



# Scheme of work

## Britain: Health and the people (2A)

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This resource provides guidance for teaching Britain: Health and the people Thematic studies topic from our new GCSE in History. It is based on the version 0.2 of the draft specification (8145), and is likely to be revised on accreditation of the final specification. These revisions will be published on the website after accreditation.

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 teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers 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 internet. You can supplement 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 (A03).

A range of contemporary sources might include: cartoons, photographs, film, newspaper accounts, eye-witness descriptions and official documents.

Interpretations of these events, reflecting later on the causes of the Second World War, will not be tested in the exam, but may be used in the classroom to support understanding of a topic.

## The history of medicine

Lesson number	Specification content	Guidance	Learning activity	Resources
1	Course overview	<p>Students will learn all main features of course in 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 the students to look through textbook, research the whole course to engage their interest.</p> <p>The complete timeline serves as a reference point and revision aid as the course progresses. It will attract the interest of future students as well.</p>	<p>Produce a classroom timeline.</p> <p>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 (50–75 words) explanation 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.</p> <p>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.</p>	<p>About 30 images or short text contemporary sources selected from the main textbook(s) or internet.</p> <p>Wall space, marked out with timeline over 1,000 years subdivided into four parts – medieval, early modern, 19<sup>th</sup> century and modern.</p> <p>Some extra, possibly more complex sources are needed, depending on the mix of abilities in the class and the speed with which they work. It is good to have some images that are not for the textbook that require internet research.</p>

## Part one: Medicine stands still

### Medieval medicine

Lesson number	Specification content	Guidance	Learning activity	Resources
2	<ul style="list-style-type: none"> <li>natural</li> <li>supernatural</li> <li>ideas of Hippocratic and Galenic methods and treatments</li> <li>the medieval doctor, training, beliefs about cause of illness.</li> </ul>	<p>Students will learn about the world of medieval medicine. You should cover:</p> <ul style="list-style-type: none"> <li>training in universities of physicians</li> <li>the ideas and practices of medieval medicine (including some Greek and religious ideas)</li> <li>treatments used based on these ideas.</li> </ul> <p>It is a good opportunity to draw out from the students' work: ideas of Hippocrates and Galen, natural cures and supernatural aspects.</p> <p>Students should also be able to look at different aspects of the</p>	<p>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 small number of manuscript books etc.</p> <p>Source exercise: students assemble the elements of a medieval doctor's toolkit.</p> <p>Students then apply toolkit to six sample patients presenting symptoms. Possible dramatic re-enactments (if time allows).</p> <p>Assessment point: short test question on lesson 2.</p>	<p>Image of medieval lecture – master in high chair, demonstrator, prosector etc.</p> <p>Illustrated information sheets on medieval treatments.</p> <p>Patient sheets presenting symptoms.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		Theory of Four Humours. For example, it was rational (evidence-based) but erroneous. Another aspect would be that 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	<ul style="list-style-type: none"> <li>the contribution of Christianity to medical progress and treatment</li> <li>hospitals.</li> </ul>	<p>Students should learn the following about Christianity and medicine:</p> <ul style="list-style-type: none"> <li>Christian contribution (emphasis on care not cure)</li> <li>beliefs, for example, prayer as the best treatment</li> <li>small hospitals.</li> </ul>	<p>Students are given an image of a medieval hospital and are asked to annotate their copy with key features that they recognize. As a class, summarise findings using a spider diagram.</p> <p>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 improvement from reading.</p>	<p><a href="#">Medieval and Renaissance Medicine</a></p> <p>Image of medieval hospital.</p>
4	The nature and importance of Islamic medicine and surgery.	<p>Students should learn about:</p> <ul style="list-style-type: none"> <li>achievements of Islamic medicine</li> <li>new discoveries made by Islamic doctors</li> <li>Islamic approach to medicine, for example, it was more evidence based</li> </ul>	<p>Students produce a spider diagram on achievements of Islam using a short film, such as the 'Library of Secrets'.</p> <p>Introduce the class to the idea of a similarity and difference question by comparing Christian and Islamic approaches to medicine.</p> <p>Assessment point: short test question on earlier lessons.</p> <p>Discuss with students how they prepared for</p>	<p><a href="#">1001 Inventions and The Library of Secrets</a> YouTube</p> <p>or</p> <p><a href="#">1001 Inventions and the Library of Secrets</a></p> <p>Textbooks – research exercise.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<ul style="list-style-type: none"> <li>• the preservation of Greek knowledge</li> <li>• the introduction of pharmacy measures.</li> </ul> <p>There is an opportunity to stress religion/belief as a factor.</p>	the short test.	

