

GCSE



WJEC GCSE

History

Approved by Qualifications Wales

Guidance for Teaching: Unit 2 Option 2.2

Teaching from 2026

For award from 2028

Version 2 - February 2025



This Qualifications Wales regulated qualification is not available to centres in England.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	An in-depth study on Welsh history	Written examination	30%
Unit 2	An in-depth study on European and/or World history	Non-examination assessment	20%
Unit 3	A study of a period in World history	Written examination	30%
Unit 4	A changing society	Non-examination assessment	20%

Assessment

Summary of Assessment Unit 2

Unit 2: An in-depth study on European and/or World history

On-screen non-examination assessment: 3 hours

20% of qualification

80 marks

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history.

Medieval

2.1 Genghis Khan c.1162–c.1227: a case study in medieval imperialism

2.2 The Black Death c.1330–c.1360: a case study in medieval society

Early Modern

2.3 The Spanish Conquest of the Aztecs c.1492 – c.1525: a case study in early modern colonialism

2.4 Süleyman I c.1520–c.1566: a case study in early modern imperialism

Modern

2.5 The Third Reich c.1933 – c.1945: a case study in modern nationalism

2.6 Afghanistan c.1979–c.2001: a case study in modern international relations

For the non-examination assessment, learners will undertake a historical enquiry, providing a focused response on a specific issue.

Learners will complete the assessment of Unit 2 digitally through WJEC's e-assessment platform

Unit 2 Assessment objectives and weightings

AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	5%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	5%
AO4	Select, use and apply skills and techniques in practice to undertake historical enquiries.	10%

Overview of Unit 2: Option 2.2

An in-depth study on European and/or World history

(20% of the qualification)

The purpose of Unit 2 is to provide an understanding of an issue in European and/or world history in depth, via the study of historical sources and interpretations.

Learners will study one of six historical topics to undertake an in-depth study that will provide them with an understanding of an issue in European and/or world history. They will then undertake a historical enquiry based on their selected historical topic.

Learners should be able demonstrate skills of analysis and evaluation when engaging with sources that relate to the selected historical topic and historical interpretations that encompass contrasting views of events and people.

Learners should also be able to apply their knowledge and understanding of the following historical concepts in the context of their chosen historical topic:

- continuity and change
- similarity and difference
- significance and impact
- cause and consequence.

Learners should be able to select, use and apply skills and techniques used to undertake historical enquiries, including:

- gaining an overview of a specified topic
- gathering evidence to develop an understanding of the history and related debates
- summarising the key points and debates
- reviewing knowledge and forming a hypothesis linked to a specific question
- selecting, analysing, evaluating and using evidence
- planning and compiling a response to a specific question
- developing a critical self-appraisal of their performance in the task.

Time period	Option	
Medieval	2.2	The Black Death c.1330 – c.1360: a case study in medieval society
	2.2.1	How disease was able to spread in the fourteenth century
	2.2.2	The spread of the Black Death
	2.2.3	Attempts to limit the spread of disease
	2.2.4	Reactions to the spread of disease
	2.2.5	The legacy of the Black Death

Scheme of Learning for Option 2.2

Medieval: The Black Death c.1330 – c.1360: a case study in medieval society

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers. These can be found on: <https://resources.wjec.co.uk/>

2.2 Background: Plagues and their impact on human society (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the background of the Black Death, other historical outbreaks of the plague and the difference between bubonic, pneumonic and septicaemic plague. 	<p>Meaning of plague and pandemic.</p> <p>Difference between endemic and epidemic.</p> <p>Historical background - the Justinian plague of 541-2 CE to c.750 as the first outbreak of the <i>yersinia pestis</i> plague.</p> <p>The differences between bubonic, septicaemic and pneumonic plague.</p>	<p>Activities:</p> <ul style="list-style-type: none"> clearly define plague, pandemic, epidemic and endemic create a timeline to show the overview of pandemics outline what happened during the Justinian plague explain the similarities and differences between the three main types of plague <p>Outcome: Learners can demonstrate that they understand that Black Death took many forms and that it was related to earlier plagues.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> Pandemic - Wikipedia Plague (disease) - Wikipedia Epidemic - Wikipedia Endemic (epidemiology) - Wikipedia Plague was one of history's deadliest diseases - National Geographic The worst epidemics and pandemics in history History of plague - Wikipedia 6 Devastating Plagues First plague pandemic 	2 hours

