

Summer catch up work: History

Year 9 into 10

These tasks are designed to improve your knowledge, understanding and skills. The focus is on the main unit we have studied in year 9 which is **Britain: Health and the People**. Please complete these tasks and bring them with you to your first history lesson in September. You can use your books from this year and the internet to help you.

TASK 1:

Complete **at least 2** of the practice exam questions below

- Explain the significance of anaesthetics in the development of medicine. (8 marks)
- Explain the significance of penicillin in the development of medicine. (8 marks)
- Explain the significance of the germ theory in the development of medicine. (8 marks)
- Explain the significance of vaccinations in the development of medicine. (8 marks)
- Explain the significance of the theory of the Four Humours in the development of medicine. (8 marks)

How to tackle these questions:

This is an **8 mark** question about significance.

The aim is to identify and explain the significance of a key event/development/individual or group. For the highest marks you should consider significance **at the time and over time**. What impact/effects did it have at the time? What are the short/medium/long term consequences and impact? Does it still have influence today and if so what? You should aim to include at least two reasons.

Sentence starters/structure

You should aim to write **two paragraphs** and spend no more than **10 minutes** on it.

Support your answer with specific historical detail and key terms.

- **Paragraph 1:** identify and explain the first reason why the event/development/individual/group is significant. Focus on impact and effects. It is sensible to start with reasons why it was significant at the time.
- **Paragraph 1:** identify and explain the second reason why the event/development/individual/group is significant. Focus on impact and effects. You should now include reasons why it has been significant over time.

TASK 2:

Find at least **4 similarities** between the pairs below and write the **similarities** in a bullet point list.

- Surgery in the Middle Ages and surgery in the 18th century.
- Public Health in the Middle Ages and Public Health in the 18th century.
- The treatment of disease in the Middle Ages and the treatment of disease in the 18th century.

TASK 3:

How useful is this source?

In the exam you will be asked to judge the utility (how useful) source material is to historians. This task will help you practice those skills.

Cut out the image of each of the sources below and stick them in your books. Under each source copy and complete the sentence starters below. Try to give a balanced answer, consider ways in which the source may be considered both useful and not useful; in order to do this you will have to apply your own **contextual knowledge** about each topic that the source relates to.

(if you are not able to print then complete the sentence starters and we can print the sources for you in September)

- Source X could be considered to be useful to an historian because it shows.....(explain what the source tells us about the past, why it is useful). I know that.....(add some of your own contextual knowledge that supports what the source is showing)
- However in some ways source X could be considered to be not very useful to an historian because..... (explain what you think is missing from the source or consider the source type, is it reliable and accurate?). I know that.....(add some of your own contextual knowledge that contradicts what the source is showing)

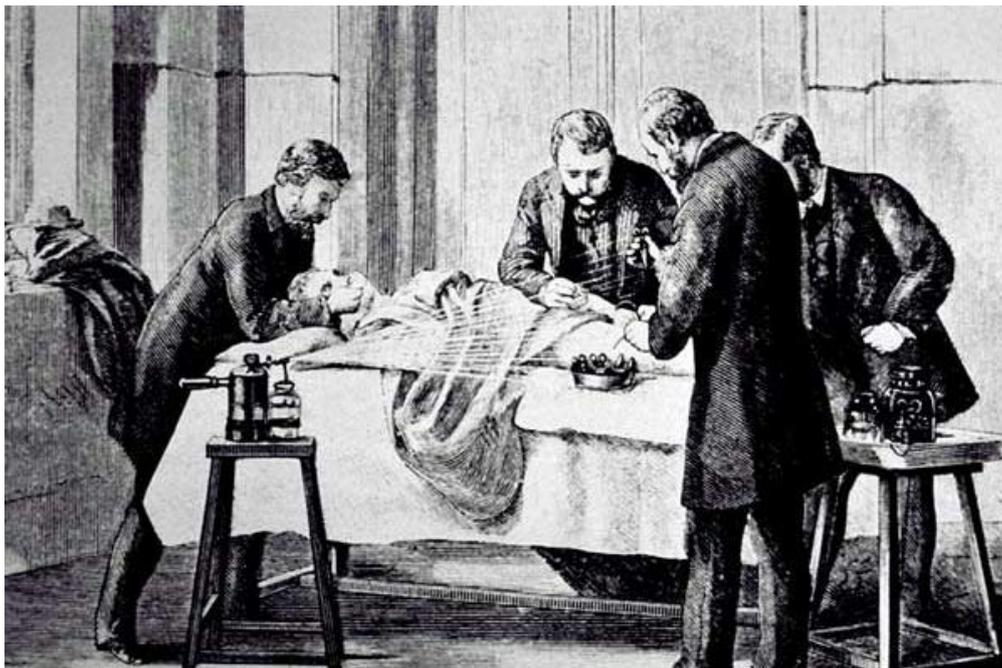
Source 1: An image drawn in the Middle Ages showing Monks with Plague being blessed by a priest.

How useful is this source to an historian studying treatments for the Plague?



Source 2: An image drawn in the 19th century showing the use of Carbolic spray.

How useful is this source to an historian studying surgery in the 19th century?



Source 3: An election poster for the Liberal Party produced in 1911.

How useful is this source to an historian studying the Liberal Reforms that were passed in the early 20th century.