## Medieval medicine

Lesson number	Specification content	Guidance	Learning activity	Resources
5	Surgery in medieval times, ideas and techniques.	<p>Students should learn about:</p> <ul style="list-style-type: none"><li>• the treatment of wounds</li><li>• understand the view of pus</li><li>• Hugh and Theodoric of Lucca's ideas about surgery and the textbooks Lucca wrote to explain their theories.</li></ul>	<p>Students study and annotate images of medieval surgery and produce a summary of their findings.</p> <p>Opportunity to discuss revision techniques for use in next assessment point in lessons 6 and 7.</p>	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	<p>Students should learn about the quality of the public health in two places and consider issues such as, towns' laws not enforced etc. Stress factors involved, for example: leadership, wealth, knowledge.</p> <p>There is an opportunity to move students from description to reasons why there were differences between places and towns and monasteries.</p>	<p>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 Middle Ages. Collate conclusions as a class by drawing a table to compare towns and monasteries/abbeys for leadership, wealth, knowledge, etc.</p> <p>Examine an illustration of a medieval town for public health offences.</p> <p>Assessment point: short test question on earlier lessons.</p>	<p>Account of daily life (especially public health) in medieval monastery.</p> <p>Account of daily life (especially public health) in medieval town.</p> <p>Image of medieval London.</p>
8	The Black Death in Britain, beliefs about its causes, treatment and prevention.	<p>Students should consider the following aspects:</p> <ul style="list-style-type: none"> <li>• beliefs about the causes</li> <li>• reasons for beliefs</li> <li>• the scale of destruction</li> </ul>	<p>Present the class with an outline of the Black Death.</p> <p>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.</p>	Black Death film.



Lesson number	Specification content	Guidance	Learning activity	Resources
		<ul style="list-style-type: none"> <li>• treatments</li> <li>• the real cause.</li> </ul>		

### 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, religion.	<p>Review: students produce a timeline/chronology work, themes and 'periods'.</p> <p>Students compose a timeline using small illustrations provided allocated to two themes – treatment of illness, and prevention of illness for the period studied so far.</p> <p>Assessment point covering lesson content so far (it could include factors question about the role of religion).</p>	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	<ul style="list-style-type: none"><li>challenge to medical authority in anatomy, physiology and surgery</li><li>the work of Vesalius, Paré, William Harvey</li><li>opposition to change.</li></ul>	<p>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 impact their discoveries had on British patients. Stress 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.</p>	<p>In six groups (two per pioneer), students produce a fact sheet based on the three parts:</p> <ul style="list-style-type: none"><li>the situation before the discovery</li><li>the discovery – methods, characteristics and challenges</li><li>the impact and significance of the discovery.</li></ul> <p>Each group takes their turn to present their findings.</p> <p>Opportunity to discuss revision techniques for use in next assessment point in lesson 12.</p>	<p><a href="#">The story of Galen in the Roman period</a></p> <p><a href="#">From Medieval to Renaissance medicine</a></p> <p><a href="#">The work of Andreas Vesalius</a></p>