		<p>Advanced activity: Discuss how someone at the time might have viewed this pandemic, as opposed to how we would view a pandemic now.</p> <p>Advanced outcome: Learners can draw conclusions about the significance of the Black Death in the history of plagues.</p>	<ul style="list-style-type: none"> • Second plague pandemic • Plague • Plague - World Health Organisation • Plague: Bubonic, Pneumonic, and Septicemic • Bubonic plague - Wikipedia • Septicemic plague - Wikipedia • Pneumonic plague - Wikipedia • Black Death: The Disease <p>Video(s):</p> <ul style="list-style-type: none"> • Plague and the decline of the Roman Empire • The Plague of Justinian • Disease - Crash Course World History • The diseases that changed humanity forever <p>Podcast(s):</p> <ul style="list-style-type: none"> • Plagues - Dan Snow's History Hit • The Black Death - Dan Snow's History Hit • The Black Death - How and Why History 	
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			<p>Map(s):</p> <ul style="list-style-type: none"> • Mapping The Plague Pandemics <p>Book(s): <i>The World Transformed</i> by Peter Frankopan, chapter 13</p> <p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>The Black Death 1346-1353 – A Complete History</i> by Ole J. Benedictow, chapters 1-3</p> <p><i>The Black Death – Natural and Human Disaster in Medieval Europe</i> by Robert S. Gottfried, chapter 1</p> <p><i>The Black Death</i> by Philip Ziegler, chapter 1</p> <p><i>Doctoring the Black Death</i> by John Abert, chapters 1 and 2</p> <p><i>The Black Death – A New History</i> by John Aberth, introduction</p> <p><i>The World The Plague Made,</i> by James Belich, chapter 1</p>	
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<ul style="list-style-type: none"> the importance of the epidemiology of plague pandemics, the causes, symptoms, course and mortality rates of these plagues and arguments about the type and origin of the Black Death. 	<p>Overview of comparisons to other plague pandemics, including how they started, how long they lasted and their mortality rates.</p> <p>The traditional explanation for the Black Death.</p> <p>Alternative explanations for the causes of Black Death.</p>	<p>Activities:</p> <ul style="list-style-type: none"> research the details of the Black Death and other pandemics, focusing on causes, symptoms and mortality rates create a table to summarise this information identify similarities and differences between the data on these different pandemics explain the traditional theory for the spread of the Black Death involving fleas and rats research recent alternative explanations for spread of the Black Death including marmots and human to human contact. <p>Outcome: Learners can demonstrate that they understand the current debates about the nature and significance of the Black Death</p> <p>Advanced activity: Contemporaries of the Black Death did not use this name for the disease at the time. Research the names that people gave the disease at the time and consider which terms you think would be more appropriate to use to describe it.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> List of epidemics and pandemics - Wikipedia History's Seven Deadliest Plagues From Black Death to fatal flu Two of History's Deadliest Plagues Were Linked, With Implications for Another Outbreak Here's how Covid-19 ranks among the worst plaques in history What were the death tolls from pandemics in history? Yersinia pestis - Wikipedia Theories of the Black Death - Wikipedia Maybe Rats Aren't to Blame for the Black Death The Black Death: A New Culprit? Mystery of Black Death's origins solved, say researchers <p>Video(s):</p> <ul style="list-style-type: none"> What Was The Black Death? 	<p>2 hours</p>
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		<p>Advanced outcome: Learners can draw conclusions about the name that should be used to describe this pandemic.</p>	<ul style="list-style-type: none"> • The past, present and future of the bubonic plague • Scientists Finally Discover the Origin of The Black Death <p>Podcast(s):</p> <ul style="list-style-type: none"> • How the Black Death got its start • The Black Death - Dan Snow's History Hit • The Black Death: Origins & Spread - History Extra Podcast • What Caused the Black Death? - Our Fake History • The Black Death - Gone Medieval <p>Book(s): <i>The World Transformed</i> by Peter Frankopan, chapter 13</p> <p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>The Black Death and the Transformation of the West</i> By David Herlihy, chapter 1</p>	
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			<p><i>The Black Death 1346-1353 – A Complete History</i> by Ole J. Benedictow, chapter 4</p> <p><i>The Black Death – Natural and Human Disaster in Medieval Europe</i> by Robert S. Gottfried, chapter 1</p> <p><i>The Black Death</i> by Philip Ziegler, chapter 1</p> <p><i>Doctoring the Black Death</i> by John Abert, chapter 1</p> <p><i>The Black Death – A New History</i> by John Aberth, introduction and chapter 2</p> <p><i>The World The Plague Made,</i> by James Belich, chapter 2</p>	
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2.2.1 How disease was able to spread in the fourteenth century				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the importance of trade routes in helping disease to spread, including: <ul style="list-style-type: none"> the Silk Road increasing mercantile and cultural interactions. 	<p>The nature and extent of the Silk Road.</p> <p>How the Silk Road helped bring the Black Death to the Mediterranean region.</p> <p>Trading connections between communities around the Mediterranean and across the continent of Europe.</p>	<p>Activities:</p> <ul style="list-style-type: none"> draw the Silk Road onto an outline map showing Asia, Europe and Africa annotate this map with the key cities and centres for production of the goods traded along this route explain the connection between the Silk Road and the spread of the Black Death across Asia to the Mediterranean add to this map the details of the main trade routes across Europe, including the main trading centres and which goods were traded explain how interconnected the Mediterranean world was in the fourteenth century and why this was important for the spread of the Black Death. <p>Outcome: Learners could demonstrate that they understand how medieval trade helped the Black Death to spread from Asia to Europe.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> Medieval Trade Routes Global Trade in the 13th Century Silk Road - Wikipedia About the Silk Roads The Silk Road How the Black Death Spread Along the Silk Road The Spread of Disease along the Silk Roads Origins of the Black Death The Black Death Pandemic Along The Silk Road How Europe exported the Black Death Trade in Medieval Europe Linking the Mediterranean: The Construction of Trading Networks in 14th and 15th-century Italy International trade in the early Middle Ages 	2 hours

