

Netherhall History Curriculum

Year group: 11

Paper 2: Paper 2 Section A: *Britain: Health & the People c.1000 to the present day*/ Paper 2 Section B: *Britain: Elizabethan England c. 1568 - 1603*

	Term 1		Term 2		Term 3	
Content	<p><u><i>Britain: Health & the People c.1000 to the present day</i></u></p> <ul style="list-style-type: none"> • Limitations of Medieval surgery • Public health in Medieval towns • Conditions in monasteries and abbeys • The Black Death in England • The impact of the Renaissance • Vesalius • Paré and Harvey • Traditional and new treatments • The Great Plague • Hospitals in the 18th century • John Hunter • Edward Jenner and smallpox • Anaesthetics and Robert Liston • Louis Pasteur's Germ Theory • Joseph Lister and the opposition to antiseptic surgery and Pasteur 	<p><u><i>Britain: Health & the People c.1000 to the present day</i></u></p> <ul style="list-style-type: none"> • Robert Koch • Britain's towns in the early 1880s • Cholera and Public Health • The Great Stink • Governments and the death of laissez-faire • The 1875 Public Health Act • Development of Penicillin • Pharmaceutical industry • Antibiotic resistance • Impact of war and technology on surgery • Modern Public Health • Welfare State, Liberal Reforms and the NHS 	<p><u><i>Paper 2 Section B: Britain: Elizabethan England c. 1568 - 1603</i></u></p> <ul style="list-style-type: none"> • Who was Elizabeth I? • Elizabeth and her court • Difficulties of a female ruler • Marriage and succession • Norfolk's rebellion • Essex's rebellion • Why did rebellions against Elizabeth fail? • Wealth, fashion and theatre in Elizabethan England • Accomplishments of the 'Golden Age' 	<p><u><i>Paper 2 Section B: Britain: Elizabethan England c. 1568 - 1603</i></u></p> <ul style="list-style-type: none"> • Who was Elizabeth I? • Elizabeth and her court • Difficulties of a female ruler • Attitudes and response to poverty • Government's treatment of the poor • Drake and voyages of exploration 	<p><u><i>Paper 2 Section B: Britain: Elizabethan England c. 1568 - 1603</i></u></p> <ul style="list-style-type: none"> • The impact of voyages and contact with the wider world • Religious changes and reactions at home and abroad • The Catholic threat • Puritans and their beliefs • Revision period once finished the course. Primarily skills based. 	<u>Exam period</u>
Assessment As well as more formal written pieces, assessment can include:	<p>Explain the significance of Hippocrates to the development of medicine. [8 marks]</p> <p>Explain two ways in which the work of Louis Pasteur and that of Alexander Fleming were similar.</p> <p>Explain your answer with reference to both individuals. [8 marks]</p>	<p>Explain the significance of the First World War to the development of medicine. [8 marks]</p> <p>How useful is Source A to an historian studying public health in the 19th century?</p> <p>Explain your answer using Source A and your contextual knowledge. [8 marks]</p> <p>Has the role of the individual been the main factor in developing the treatment of disease in Britain? Explain your answer with reference to the role of the individual and other factors. [16 marks] [SPaG 4 marks]</p>	<p>Write an account of the ways in which the Northern Rebellion affected Elizabethan England. [8 marks]</p> <p>Study Interpretation A in the Interpretations Booklet. How convincing is Interpretation A about Queen Elizabeth and marriage? Explain your answer using Interpretation A and your contextual knowledge. [8 marks]</p>	<p>Study Interpretation A in the Interpretations Booklet. How convincing is Interpretation A about the career of Sir Walter Raleigh? Explain your answer based on your contextual knowledge and what it says in Interpretation A.</p> <p>Explain what was important about the problem of poverty in Elizabethan England. [8 marks]</p>	<p>Site study – 16 mark essay question. Changes every year and is announced by AQA.</p> <p>Explain what was important about the Catholic plots against Queen Elizabeth I.</p>	
Common misconceptions <i>Will be added to after standardisation and moderation meetings</i>	<ul style="list-style-type: none"> • Mixing up Pasteur and Koch's discoveries. Make sure they know which one is which. • Confusion between antiseptics and anaesthetics. • Assumption that all medieval medicine was negative. And that religion only had a negative impact. 	<ul style="list-style-type: none"> • Pupils easily forget and mixed up the Public Health Acts. • Confusing cholera with TB. • Ensure pupils know that penicillin is an antibiotic. 	<ul style="list-style-type: none"> • Confusion between Mary I and Mary Queen of Scots. 	<ul style="list-style-type: none"> • Confusion over the role of the Privy Council and Parliament. • Deserving poor and undeserving poor. Pupils struggle to understand the concept. 	<ul style="list-style-type: none"> • Confusion over timeline of the discoveries. 	