## Dealing with disease (1)

Lesson number	Specification content	Guidance	Learning activity	Resources
12	<ul style="list-style-type: none"> <li>• traditional and new methods of treatment</li> <li>• 'quackery'</li> <li>• methods of treating disease</li> <li>• plague.</li> </ul>	<p>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 develop their ability to compare two events or developments, such as the Great Plague with the Black Death. This will enable them to evaluate how much progress was made, for example, Lord Mayor's Rules.</p>	<p>Provide an overview of traditional and new methods with reference to 'quackery'.</p> <p>Give students an overview of the Great Plague. Distribute images of the Great Plague to determine reaction and measures taken against it.</p> <p>Class discussion where students identify similarities and differences between the Great Plague and the Black Death.</p> <p>Assessment point: short test question on earlier lessons.</p>	<p>Quack doctors and everyday medicine:</p> <p><a href="#">When did science change ordinary medicine?</a> Part 1</p> <p><a href="#">When did science change ordinary medicine?</a> Part 2</p> <p><a href="#">Centers for Disease Control – Plague</a></p>

## Dealing with disease (2)

Lesson number	Specification content	Guidance	Learning activity	Resources
13	<ul style="list-style-type: none"> <li>the growth of hospitals</li> <li>changes to the training and status of surgeons and physicians.</li> </ul>	<p>Students should learn about the development of hospitals in the late 18<sup>th</sup> and 19<sup>th</sup> 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 18<sup>th</sup> and early 19<sup>th</sup> century ones.</p>	<p>In groups, students produce a comparative table analysing the similarities/differences between the medieval hospital and late 18<sup>th</sup> century hospital.</p> <p>Students conduct a case study of the career of the surgeon, John Hunter. Students consider the question: what should he be remembered for?</p> <p>Study of the career of Florence Nightingale. This allows students to study changes to hospitals in the 19<sup>th</sup> century and ask how much credit Florence Nightingale deserved for improving hospitals.</p>	<p>Textbook research</p> <p>Warning: you are strongly advised to preview to assess if this is suitable for your students: <a href="#">BBC Bitesize – John Hunter and public engagement in science</a></p> <p><a href="#">The life and work of Florence Nightingale</a></p>

## Prevention of disease

Lesson number	Specification content	Guidance	Learning activity	Resources
14	<ul style="list-style-type: none"><li>• inoculation</li><li>• Edward Jenner</li><li>• vaccination and opposition to change.</li></ul>	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 difference between vaccination versus inoculation. Students should also learn about the reasons for opposition.	<p>Discuss with the class the nature of smallpox and its effects.</p> <p>Students research Jenner and his work and produce an account of discovery.</p> <p>Use Jenner as an example to explain the concept of significance to the class.</p>	<p><a href="#">The life and work of Edward Jenner</a></p> <p>Small pox images and cartoons.</p>

## Part three: A revolution in medicine

### The development of Germ Theory

Lesson number	Specification content	Guidance	Learning activity	Resources
15	Its impact on the treatment of disease in Britain: the importance of Pasteur.	<p>This is an opportunity for students to consider:            How and why was the discovery made?            How was it proven?            What effects did the discovery have on surgery and public health?</p> <p>Note: the spread of Germ Theory is well illustrated in the story of Lister and antiseptics.</p>	Students research Pasteur's methods, and complete chart of factors involved, for example, the role of individual, science, nationalism etc.	Textbooks' research exercise.
16 and 17	<ul style="list-style-type: none"> <li>• Robert Koch and microbe hunting</li> <li>• Pasteur and vaccination</li> <li>• Paul Ehrlich and magic bullets</li> <li>• everyday medical treatments and remedies.</li> </ul>	<p>Students should learn about:</p> <ul style="list-style-type: none"> <li>• Koch's contribution – discovering tools for microbe hunters and identifying TB</li> <li>• Paul Ehrlich's work</li> <li>• Pasteur's discoveries in 1880s</li> <li>• other microbe hunters whose</li> </ul>	<p>Students complete spider diagram of Koch's methods.</p> <p>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.</p> <p>Students analyse a range of adverts which show everyday medical treatments</p>	<p>Research from posters/images – the different techniques Koch developed.</p> <p>or</p> <p>Koch TB cartoon could be examined for a 'usefulness question'.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<p>discoveries sprang from work of Koch.</p> <p>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.</p>	<p>and remedies. They can evaluate if these treatments changed in light of the discoveries made by Pasteur, Koch and Ehrlich.</p> <p>Assessment point: short test question on earlier lessons – (Jenner).</p>	<p>Adverts from the time which show the range of everyday medical treatments and remedies</p>