		<p>Advanced activity: Debate how medieval transcontinental trade routes should be remembered – one side arguing the economic benefits, the other side arguing the impact of the spread of disease.</p> <p>Advanced outcome: Learners can draw conclusions about the historical significance of transcontinental trade routes.</p>	<ul style="list-style-type: none"> • An Incredibly Detailed Map Of Medieval Trade Routes • Asia, North Africa, and Europe in the Early Fourteenth Century • Cultural Consequences of Connectivity, Afro-Eurasia 1200-1450 • The Black Death in Asia, Europe and Africa • Trade Networks and the Black Death <p>Video(s):</p> <ul style="list-style-type: none"> • The Silk Road - BBC Select • The Black Death & the Silk Roads • What Spread The Black Death? • How did the Black Plague spread? • Plague 101 - National Geographic <p>Podcast(s):</p> <ul style="list-style-type: none"> • The Silk Road - Listen & Learn <p>Map(s):</p> <ul style="list-style-type: none"> • The Silk Roads • Trade Networks In The Middle Ages, c. 1200 	
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			<ul style="list-style-type: none"> • Spread of the Black Death in Europe • Black Death and Mongols Thematic Map <p>Book(s): <i>The Silk Road</i> by Peter Frankopan, chapter 10</p> <p><i>The World Transformed</i> by Peter Frankopan, chapter 13</p> <p><i>Europe in the 14th and 15th centuries</i> by Denys Hay, chapter 14</p> <p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>The Black Death 1346-1353 – A Complete History</i> by Ole J. Benedictow, chapter 5</p> <p><i>The Black Death – Natural and Human Disaster in Medieval Europe</i> by Robert S. Gottfried, chapter 3</p> <p><i>The Black Death – A New History</i> by John Aberth, chapter 1</p>	
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			<p><i>The World The Plague Made</i>, by James Belich, chapter 4</p>	
<ul style="list-style-type: none"> • what life was like in the Near East, North Africa and Europe in the early fourteenth century, including: <ul style="list-style-type: none"> • living conditions and standards of hygiene • travel and contact between communities. 	<p>The similarities and differences between living conditions and hygiene between the Muslim communities of the Near East and North Africa, compared to those in Europe.</p> <p>The nature and extent of travel around the Mediterranean region and across Europe.</p> <p>The modern debate about the role of climate change in influencing the spread of plague.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • research living conditions in medieval towns and villages in the fourteenth century • research and write a report about hygiene in a medieval city, such as London • research the similarities and differences between what living conditions were like in Muslim and Christian communities in this period • explain the findings of modern research about the role of climate change in influencing the spread of the Black Death. <p>Outcome: Learners can demonstrate that they understand what everyday life was like across Europe and the Near East in the fourteenth century.</p> <p>Advanced activity: Based on the information from activities in this section learners could make a prediction as to whether it would be the Christian or Muslim communities that were worse affected. Write an explanation for this prediction.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> • The Black Death in Asia, Europe and Africa • What life in medieval Europe was really like • Daily Medieval Life • 25 Things from Everyday Life in the Middle Ages • Society In The Middle Ages • Medieval Life and Times: Daily Life • 14th & 15th century Africa: Trans-Saharan Trade • Did people in the Middle Ages take baths? • Developments in public health and welfare • Medieval Hygiene • Life in the 14th Century • Black Death in the Middle East - Wikipedia • The Black Death may have transformed medieval societies in sub-Saharan Africa • The Mystery of Black Death in Sub-Saharan Africa 	<p>2</p>

		<p>Once this information is revealed in a future lesson return to this prediction and discuss its accuracy.</p> <p>Advanced outcome: Learners can draw conclusions about the extent to which Christian and Muslim communities were likely to be affected by the Black Death.</p>	<ul style="list-style-type: none"> • Revisiting the Black Death for clues to climate change's role in pandemics • Medieval Trade Routes <p>Video(s):</p> <ul style="list-style-type: none"> • Medieval Towns: Timelines • City life in the middle ages: Medieval Madness • Medieval Manor: Timelines • Life in a Medieval Village • How did the Black Death affect Africa and Asia? • Medieval London: Filthy City • What Was City Life Like in the Middle Ages? • What Was Life like in the Middle Ages? • What Was Everyday Life Like In Medieval Britain? • Plague 101 - National Geographic • What Hygiene Was Like During the Black Plague • Trade in Medieval Europe <p>Map(s):</p> <ul style="list-style-type: none"> • Spread of the Black Death in Europe 	
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			<ul style="list-style-type: none"> • Black Death and Mongols Thematic Map • Second Pandemic of the Black Death in Europe (1347-51) <p>Book(s): <i>The World Transformed</i> by Peter Frankopan, chapter 13</p> <p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>Changes in Health and Medicine c.1340 to the present day</i> by R. Paul Evans and Alf Wilkinson, chapters 1 and 6</p> <p><i>Curriculum for Wales – History for 11-14 Years</i> by Rob Quinn and R. Paul Davies, Chapter 2</p> <p><i>The Black Death – Natural and Human Disaster in Medieval Europe</i> by Robert S. Gottfried, chapter 2</p> <p><i>The Black Death</i> by Philip Ziegler, chapters 2 and 9</p>	
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			<p><i>The Black Death – A New History</i> by John Aberth, chapter 4</p> <p><i>The World The Plague Made,</i> by James Belich, chapter 3</p>	
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2.2.2 The spread of the Black Death				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> how the Black Death spread geographically, including: <ul style="list-style-type: none"> its arrival in the Near East and Mediterranean its distribution north and westward. 	<p>The Mongol siege of Caffa (Kaffa) and its possible role in bringing Black Death to Europe.</p> <p>The spread of Black Death around the Mediterranean.</p> <p>Black Death travelling north to France, Germany and England.</p> <p>The impact of the Black Death on Poland compared to other European countries.</p>	<p>Activities:</p> <ul style="list-style-type: none"> describe the role that the siege of Caffa might have had in bringing the Black Death to Europe on a black map showing the Mediterranean and Europe trace the path of the Black Death. annotate this map with notes to briefly outline the dates of the arrival of the Black Death in each country with an outline of the impact that it had. explain why historians think Poland was less badly affected by the Black Death compared to other countries. <p>Outcome: Learners could demonstrate that they understand how the Black Death spread across the Near East, around the Mediterranean and across Europe.</p> <p>Advanced activity: Review the work from the map above and see if patterns can be</p>	<p>Website(s):</p> <ul style="list-style-type: none"> Black Death migration - Wikipedia Siege of Caffa - Wikipedia Tracing the roots of the Black Death How the Black Death Started in Asia The Path of the Black Death The Black Death in Asia, Europe and Africa Cause and outbreak - Britannica The source of the Black Death in fourteenth-century central Eurasia Second plague pandemic - Wikipedia How the Black Death Spread Along the Silk Road Did Black Death strike sub-Saharan Africa? The Black Death: The Greatest Catastrophe Ever 	2 hours