Homework	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	<ul style="list-style-type: none"> Producing revision notes Extended readings Planning essay questions Assessments 	
Key words/Never Heard the Word Tier 3 vocabulary	<p>Never Heard the Word: anaesthetic; barber-surgeon; bloodletting; bubonic plague; cauterisation; dissection; epidemic; humours; leech; leprosy; patron; pilgrimage; pneumonic plague; privy; trepanning; alternative medicine; antibiotic; bacteriologist; cholera; DNA screening; Human Genome</p>	<p>Never Heard the Word: anti-contagionism; antiseptic; aseptic; emetic; enema; Germ Theory; inoculation; miasma; purgative; quack; Renaissance; spontaneous generation; vaccination; virus; Project; keyhole surgery; laissez-faire; mould; pharmaceutical industry; spore; welfare state; workhouse; vaccine</p>	<p>Never Heard the Word: alchemy; exile; gentry; mass; monopoly; nobility; pamphlet; patronage; Poor Laws; poverty; privy councillor; royal court; Secretary of State; succeed; treason</p>	<p>Never Heard the Word: almshouse; Catholic; circumnavigate; clergy; colony; excommunicate; inflation; papal bull; poverty; privateer; Protestant; rack renting; recusancy; rosary beads; vagrant</p>	<p>Never Heard the Word: Armada; Counter-Reformation; fireship; exile; iconoclasm; inherit; line of battle; martyr; militia; missionary; pauper; propaganda; Renaissance; retinue; seminary</p>	
Tier 2 vocabulary	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen</p>	<p>Significance Evaluation Explain Describe Provenance Content Factor Importance Source Account Government Political Social Economic Religious Citizen</p>	
Career links (Unifrog)	<p>Links to town planner – discussion of life in Medieval towns and modern-day Britain. https://www.unifrog.org/student/careers/school-subjects/town-planner</p>	<p>Links to historian / librarian / archivist – how does a historian use the available evidence to form a hypothesis? https://www.unifrog.org/student/careers/school-subjects/historian https://www.unifrog.org/student/careers/school-subjects/archivist</p>	<p>Links to law and order and legal representation - https://www.unifrog.org/student/careers/school-subjects/solicitor</p>	<p>Links to politics and working in local government - https://www.unifrog.org/student/careers/school-subjects/local-government-officer</p>	<p>Links to diplomatic service officer – how can you help to promote and protect British interests abroad? https://www.unifrog.org/student/careers/school-subjects/diplomatic-service-officer</p>	
Employability skills	<p>Aiming high Creativity Leadership Listening Presenting Problem solving</p> <p>Literacy Numeracy Independence Communication Teamwork Staying positive</p>	<p>Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive</p> <p>Literacy Numeracy Teamwork Staying</p>	<p>Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive</p> <p>Literacy Numeracy Teamwork Staying</p>	<p>Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive</p> <p>Literacy Numeracy Teamwork Staying</p>	<p>Aiming high Creativity Leadership Independence Listening Communication Presenting Problem solving positive</p> <p>Literacy Numeracy Teamwork Staying</p>	
IT in the curriculum	<p>Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.’ Helps to understand how a lack of technology overall limited development in other areas – e.g. medical advancement.</p>	<p>Develop their capability, creativity and knowledge in computer science, digital media, and information technology. • Makes judgements about digital content when evaluating and repurposing it for a given audience – looking at the government’s campaign methods that are used to improve public health – using a variety of methods in order to reach different audiences e.g. social media, TV</p>	<p>Developing analytic, problem solving, design and computational thinking skills why rebellions failed – considering the relative importance of different factors, including a lack of effective communication between rebels.</p>	<p>Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.’ Understanding how different links were formed between different countries and how communication was developed.</p>	<p>Using a variety of revision tools online for revision purposes.</p>	