## A revolution in surgery

Lesson number	Specification content	Guidance	Learning activity	Resources
18	Anaesthetics, including Simpson and chloroform.	<p>Students should learn about:</p> <ul style="list-style-type: none"> <li>the types of chemical used</li> <li>how they were tested and developed</li> <li>why there was opposition to progress</li> <li>how was opposition overcome</li> <li>consequences, for example, freedom from pain, opportunity to do more complex surgery and mortality rates.</li> </ul> <p>Focus on the work of Simpson and chloroform, noting the reasons for acceptance of chloroform in childbirth in Britain.</p>	<p>Students watch a short film about Simpson and chloroform and complete a worksheet on anaesthetics (for example, chloroform).</p> <p>Students suggest reasons for opposition and then research how opposition was overcome.</p> <p>Students produce a spider diagram which identifies the short- and long-term consequences of Simpson's work.</p> <p>Revision exercises. For example, compare and contrast 19<sup>th</sup> century anaesthetics with medieval surgery.</p>	<p><a href="#">Surgery in the 19<sup>th</sup> century</a></p>
19	Antiseptics including Lister and carbolic acid.	<p>Students should learn about Lister's development of carbolic acid in 1860s and opposition to use it. This is an opportunity to explain the process to the class.</p>	<p>Students complete a cartoon exercise to summarise Lister's discovery and development of antiseptic method.</p> <p>Revision exercises. For example, compare and contrast different practices in surgery from different</p>	<p>Film on Lister and antiseptics.</p> <p>Please preview if this is suitable for your students: <a href="#">Royal childbirth – why could having a baby be dangerous?</a></p> <p>Worksheet on antiseptics, for example, carbolic.</p>



Lesson number	Specification content	Guidance	Learning activity	Resources
		You can refer briefly to earlier work of Semmelweiss.	ages.	
20	<ul style="list-style-type: none"> <li>• surgical procedures</li> <li>• aseptic surgery.</li> </ul>	<p>Students will learn about developments in surgical procedures such as transfusions, but will also consider the fact blood groups were not discovered until 20<sup>th</sup> century.</p> <p>Lesson 20 will absorb extra material from lessons 18 and 19.</p> <p>Opportunity to discuss any outstanding problems for surgeons, for example: blood loss surgical shock, tissue typing /rejection.</p>	<p>Review of 19<sup>th</sup> century developments.</p> <p>Assessment point: short test question on earlier lessons.</p>	Timeline sheet.