		<p>identified in the spread of the Black Death, for example how long it took to travel between places, which directions it took, the sorts of places it affected. What conclusions can be drawn from this about the spread of the Black Death?</p> <p>Advanced outcome: Learners can draw conclusions about the patterns in how the Black Death spread.</p>	<ul style="list-style-type: none"> • Black Death in England: Progress of the plague • The Spread of the Plague in Europe, 1346-1353 • Why did the Plague spare Poland? <p>Video(s):</p> <ul style="list-style-type: none"> • What Was The Black Death? • Black Death in the Middle East • How did the Black Death affect Africa and Asia? • Why Did the Black Plague Spread so Fast in Britain? <p>Map(s):</p> <ul style="list-style-type: none"> • Spread of the Black Death in Europe • Border between the Golden Horde and Russian Principalities • The Spread of the Plague in Europe, 1346-1353 <p>Book(s): <i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5 <i>The World Transformed</i> by Peter Frankopan, chapter 13</p>	
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			<p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>The Black Death 1346-1353 – A Complete History</i> by Ole J. Benedictow, part 2</p> <p><i>The Black Death – Natural and Human Disaster in Medieval Europe</i> by Robert S. Gottfried, chapter 4</p> <p><i>The Black Death – A New History</i> by John Aberth, chapter 1</p> <p><i>The Black Death</i> by Philip Ziegler, chapters 3-12</p>	
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<ul style="list-style-type: none"> • how the Black Death affected central, western and northern Europe, including: <ul style="list-style-type: none"> • its impact in urban communities • its impact in rural communities. 	<p>Explain what the feudal system and the manor were.</p> <p>How the Black Death affected rural communities, including deserted villages such as Comeston and Caldicot in Wales.</p> <p>How the Black Death affected towns and cities such as London or Paris.</p> <p>Differing experiences of cities such as Florence and Milan.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • outline what the feudal system was and what this meant in practice for villages • describe how the Black Death impacted on rural communities based on research – examples could come from Wales, England or elsewhere in Europe • outline how the Black Death impacted on towns such as London. • explain how the Black Death impacted the Italian cities of Florence and Milan differently. <p>Outcome: Learners can demonstrate that they understand how the Black Death affected both urban and rural communities.</p> <p>Advanced activity: Discuss whether the impact of the Black Death was worse in towns or in the countryside.</p> <p>Advanced outcome: Learners can draw conclusions about the significance of the impact of the Black Death on rural and urban communities.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> • The Black Death in Asia, Europe and Africa • Pandemics, places, and populations: Evidence from the Black Death • Pandemics and Cities: Evidence from the Black Death and the Long-Run • Effects of the Black Death on Europe • The Economic Impact of the Black Death • Was Plague an Exclusively Urban Phenomenon? • Mass Grave Shows the Black Death's 'Catastrophic' Impact in Rural England • Black Death: The Effect of the Plague • How the Black Death made life better • Black Death: The lasting impact • Changes in Health and Medicine, c.1340 to the present day <p>Video(s):</p> <ul style="list-style-type: none"> • What was Feudalism? • Impact of the Black Death 	<p>2 hours</p>
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			<ul style="list-style-type: none"> • The Plague Years: Apocalypse In Florence <p>Podcast(s):</p> <ul style="list-style-type: none"> • https://londonguidedwalks.co.uk/podcast/black-death-plague/ • Black Death (In Our Time) https://www.bbc.co.uk/programmes/b00bcqt8 <p>Book(s): <i>Europe in the 14th and 15th centuries</i> by Denys Hay, chapters 3 and 4</p> <p><i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5</p> <p><i>The World Transformed</i> by Peter Frankopan, chapter 13</p> <p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>Changes in Health and Medicine c.1340 to the present day</i> by R. Paul Evans and Alf Wilkinson, chapter 1</p>	
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2.2.3 Attempts to limit the spread of disease				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the use of strategies to reduce infection rates, including: <ul style="list-style-type: none"> attempts to improve living conditions social distancing and isolation. 	<p>Public health measures put in place to try and stop the spread of plague such as those in Milan.</p> <p>Miasma theory and doing the right thing in terms of public health but for the wrong reason.</p> <p>The use of quarantining as a form of social distancing, for example in Venice.</p>	<p>Activities:</p> <ul style="list-style-type: none"> research and report on how Milan was able to reduce the spread of Black Death compared to other cities add examples from other cities to the study of Milan to explain how they responded to the Black Death explain what the miasma theory was and how it influenced attempts to slow the spread of the Black Death describe the use of quarantine and isolation to reduce the spread of the Black Death. <p>Outcome: Learners can demonstrate that they understand how the authorities initially tried to slow the spread of the Black Death.</p> <p>Advanced activity: Listen to the <i>Not Just The Tudors</i> podcast and make a list of the ways that people tried to stop the spread of the Black Death – which were the most effective?</p>	<p>Website(s):</p> <ul style="list-style-type: none"> The Black Death in Asia, Europe and Africa The Black Death Actually Improved Public Health Medieval Britain and the people's health, c.1250-c.1500 Bubonic plague: the first pandemic For Renaissance Italians, combating black plague was as much about politics as it was science How did the plague impact health regulation? Social Distancing and Quarantine Were Used in Medieval Times to Fight the Black Death Black Death quarantine: how did we try to contain the most deadly disease in history? Social distancing during the Black Death Social Distancing During the Black Death 	2 hours

