

**Scheme of Work: History**

**Key Stage 3**

**Year 7: Unit 1 Thematic Study: Water and Health through time.**

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| **About the unit:**  This is a thematic study which is ideal for helping students make the transition from Key Stage 2 to 3. Students do not have to know anything to take it on- but the more they remember and understand from Key Stage 2 the more they will make sense of each lesson.  It will give students plenty of opportunity to show what they already know and understand while also helping to build awareness of the chronological spine of British history on which to hang the rest of the course.  It covers a very broad period of time from the Iron Age to the 19th Century, including periods that students will probably have encountered at KS2, but viewing them through the lens of an accessible topic- water and sanitation.  The topic of effective sanitation is fundamental to human society but also provides a foundation for later study of public health at GCSE (Britain and Health).  Short and focused thematic studies such as this one are one of the best ways to develop chronological understanding and awareness of the broad arc of time.  This thematic study also highlights the way that we use different kinds of evidence to find out about each period. |
| **Learning Outcomes**  This thematic study will help students to develop:   * A sense of chronology * Subject specific vocabulary, e.g. century, time period, Roman Britain, BC/AD * An awareness of change and continuity: that some things change over time and others stay the same. * An opportunity to ask questions and show interest in different historical periods. * Literacy skills.   At the end students will know:   * What each period is called and its dates. * The state of sanitation in each period. * How we use different sources to find out about each period.   Students will be able to:   * Identify some changes and continuities over time * Identify key features of each period * Write some clear accounts of sanitation in each period. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:   * **Key terms:** Archaeologist, Archaeology, BC/AD, Cesspit, Cholera, Conduit, Epidemic, Germs, House of easement, Iron Age, Latrine, Local Government, Monastery, National government, Privy, Public baths, Public Health, Roman Britain, Sanitation, Terraced, Toilet, Water closet, Yard.   **Assessment Opportunities**  The end of enquiry final task is a supported piece of extended writing that will reveal:   * Students’ literacy skills at the start of Year 7 History. * Their awareness of key features of each period. * Their understanding of change over time (how things have changed or stayed the same) * Their understanding of causes (why things have changed or stayed the same) |
| **Links to 2014 National Curriculum**  Content knowledge:   * A study of an aspect of social history that consolidates and extends pupils’ chronological knowledge from before 1066.   Disciplinary knowledge:   * Chronological knowledge of British history * Correct use of historical terminology * Analyse trends over a long arc of time * Write an evidentially supported account.   **Links to future learning at KS3:**   * Chronological context for the study of the Middle Ages- key features of the Middle Ages and understanding of change and continuity will be built on. Early understanding of migration and movement of people. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Health and the People, c1000 to the present day. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1: WALT:**  Understand how we are expected to behave and treat others during History lessons.  Begin an historical enquiry into water and health through time by investigating Iron Age Britain (700BC- AD43)  **Key Terms:**  Iron Age, BC/AD, Sanitation, Archaeology, Archaeologist, Cesspit | Teacher welcomes students and outlines classroom expectations both in line with whole school and the History department.  Hand out exercise books, PLCs and target stickers.  Teacher introduces students to the first enquiry. | Discussion of how archaeological finds are an important source of ‘evidence’. Historians are like detectives!  Teacher guides students on how to create a summary card on water and sanitation in Iron Age Britain.  Students investigate an image of a reconstructed Iron Age village. | The role of the archaeologist- link with careers. | Power point  Exercise Books  PLCs  Classroom expectations.  Target stickers | Teacher questioning- link with KS2 learning.  Summary Cards. | Metacognition- link to studies at KS2.  Literacy- understanding of key words and note making. | Archaeology, research.  Science- Health and Sanitation. Understanding of disease. |