## Improvements in public health

Lesson number	Specification content	Guidance	Learning activity	Resources
21	<ul style="list-style-type: none"> <li>public health problems in industrial Britain</li> <li>cholera epidemics.</li> </ul>	<p>Establish the impact on towns of Industrial Revolution. Use cholera as an example of an epidemic as an agent of change, theories at the time.</p> <p>Include an explanation of miasma; theories of spread including Snow's and theories of creation of disease.</p>	<p>Establish with the class an understanding of conditions in towns using a 'Layers of inference exercise': students first describe, then infer, then ask further questions of the source and assess whether it is representative of conditions at the time.</p> <p>Discuss reasons for conditions. Prompt a comparison with medieval period, for example, conditions and reasons.</p> <p>Students analyse cartoons and other sources from time and evaluate how useful they are for understanding public health in Britain during the 19<sup>th</sup> century.</p>	<p>For example, Court of King Cholera cartoon or another cartoon from the time.</p> <p><a href="#">Government and public health from 1830 to 1850</a></p> <p><a href="#">Manchester cholera epidemic of 1832 Part 1</a></p> <p><a href="#">Manchester cholera epidemic of 1832 Part 2</a></p>
22 and 23	Public health improvement, including the 1848 and 1875 Public Health Acts.	Students should learn about the changes in public health and the reasons behind the change. Consider establishing with the class what the changes were first and then reasons for those changes.	Students record details of Public Health Acts, 1848 and 1875, and the Great Stink, 1858.	<p><a href="#">Discovering the work of Joseph Bazalgette</a></p> <p>Worksheet including timeline. Textbooks' research exercise.</p> <p>A references work sheet will direct student research to textbooks, and relevant internet sites.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<p>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).</p>		
24	<ul style="list-style-type: none"> <li>• the role of public health reformers</li> <li>• local and national government involvement in public health.</li> </ul>	<p>Students should learn about the reasons for change:</p> <ul style="list-style-type: none"> <li>• epidemics</li> <li>• germ theory</li> <li>• extension of Franchise</li> <li>• technology</li> <li>• individuals such as Farr, Snow, Chadwick and Bazalgette</li> <li>• recognition of factors (such as government, individuals, science and technology, death toll, epidemic disease etc).</li> </ul> <p>Students should understand the concept of ‘laissez-faire’.</p>	<p>Students complete a ‘market place exercise’ on factors for change in 19<sup>th</sup> century:</p> <ol style="list-style-type: none"> <li>1. Students are divided into groups.</li> <li>2. Each group sets up a market stall offering information about their allocated factor.</li> <li>3. The groups take in turns to visit the stalls to gather information.</li> </ol> <p>Opportunity to use exam style questions in class. Students could discuss/assess significance or use a comparative question on two of the three events – Acts or Stink. Alternatively, students could compare individuals, for example Snow, Chadwick, Pasteur, Bazalgette, William Farr.</p> <p>Brief reminder of revision methods/methods in light of forthcoming review and assessment in lesson 24.</p>	<p><a href="#">Health and housing in the 19<sup>th</sup> century</a></p> <p>A references work sheet will direct student research to textbooks, and relevant internet sites.</p>

## Review and assessment

Lesson number	Specification content	Guidance	Learning activity	Resources
25		Role of individual as a factor needs explanation to students, for example unique qualities and contribution.	<p>Review of Part three. Students complete a timeline, focusing on concepts of factors and progress.</p> <p>Students complete a table gathering information about the impact of the following factors:</p> <ul style="list-style-type: none"><li>• science and technology</li><li>• religion</li><li>• war</li><li>• government</li><li>• the role of individuals.</li></ul> <p>Class discussion about nature/impact of each factor. This can be a preparation for the essay question at the end of the lesson.</p> <p>Assessment point covering lesson content so far. For example, a factors question about influence of science in medical treatment.</p>	Partially completed timeline sheet.

## Part four: Modern medicine

### Modern treatment of disease

Lesson number	Specification content	Guidance	Learning activity	Resources
26	<ul style="list-style-type: none"> <li>the development of the pharmaceutical industry</li> <li>penicillin, its discovery by Fleming and its development</li> <li>new diseases and treatments</li> <li>antibiotic resistance</li> <li>alternative medicine and treatments.</li> </ul>	<p>Provide a case study of drug development. It will be an opportunity to assess factors at work, such as:</p> <ul style="list-style-type: none"> <li>the role of individuals</li> <li>team work</li> <li>industry</li> <li>government.</li> </ul> <p>Students should also consider the influence of broader factors:</p> <ul style="list-style-type: none"> <li>science and technology</li> <li>communication</li> <li>religion</li> <li>war</li> <li>government</li> <li>the role of individuals.</li> </ul> <p>Students should learn about modern problems, such as:</p> <ul style="list-style-type: none"> <li>drug development and safety (eg Thalidomide)</li> <li>resistance</li> <li>research and development costs and profits.</li> </ul>	<p>Students watch a film about the discovery of penicillin, its development and mass production and complete a worksheet.</p> <p>Team test/quiz to check facts at end.</p> <p>Card sort exercise to establish influence of factors in the film.</p> <p>Students analyse newspaper accounts of modern issues in medicine and discuss their findings in groups.</p>	<p>Resources such as:</p> <ul style="list-style-type: none"> <li>work sheet organiser for film</li> <li>points test/quiz to check facts</li> <li>card sort.</li> </ul> <p>Newspaper accounts of modern issues in medicine and alternative treatments.</p>