		<p>Advanced outcome: Learners can draw conclusions about the relative effectiveness of different methods used to stop the spread of the Black Death.</p>	<ul style="list-style-type: none"> • Renaissance Lockdown: How Venice tried to control the plague • The Rise of Miasma <p>Video(s):</p> <ul style="list-style-type: none"> • Miasma Theory, Explained • The Black Death & How It Ravaged Europe • How You Could Have Survived the Black Plague • What Hygiene Was Like During the Black Plague • Milan Vs. Black Death • How Venice Coined the Term Quarantine During the Black Death <p>Podcast(s):</p> <ul style="list-style-type: none"> • How to Survive the Plague - Not Just the Tudors • The Black Death - In Our Time <p>Book(s): <i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5</p>	
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			<p><i>Changes in Health and Medicine c.1340 to the present day</i> by R. Paul Evans and Alf Wilkinson, chapters 1 and 2</p> <p><i>Doctoring the Black Death</i> by John Abert, chapter 3</p>	
<ul style="list-style-type: none"> the importance of efforts to protect individuals and families, including: <ul style="list-style-type: none"> the use of superstitious practices such as the wearing of charms and flagellation doing penance. 	<p>The main ideas and practices of medieval medicine.</p> <p>Superstitious forms of plague prevention such as the wearing of charms.</p> <p>Religious forms of plague prevention, from penance to flagellation.</p> <p>Similarities and differences between Christian and Muslim views of the plague.</p>	<p>Activities:</p> <ul style="list-style-type: none"> outline the variety of medieval explanations for disease describe the superstitious methods used by people to avoid catching the Black Death explain why people did penance or joined the flagellants research the similarities and differences between how Christian and Muslim communities responded to the Black Death. <p>Outcome: Learners can demonstrate that they understand how individuals tried to prevent themselves from catching the Black Death.</p> <p>Advanced activity: Discuss how important religion was in people's attempts to avoid catching the Black Death.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> The Black Death in Asia, Europe and Africa Medicine in medieval England, c.1250-c.1500 The Flagellants The Flagellants Attempt to Repel the Black Death, 1349 Flagellants and the Black Death - History in Numbers Penance and plague: How the Black Death changed one of Christianity's most important rituals Medieval Cures for the Black Death The Black Death (10 Medieval Cures) Avoiding the plague Amulet and charm to protect against plague 	<p>2 hours</p>

		<p>Advanced outcome: Learners can draw conclusions about how important religion was in responses to the Black Death.</p>	<ul style="list-style-type: none"> • How Diseases Spread: Ways People Have Tried to Explain Pandemics Through History • Priests and the Black Death • Religious Responses to the Black Death <p>Video(s):</p> <ul style="list-style-type: none"> • Medieval Medicine: Medicine Through Time • The Black Death & How It Ravaged Europe • How did the Black Death affect Africa and Asia? • Weird Plague 'Cures' • How Did Bubonic Plague Actually End? • How did people try to 'cure' the Plague? • A Day In the Life Living With the Plague <p>Podcast(s):</p> <ul style="list-style-type: none"> • How to Survive the Plague - Not Just the Tudors • The Black Death - In Our Time 	
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			<p>Book(s): <i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5</p> <p><i>Changes in Health and Medicine c.1340 to the present day</i> by R. Paul Evans and Alf Wilkinson, chapters 1 and 2</p> <p><i>The Black Death</i> by Philip Ziegler, chapter 5</p> <p><i>Doctoring the Black Death</i> by John Abert, chapter 3</p> <p><i>The Black Death – A New History</i> by John Aberth, chapters 3, 5 and 7</p>	
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2.2.4 Reactions to the spread of disease				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> how individuals responded to the Black Death, including: <ul style="list-style-type: none"> the shock, grief and guilt of its impact the challenges faced by those trying to move on from bereavement. 	<p>The emotional reactions to bereavement because of the Black Death.</p> <p>How large numbers of dead bodies were dealt with by the authorities.</p> <p>Cultural reactions to the Black Death such as the image of the danse macabre.</p>	<p>Activities:</p> <ul style="list-style-type: none"> research how the authorities dealt with large numbers of bodies outline how the Black Death affected the funeral practices of communities research what evidence from the time tells us about how people reacted emotionally to the Black Death investigate cultural reactions such as the danse macabre and the motif of death in medieval art and literature. <p>Outcome: Learners can demonstrate that they understand the emotional impact of the Black Death.</p> <p>Advanced activity: Listen to the <i>In Our Time</i> podcast on the Black Death and make notes how this describes people's reactions to the Black Death.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> Social and Economic Effects of the Plague 'The blow struck the world with immense terror': Accessing emotional reactions to the Black Death of 1348 Danse Macabre: Dealing With Death in the 14th Century Art and Death in the Middle Ages Death Transformed: How the Black Death Impacted the Dying in the 14th Century Death and Commemoration in Late Medieval Wales <p>Video(s):</p> <ul style="list-style-type: none"> The Black Death & How It Ravaged Europe What Made The Black Death so Deadly? What It Was Like to Be a Body Collector During the Black Plague 	1 hour

