had as Queen and how the aspects of government worked from 1580-1603. To judge the nature and extent of the Catholic threat on Elizabeth and her government from within the country and abroad. To understand how likely Elizabeth was to lose her throne and how and why Elizabeth responded to this threat. To understand the nature and dynamics of Elizabethan society; in order to understand the contrasting lives of the people living in Elizabeth's England. To judge how 'Merry England' really was, in order to understand the similarity and differences of the experiences in Elizabethan society, particularly in terms of opponents to changes in society and the role of women. To understand the significance of England's connection with the wider world; in order to judge how successful Elizabeth's explorers were in terms of exploration, and the gathering of wealth from Elizabeth.	To understand how and why the site was located in the Skelldale Valley and the long and short term reasons it was created in 1132 by 13 monks. To understand the ways in which the site has changed over time in order to understand how its uses have changed from its creation to present day. In order to achieve this the chronology of the site is separated into 3 parts 1132-1348, 1348-1539, 1539 – to present day so students are able to describe distinct points and time periods in the sites history whilst linking them to physical aspects or changes to the site. The diversity of activities at the site and the people associated with the site including why these changed. In order to understand the peak activity and major developments. To understand the specific physical features of the site that remain at the site in order to support all other arguments in relation to the site, to support this students must visit the site and be given access to the school youtube guided tour. This will inform the challenges and benefits from studying the site. To understand how typical the site is in relation to other Abbeys in England in terms of its creation and history. To understand how the creation, physical features and events at the site reflect the attitudes and values of those using the site and society across time.
What pupils should already know (prior learning components)	At KS3 students have studied the story of Britain chronologically beginning at 1066 to World War 2 and should have an understanding of each time period to an extent. At KS3 students have been exposed to second order concepts in order to be able to explain their understanding in history and embed them into their writing.	At KS3 students have studied the reformation in order to understand issues in Elizabeth's society in terms of religion. They have also studied the Tudor monarchy to understand Elizabeth's role. Students have studied the creation of the British Empire and are aware of the imperial ambition of some Britons. At KS3 students have studied interpretations of World War 1 leaders in order to understand the Nature, Origin, Purpose and Audience, in order to allow students to inform their understand of the questions on the Elizabethan and Living Under Nazi Rule Papers.	Students will be aware of monastic life from Year 7 and the importance of religion during the Medieval Period. This is supported during the Medieval topic in the People's Health Unit at the beginning of Year 10. Students will be aware of the dissolution of the monasteries from Year 7 and the study of the Tudors. This is again supported in the People's health topic in Year 10. At Key Stage 3 students are offered the opportunity to visit Bolton Abbey in order to have experience of using physical features to support a narrative. Throughout Key Stage 3 students use sources to support arguments through inference.
Transferrable knowledge (skills)	How to answer GCSE History questions with second order concepts embedded into their extended writing.	How to analyse how and why historical interpretations of the same event are	How to use inference in explanation and how to manipulate evidence to answer an enquiry.

	To gather knowledge using textbooks in order to create useable and informative notes which describe and explain issues. To gain an understanding of each time period and the thematic nature of the study of history in order to inform A-Level study.	different, particularly in terms of Nature, Origin, Purpose and Audience. To allow use of their own knowledge of a time period to test it against another's interpretation in order to judge its accuracy.	How to form an enquiry and create an argument by the students themselves designing their own argument and coming to their own judgements.