## The impact of war and technology on surgery

Lesson number	Specification content	Guidance	Learning activity	Resources
27	<ul style="list-style-type: none"> <li>• plastic surgery</li> <li>• blood transfusions</li> <li>• X-rays</li> <li>• transplant surgery</li> <li>• modern surgical methods, including lasers, radiation therapy and keyhole surgery.</li> </ul>	<p>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.</p> <p>Students should consider the factors affecting modern techniques, such as:</p> <ul style="list-style-type: none"> <li>• war</li> <li>• individuals</li> <li>• physics</li> <li>• chemistry</li> <li>• biology</li> <li>• rejection</li> <li>• cosmetic surgery.</li> </ul>	<p>Provide an overview of the impact of war and technology on surgery.</p> <p>Students complete an analysis of a heart transplant description.</p> <p>Students match descriptions with surgical problems.</p> <p>Assessment point: short test question on earlier lessons.</p>	<p><a href="#">Did the First World War improve surgery?</a></p> <p><a href="#">Challenges to the use of surgery as a cure</a></p> <p><a href="#">Surgery of the future</a></p> <p><a href="#">NHSBT, Give Blood –Donating Blood Saves Lives</a></p> <p><a href="#">Give Blood – Latest Stocks and Statistics</a></p>

## Modern public health

Lesson number	Specification content	Guidance	Learning activity	Resources
28	<ul style="list-style-type: none"> <li>the importance of Booth, Rowntree, and the Boer War</li> <li>the Liberal social reforms</li> <li>the impact of two world wars on public health, poverty and housing.</li> </ul>	<p>Students should consider:</p> <ul style="list-style-type: none"> <li>Why did the Liberals bring in reforms?</li> <li>How effective were the reforms?</li> </ul> <p>Explain the factors involved in bringing about changes in public health, such as the importance of individuals etc.</p>	<p>Give the class statements about the reforms. Ask the students to infer from the statements reasons for reforms. Students then research the reasons for reforms and how effective reforms were. Students can use textbooks and contemporary sources. Using their research, students produce a spider diagram.</p> <p>Students identify factors involved in bringing out reform and present an explanation as to which factor was most important.</p>	<p>A range of statements about reform and possible motives for reform. These statements could be from contemporary sources produced at the time.</p> <p>Textbook's research exercise.</p>
29	<ul style="list-style-type: none"> <li>the Beveridge Report and the Welfare State</li> <li>creation and development of the National Health Service</li> <li>costs, choices and the issues of healthcare in the 21<sup>st</sup> century.</li> </ul>	<p>Students should understand:</p> <ul style="list-style-type: none"> <li>what the Beveridge Report was</li> <li>how the report is connected to the Welfare State</li> <li>the principles governing the Welfare State</li> <li>why the NHS was created</li> <li>why these changes</li> </ul>	<p>Students watch a short film about the creation of the Welfare State and NHS and identify: key features, reasons for creation and opposition.</p> <p>Students compare Liberal Social Reforms and NHS and evaluate which was more important by producing a PowerPoint presentation of six slides to show measure and impact.</p> <p>Class debate on ethics, costs and choices in future.</p>	<p><a href="#">Beginnings of the NHS</a></p> <p><a href="#">The rise of hospitals and the NHS in 1948</a></p> <p>Worksheet on NHS</p> <p>Work sheet on modern dilemmas.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<p>faced opposition</p> <ul style="list-style-type: none"> <li>what challenges do we face in the 21<sup>st</sup> century? (ie cost and effectiveness)</li> </ul>		

### Review and assessment

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