		<p>Advanced outcome: Learners can draw conclusions about the range of ways that people reacted to the Black Death.</p>	<p>Podcast(s):</p> <ul style="list-style-type: none"> • Black Death - In Our Time <p>Book(s): <i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5</p>	
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<ul style="list-style-type: none"> • how societies responded to the Black Death, including: <ul style="list-style-type: none"> • attempts to rationalise and find scapegoats • resistance to legislation and control by elite groups. 	<p>Increased persecution of Jewish communities in Europe as a response to the Black Death.</p> <p>How elites attempted to circumvent plague restrictions, including leaving towns for their country retreats.</p> <p>Different responses in Christian and Muslim communities to the Black Death.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • research and report on the increased persecution of religious minorities such as the Jews as a response to the Black Death • describe how elites tried to avoid plague restrictions and what the result of this was • investigate the similarities and differences between how Christian and Muslim communities responded to the Black Death. <p>Outcome: Learners can demonstrate that they understand that there were a wide variety of responses to the Black Death.</p> <p>Advanced activity: Listen to the podcast about Joan of England and use the story to explain what it tells us about how the elites of Europe, included the King of England, responded to the Black Death.</p> <p>Advanced outcome: Learners can draw conclusions about what the story of Joan of England tells us about elite responses to the Black Death.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> • The Black Death in Asia, Europe and Africa • Persecution of Jews during the Black Death • The Black Death - Historic UK • When Jews Were Blamed for the Black Death • Why Were Jews Blamed for the Black Death? • Pandemics and the persecution of minorities: Evidence from the Black Death • Blame and Persecution - History in Numbers • Black-Death social toxins • Masque of the Black Death: How Europe's Rulers Resisted the Plague in Vain • How the Black Death made the rich richer • Black Death: Political and Social Changes • The Comparative Communal Responses to the Black Death in Muslim and Christian Societies 	<p>2 hours</p>
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			<p>Video(s):</p> <ul style="list-style-type: none"> • The Black Death & How It Ravaged Europe • What Happened After the Black Death Ended • The Black Death and Jewish Persecution • 9th January 1349: Jews massacred in Basel during the Black Death <p>Podcast(s):</p> <ul style="list-style-type: none"> • Black Death - In Our Time • The Black Death: The Deadliest Plague - After Dark <p>Book(s): <i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5</p> <p><i>The Black Death</i> by Philip Ziegler, chapter 5</p> <p><i>Doctoring the Black Death</i> by John Abert, chapter 4</p> <p><i>The Black Death – A New History</i> by John Aberth, chapter 8</p>	
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2.2.5 The legacy of the Black Death				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the importance of the social cost of the Black Death, including: <ul style="list-style-type: none"> estimates of mortality rates the impact of death and disease on families, communities and beliefs. 	<p>Estimates of deaths due to Black Death.</p> <p>Reasons for the lack of certainty about the number of deaths because of Black Death.</p> <p>How centuries were needed for towns and villages to return to pre-Black Death levels of population.</p> <p>How communities were changed by the Black Death.</p> <p>How the role of the Church and religion was changed by the Black Death.</p>	<p>Activities:</p> <ul style="list-style-type: none"> outline the range of estimates of mortality due to the Black Death explain the reasons for this range and why the actual death toll may never be known describe how communities were changed by the Black Death investigate the impact of the Black Death on religious beliefs and practices. <p>Outcome: Learners could demonstrate that they understand the cost of the Black Death to European society.</p> <p>Advanced activity: Listen to the podcast about the European recovery from the Black Death and make notes on how the survivors dealt with the challenges the Black Death had left behind.</p>	<p>Website(s):</p> <ul style="list-style-type: none"> The Black Death in Asia, Europe and Africa The Black Death: The Plague, 1331-1770 Pandemics and the persecution of minorities: Evidence from the Black Death The Comparative Communal Responses to the Black Death in Muslim and Christian Societies Black Death - History in Numbers Estimates of the Black Death's death toll in selected European cities from 1347 to 1351 Black Death mortality not as widespread as long thought Religious Responses to the Black Death How Did the Church Fare During the Black Death and 400 Years of the Plague? 	1 hour