Key vocabulary pupil will know and learn	Epidemic, Public Health, Act, laissez-faire, symptoms, isolation, local and national government	Privy Council, Puritan, Recusant, Imperial, Vagabond, Vagrant, Armada	Cistercian, Abbot, Aislabe, Laybrother, Nave, Cloister, Muniment Room, Choir Monk, Benedictine
Assessment activities	At the end of each time period students will be assessed on one of a 9 mark, 10 mark and 18-mark question in order to introduce the skill and retrieval of the knowledge. At the end of the unit students will complete a 55-minute end of unit exam from previous papers.	At the end of each enquiry students will be assessed on one 8 mark, 12 mark and 20 mark questions in order to introduce the skill required. At the end of the unit the students will complete a 55 minute end of unit exam from previous papers.	At the end of the enquiry students will be assessed by answering two 20 mark questions in 1 hour
Resources available	All resources available in the Secure Staff Area I:\Humanities\History\Lessons and resources\Year 10\2.The people's health Textbook – The People's Health c.1250 to present	All resource available in the Secure Staff Area I:\Humanities\History\Lessons and resources\Year 10\3. Elizabethans Film – Elizabeth: The Golden Age Textbook – The Elizabethans, 1580-1603	All resources available in the Secure Staff Area I:\Humanities\History\Lessons and resources\Year 10 Knowledge Organiser available in Secure Tour video https://www.youtube.com/watch?v=fjMF3t_NUHI&t=1s
Notes Why this topic is important Why this topic is important...	Subject knowledge The study of British History with the theme of the People's Health allows students to be reminded of the characteristic features of life which were covered at KS3 across 800 years. The study allows students to connect those characteristics with learning in other aspects of the GCSE topics, particularly the way of life in the Medieval Period and the importance of religion - connecting to the History Around Us study of Fountains Abbey. The study of the Early Modern Period and the reformation informs the students understanding in the Elizabethans. The study of the Industrial Revolution allows for a direct comparison with America for the Making of America. The study of the modern period and the technological advancements inform the Living Under Nazi Rule study.	Subject Knowledge A study of this kind allows students to understand how the very real peril of invasion placed stress on authority and society. To give a mature understanding of the nature of decisions made by local and national government. The treatment of individuals and groups in society at this time of stress allows students to appreciate the nature of society when different forces on society and government come into conflict. This particular time period allows students to appreciate the change nature of European History in the 16th and 17th Century which further informs their understanding of the colonisation of America and then the expansion of European Culture on the North American continent.	Subject Knowledge A study of this kind allows students to appreciate that History is all around them. Fountains Abbey has been specifically chosen to inspire students to look beyond their normal sphere of interests to discover something World famous that they would never normally consider to be of importance. The 800-year history of Fountains Abbey is illustrative of the ingenuity of human kind in the Middle Ages and dispels the idea that those from the past were not as intelligent as those alive now or always lived a savage and simple life. Disciplinary knowledge The use of physical features allows students to access the extended written answers in a way that other historical sources cannot. Barriers to learning such as literacy levels and a lack of cultural capitol can be bypassed or dealt with through memory and physically being at the site. Inferences made in this way are designed to allow students to gain confidence in their

	The placement of this topic is purposefully placed at the beginning of Year 10 to allow students a comparative big picture. <u>Disciplinary knowledge</u> The study allows students to move from describing aspects of the past to explaining them using second order concepts. These second order concepts are embedded in all other topics and the People’s Health allows for them to be introduced. They are change and continuity, cause and consequence, similarity and difference. Once the aspect of life is explained the students have the opportunity to come to judgements. Each stage of explanation allows students to move towards the higher ends of the marks schemes in each topic area of the GCSE This concentration on explanation of substantive knowledge through second order concepts allows opportunities to focus on upskilling students in the other assessment objectives which are discreet to other topic areas for example interpretation being the additional focus of the Elizabethan topic. <u>Links to British Values</u> Rule of Law – Students study the strengthening of legislation across time for the benefit of the People’s Health. Tolerance – Student study the changing attitude towards religion and science to understand the impact attitude and values on the people’s health.	<u>Disciplinary knowledge</u> The depth study of this nature brings passionate and extreme interpretations of the events which allows students to access the interpretations in a way which inspires students. Particularly in terms of the origin of interpretation when considering the way events are described which the students believe to be unfair or even untrue. Not just in terms of their GCSE but for life after education it allows students to understand the nature of the information they receive through all aspects of their life and gives students to the tools to question the motives and purpose of the authors of the information they receive. <u>Link to British Values</u> Tolerance- The changing nature of Christianity in the Elizabethan Period allows students to appreciate the dangers of intolerance in society.	inferences from abstract sources such as cartoons or interpretations. <u>Links to British Values</u> Individual liberty – students have the opportunity to consider if the monks really had freedom through their vows or if they were willing to give up their freedom in exchange for life at the Abbey.
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