| **Lesson 2: WALT:**  Be able to explain how water supply and health improved in Roman Britain.  **Key Terms:**  Roman Britain, conduit, latrine, public baths. | Students will be introduced to a basic timeline of historical periods. Discuss meaning of BC and AD- see Ian Dawson’s Teaching History activity for greater clarity.  Re-cap understanding of sanitation in Iron Age Britain. | Teacher led discussion of Roman Britain- focus on water supply and sanitation but allow students the opportunity to share their knowledge from KS2. Discussion of change and continuity- how might Roman Britain have been an improvement on sanitation in Iron Age Britain? What problems might still have remained?  Students analyse and label their own copy of the Roman bath house.  Students compare the archaeological evidence and the reconstruction of the Roman latrines at Hadrian’s Wall.  Students produce a mind-map for their Roman Britain summary card. | Deeper thinking- students are shown the extent of the Roman Empire- why would it be important to the Romans to provide good health and sanitation.  (Discussion of the movement of people within the vast Roman Empire will link to students’ later study of migration). | Power point  Images of Roman public baths for labelling. | Teacher questioning/ class discussion. Links to KS2 and later studies.  Summary cards. | Metacognition- link to KS2. Analysis of visual images, assessing primary evidence.  Understanding of change and continuity.  Literacy- understanding of key words and note making (mind-mapping- link with revision skills). | Archaeology, research.  Science- Health and Sanitation. Understanding of disease.  Cultural links- understanding of movement of people/ migration. |
| **Lesson 3 WALT:**  Understand how sanitation differed in medieval villages, towns and monasteries.  **Key Terms:**  Cesspit, monastery, privy. | Discussion of the end of the Roman Empire. Teacher may wish to discuss the reasons why the Romans left Britain and may discuss the period often described as the Dark Ages- useful background to the start of the study of Britain and Health at GCSE. | Students are introduced to the state of sanitation in medieval villages, at the monasteries and in towns. Students will be able to see visual sources typical of GCSE. Students may begin to assess reasons why sanitation differed. Challenge for students to consider why a monastery may have the most effective sanitation- education, wealth, removed from towns, access to fresh water etc may be some of the ideas students discuss. | Students complete a detailed summary card comparing sanitation in medieval towns, villages and monasteries. | Students study an artist’s impression of medieval London and try to identify various public health problems. | Power point  Artist’s impression of medieval London. | Link to GCSE- Britain and Health- Public Health in the Middle Ages: Medicine Stands Still.  Analysis of evidence.  Comparison.  Change and Continuity.  Literacy- reading/ note-making | Link to Geography- urbanisation. |
| **Lesson 4 WALT:**  Be able to explain change and continuity between the Middle Ages and Early Modern Britain.  **Key Terms:**  Conduit, House of easement, privy, water closet. | Students shown the extended timeline- re-cap their understanding of the historical period studied so far.  What do students expect from early modern Britain? Improvements in sanitation? | Discussion of where drinking water came from in towns and cities during the Early Modern era. Students look at a sketch of London and explain how it shows that London was very overcrowded. Teacher might push students to discuss why that might be? Try to go beyond London being the capital.  Students will identify the problems relating to sewage in the period by reading one of Samuel Pepys’ diary entries.  Students produce a summary card identifying changes and continuities. | Teacher may sketch a change/ continuity line on the board. Ask pupils to add changes/ continuations they have identified from their summary cards. | Power point | Teacher questioning  Summary cards  Change/ Continuity Line. | Link to GCSE- Britain and Health- Public Health: Medicine Stands Still; Beginnings of Change.  Metacognition- ability to draw comparisons between time periods and to identify change/ continuity.  Analysis of evidence.  Literacy- reading/ note-making. | Link to Geography: Urbanisation |
| **Lesson 5 WALT:**  Be able to explain the impact of industrialisation on sanitation and health.  Understand the factors that led to improvements in sanitation.  **Key Words:**  Cholera, epidemic, terraced, yard, germs, local government, national government, Parliament, public health, toilet. | Quick re-cap via the timeline and introduction to new historical period.  Students are given a brief background to the Industrial revolution and the reasons why industrial towns and cities became heavily overcrowded. | Based on students’ knowledge of sanitation so far, would they expect improvements in sanitation during this period- should be a mixture of responses, e.g. new technological advances might mean improvements; overcrowding in towns and cities might mean things got worse especially for the poor.  Students produce a summary card on Industrial Britain. This should give quite a grim account of the situation.  Looking to how things improved students will sort a series of cards into the correct chronological order and glue in their exercise books. Using these cards, they produce a final summary card explaining why sanitation improved- notes should be divided into three factors: 1. Individuals, 2. Local and national government, 3. Science and Technology. | Explain homework task. Students will write up an account based on their findings with the title: ‘A History of Water and Health in Britain’. | Power point  Cards for improvements. | Teacher questioning and class discussion.  Summary cards and ability to categorise findings.  Homework task- extended literacy task. **BIG WRITE.** | Link to GCSE- Britain and Health- Public Health: A Revolution in Medicine.  Metacognition- analysis of industrial age based on earlier studies.  Literacy- reading/ note-making. | Geography- rural/ urban migration. Urbanisation. |