		<p>Advanced outcome: Learners can draw conclusions about the difficulties of recovering from the Black Death.</p>	<ul style="list-style-type: none"> • Effects and significance - Britannica • Consequences of the Black Death: Social, environmental, and economic effects • The Black Death and Its Impact on the Church and Popular Religion • Social and Economic Effects of the Plague • Effects of the Black Death on Europe • Children during the Black Death • Muslim Responses To The 14th Century Black Death <p>Video(s):</p> <ul style="list-style-type: none"> • The Black Death & How It Ravaged Europe • Economic History: The Black Plague <p>Podcast(s):</p> <ul style="list-style-type: none"> • Recovery part one: Black Death - Know Your Place <p>Book(s): <i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5</p>	
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			<p><i>The World Transformed</i> by Peter Frankopan, chapter 13</p> <p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>The Black Death 1346-1353 – A Complete History</i> by Ole J. Benedictow, part 3</p> <p><i>The Black Death – Natural and Human Disaster in Medieval Europe</i> by Robert S. Gottfried, chapter 5</p> <p><i>The Black Death</i> by Philip Ziegler, chapter 14</p> <p><i>The Black Death – A New History</i> by John Aberth, chapters 2 and 9</p>	
<ul style="list-style-type: none"> • how the Black Death had a wider cost, including: <ul style="list-style-type: none"> • its economic impact • its political impact. 	<p>The short term economic impact of the Black Death – inflation as a result of falling production due to declining population.</p> <p>The longer term economic impact of the Black Death – wage increases as a result of increased demand for workers.</p>	<p>Activities:</p> <ul style="list-style-type: none"> • explain why the immediate economic impact of the Black Death was price inflation • outline the longer term economic impact as workers pressured employers and landlords for more freedom and higher wages • explain the impact that the Black Death had on the power 	<p>Website(s):</p> <ul style="list-style-type: none"> • Consequences of the Black Death - Wikipedia • The Black Death in Asia, Europe and Africa • Medieval treatments for the plague • Effects of the Black Death on Europe 	<p>2 hours</p>

	<p>The weakening and ultimate collapse of the feudal system, including conflict between elites and workers over both pay and conditions.</p> <p>Increasing centralisation of the state and reduction of the power of the aristocracy, for example in France and England.</p> <p>Disruption to fighting in the Hundred Years War between England and France.</p>	<p>of elites, especially in relation to the feudal system, but also in the increased centralisation of European states</p> <ul style="list-style-type: none"> describe the impact of the Black Death on the fighting between England and France in the Hundred Years War. <p>Outcome: Learners can demonstrate that they understand the wider economic, political and social impact of the Black Death.</p> <p>Advanced activities:</p> <ul style="list-style-type: none"> discuss how the Black Death should be remembered in Europe design and annotate a memorial for those who died from the Black Death. <p>Advanced outcome: Learners can draw conclusions about how the Black Death should be remembered.</p>	<ul style="list-style-type: none"> How the Black Death Improved the Lives of Medieval Peasants The Black Death - Historic UK How the Black Death made life better Black Death: Political and Social Changes How did the Black Death affect government institutions and their functions? The Black Death and the Hundred Years' War <p>Video(s):</p> <ul style="list-style-type: none"> The Black Death's Impact on Medieval Europe The Impact of the Black Death on Medieval Europe The Impact of the Black Death on Europe What Happened After the Black Death Ended Ten Minute English and British History <p>Podcast(s):</p> <ul style="list-style-type: none"> The Black Death - Dan Snow's History Hit Black Death - Know Your Place 	
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			<p>Book(s): <i>A Distant Mirror – the Calamitous 14th Century</i> by Barbara Tuchman, chapter 5</p> <p><i>The World Transformed</i> by Peter Frankopan, chapter 13</p> <p><i>Plagues Upon The Earth – Disease and the Course of Human History</i> by Kyle Harper, chapter 6</p> <p><i>The Black Death – Natural and Human Disaster in Medieval Europe</i> by Robert S. Gottfried, chapters 5, 6 and 7</p> <p><i>The Black Death</i> by Philip Ziegler, chapters 15-17</p> <p><i>The Black Death – A New History</i> by John Aberth, chapter 10</p> <p><i>The World The Plague Made,</i> by James Belich, chapters 7 and 8</p>	
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
participate in educational visits in person or digitally	Learners could visit sites within the UK associated with the Black Death such as Comeston, South Wales and Wharram Percy, Yorkshire. There are also Black Death themed tours of London. There are also virtual tours of medieval sites of some of the European cities affected by the Black Death such as Paris and Florence.
develop empathy, tolerance, compassion and curiosity through studying different historical contexts	Learners will study about how people in Europe turned to religion to explain and protect them from the Black Death. While the trauma of the pandemic brought some people closer together, others became more isolated. There was also the scapegoating of the Jewish community in a number of cities across Europe, even in places that the plague had yet to reach. Muslim communities had a very different approach to the Black Death as they took a more practical approach to it than Christians who tended to see it in more of a religious way.
engage in collaborative working	<p>There are many examples for discussions, such as:</p> <ul style="list-style-type: none"> • how someone at the time might have viewed the plague pandemic, as opposed to how we would view a pandemic now • whether the impact of the Black Death was worse in towns or in the countryside • how important religion was in people's attempts to avoid catching the Black Death • how the Black Death should be remembered in Europe. <p>There are also opportunities for debates, such as:</p> <ul style="list-style-type: none"> • how medieval transcontinental trade routes should be remembered – one side arguing the economic benefits, the other side arguing the impact of the spread of disease.

