

### About the unit

**This is a thematic study** which is ideal for helping students make the transition from Key Stage 2 to 3. Students don't 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 you what they already know and understand while also helping 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 Iron Age to 19th century**, including periods that students will probably have encountered in KS2, **but viewing them through the lens of an accessible topic** – water supply and toilets.

The **topic** of effective sanitation is fundamental to human society but also provides a foundation for later study at GCSE

**Short and focused thematic studies** such as this 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 your students to develop:

- a sense of period
- vocabulary to talk about periods (for example, century, time period, Roman Britain, BC/AD)

- an awareness that some things change over time and some things stay the same
- an opportunity to ask their own questions and let you know what they are interested in.

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 kinds of sources to find out about each period.

They will be able to:

- identify some changes and continuities over time
- identify key features of each period
- write some clear descriptions of sanitation in each period.

### Key terms and vocabulary development

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' **writing skills** at the start of this course
- their awareness of **key features** of each period
- their understanding of **change over time** (how things have changed or stayed the same from period to period)
- their understanding of **causes** (why things have changed or stayed the same).

There is a half-termly baseline assessment after Lesson 1F.

### 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 in Understanding History

- This study provides a chronological context for each period study (Units 2, 4, 6 and 8).
- The same periods will be revisited in the next three thematic studies (Units 3, 5 and 7).

- Understanding of key features of the Middle Ages will be built on in Enquiry 2.8 What mattered to medieval people.
- Understanding the concept of continuity and change will be built on in Enquiry 2.2 The Norman Conquest – a period of rapid change.

### Links to future learning at GCSE

This unit will be a helpful **knowledge foundation** if you are studying any of the Health options at GCSE. The journey towards effective sanitation in Britain is a fundamental story in:

<b>AQA</b> GCSE History	Health and the people: c1000 to the present day
<b>Pearson Edexcel</b> GCSE History	Medicine in Britain, c1250–present
<b>OCR B</b> GCSE History	The people's health, c. 1250 to present
<b>WJEC/Eduqas</b> GCSE History	Changes in Health and Medicine in Britain, c.500 to the present day

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

<b>AQA</b> GCSE History	<b>Skill sheet</b>	<b>Content focus/Enquiry</b>	<b>Skills focus</b>
	4	Medieval and Early Modern Health (1)	Comparison
<b>Pearson Edexcel</b> GCSE History	<b>Skill sheet</b>	<b>Content focus</b>	<b>Skills focus</b>
	1	Water and health (1)	Narrative
<b>OCR B</b> GCSE History	<b>Skill sheet</b>	<b>Content focus</b>	<b>Skills focus</b>
	1	Water and health (1)	Ask historically valid questions
	2	Water and health (1)	A clear and organised summary
	3a and b	Water and health (1)	Thematic essay question

## Lesson sequence

These six lessons form a single sequence in which students visit six periods of British history and compare them. NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core  9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

## Lesson summaries

Lesson 1A Water and health through time – Enquiry set up and Iron Age Britain			
Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Iron Age Britain</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the enquiry and how to make a summary card</li> <li>Investigating the reconstruction picture and making notes</li> </ul>	<ul style="list-style-type: none"> <li>Iron Age</li> <li>BC/AD</li> <li>Sanitation</li> <li>Archaeology</li> <li>Archaeologist</li> <li>Cesspit</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1A</li> <li>Worksheet 1A.1</li> <li>Worksheet 1A.2</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

## Unit 1 Thematic Study: Water and health through time (6 lessons)

### Lesson 1B Water and health through time: Roman Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Roman Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a spider diagram for the summary card</li> <li>Analysing how artists reconstruct the past</li> </ul>	<ul style="list-style-type: none"> <li>Roman Britain</li> <li>Conduit</li> <li>Latrine</li> <li>Public baths</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1B</li> <li>Worksheet 1B</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

### Lesson 1C Water and health through time: Medieval Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Early Modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a third summary card on sanitation</li> <li>Research task looking at sanitation in villages, monasteries and towns</li> </ul>	<ul style="list-style-type: none"> <li>Cesspit</li> <li>Monastery</li> <li>Privy</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1C</li> <li>Worksheet 1C</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

### Lesson 1D Water and health through time: Early Modern Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Early Modern Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a fourth summary card on sanitation</li> <li>Source analysis of the diary of Samuel Pepys</li> </ul>	<ul style="list-style-type: none"> <li>Conduit</li> <li>House of easement</li> <li>Privy</li> <li>Water closet</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1D</li> <li>Worksheet 1D</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

## Unit 1 Thematic Study: Water and health through time (6 lessons)

### Lesson 1E Water and health through time: Industrial Britain

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in Industrial Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a fifth summary card on sanitation</li> <li>Investigating the new dangers to health in the industrial period</li> </ul>	<ul style="list-style-type: none"> <li>Cholera</li> <li>Epidemic</li> <li>Terraced</li> <li>Yard</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1E</li> <li>Worksheet 1E</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> </ul>

### Lesson 1F Water and health through time: Sanitation sorted

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> <li>Understand the key features of sanitation in late nineteenth-century Britain</li> </ul>	<ul style="list-style-type: none"> <li>Creating a final summary card on sanitation</li> <li>Using summary cards to write 'A history of water and health in Britain'</li> </ul>	<ul style="list-style-type: none"> <li>Cholera</li> <li>Germ</li> <li>Local government</li> <li>National government</li> <li>Parliament</li> <li>Public Health</li> <li>Toilet</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan 1F</li> <li>Worksheet 1F.1</li> <li>Worksheet 1F.2</li> <li>Worksheet 1A.3</li> <li>Lesson presentation</li> <li>Pearson Edexcel skill sheet 1</li> <li>AQA skill sheet 4</li> <li>OCR B Skill sheet 1</li> <li>OCR B Skill sheet 2</li> <li>OCR B Skill sheet 3a</li> <li>OCR B Skill sheet 3b</li> </ul>