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	Learners will understand that the Black Death connects villages in fourteenth century Wales to towns and villages across the rest of the British Isles, Europe, around the Mediterranean and the Near East of Asia as the rapid spread and impact of this disease made it a transcontinental pandemic.
Sustainability	<p>Learners will be introduced to recent ideas, still being researched, that climate change may have influenced the spread of the Black Death.</p> <p>In 2.2.1, learners will explore how climate change may have influenced an increase in, and migration of, the rodent population in Asia and Europe, making it easier for the fleas carrying Black Death the spread further, faster and in greater numbers. Food shortages resulting from the end of the Medieval Warm Period may also have led to malnutrition making those of the edge of starvation more susceptible to the disease.</p>
Relationships and Sexuality Education	Learners will see that the impact of the Black Death led to conflict between the landowning aristocracy and the peasants forced to work on their land as the feudal system began to collapse. There was also a rise in antisemitic violence as a result of the Black Death.
Human Rights Education and Diversity	<p>Learners will understand that the Black Death spread geographically, ignoring the political borders of the Mongol and Ottoman Empires, travelled through the Mamluk Empire in the Near East into North Africa, but then across the city states, empire and kingdoms of Europe.</p> <p>The political impact of the Black Death ignored the nature and borders of political entities in the areas affected by the Black Death. Not only did the Black Death lead to the end of feudalism in Europe but it was an important element in ending the power of the Mongol Empire as well.</p>

Careers and Work-Related Experiences

Learners will understand the economic importance of the merchants of the Silk Road and the Mediterranean Sea routes in this period, although they are no longer important in the modern world. They will also see how the medical profession was much less professional, and much less based in science in the medieval period.

Learners will also understand that the priests who worked for the Church in Europe were much more important in medieval times than they are today. It was through them that the Christians of Europe came to see the Black Death as a religious rather than natural phenomenon.

Cross-curricular Skills - Literacy

There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how Literacy can be embedded into teaching and learning for GCSE History.

Listening	Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.
	Examples
	<ul style="list-style-type: none"> • Learners are encouraged to debate and respond to the views of others. • Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills. • Use of oral history and interviews develop listening skills and the ability to respond to others appropriately. • Learners have the opportunity to share and respond to peer presentations.
Reading	Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.
	Examples
	<ul style="list-style-type: none"> • Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose. • Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers. • Comparing and contrasting the content of historical sources. • Assessing the reliability and accuracy of the text to develop the skill of critical reading.

Speaking	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.
	Examples
	<ul style="list-style-type: none"> • Debating the most important reason why an event happened • Asking questions for clarification and development of understanding. • Learners can develop speaking skills through group and pair work.
Writing	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.
	Examples
	<ul style="list-style-type: none"> • Role modelling of answers through teacher, peer and self-assessment activities. • Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.

Cross-curricular Skills - Numeracy

There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how Numeracy can be embedded into teaching and learning for GCSE History.

Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.
	Examples
	<ul style="list-style-type: none"> • Learners can analyse maps, structures and artifacts. • Learners can then analyse land division and urban planning. • There are opportunities to analyse military strategies and fortifications.
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	Learners will have the opportunities to examine or interpret data and graphs through source analysis.
	Examples
	<ul style="list-style-type: none"> • Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion. • Secondary material such as graphs and charts can be interpreted. • There are opportunities for learners to create their own numerical representations of data gathered.

Cross-curricular Skills - Digital Competence

There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how Digital Competence can be embedded into teaching and learning for GCSE History.

Citizenship	Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.
	Example
	Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.
Interacting and Collaborating	Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.
	Example
	In groups, learners could research and present a topic to introduce an area of study.
Producing	Learners will have opportunities to research a variety of sources digitally and will develop digital skills when producing non-examinations assessments in a digital format.
	Examples
	<ul style="list-style-type: none"> • Use of national and international archives to find source materials that link to the area of study. • Complete the assessment using digital technology.

Integral Skills	
Creativity and Innovation	There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.
	Examples
	<ul style="list-style-type: none"> • Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments. • Learners have opportunities to be creative and innovative when presenting information and findings.
Critical Thinking and Problem Solving	There are many opportunities to include Critical Thinking and Problem Solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.
	Examples
	<ul style="list-style-type: none"> • Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments. • Learners will develop their ability to see issues from multiple viewpoints. • Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives. • Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose. • Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.

<p>Planning and Organisation</p>	<p>There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p> <p>Example</p> <ul style="list-style-type: none"> Learners will have opportunities to plan and then complete their response to an enquiry question.
<p>Personal Effectiveness</p>	<p>There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p>Examples</p> <ul style="list-style-type: none"> Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness. Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work. Collaborating on a research task or presentation. Developing resilience through the revision and remodelling of answers. There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.

Glossary for Option 2.2

Medieval: The Black Death c.1330 – c.1360: a case study in medieval society

Term	Definition
Black Death	A deadly disease that came to Europe in the middle of the 14 th century, caused by the bacteria yersinia pestis.
Bubonic plague	A type of plague believed to be passed to humans by bites from fleas that have fed on the blood of infected rats or other small mammals.
Cultural interaction	The exchange of ideas between communities.
Danse macabre	The image of dancing skeletons taking living people to their deaths.
Elite groups	People with a lot of money, high social status and a lot of political influence.
Endemic	A disease that returns to infect people repeatedly over time.
Epidemic	An outbreak of a disease that spreads quickly within a community.
Epidemiology	The study of how diseases spread amongst people.
Flagellation	Whipping yourself as penance so that God would not punish you by giving you a disease.
Hundred Years War	The war between the kingdoms of England and France for control of territory in northern France that lasted from 1337 to 1453.
Isolation	Cutting off all contact with infected people.
Mercantile interaction	Trading between merchants.
Miasma theory	The belief that disease was spread by bad smells in the air.
Mortality rates	The rate at which people in a community or population die.
Pandemic	An outbreak of a disease that spreads over a wide geographical area.

Penance	A religious act to ask God to forgive you for something you have done wrong.
Persecution	The deliberate poor treatment of a person or group of people.
Plague	A very infectious disease that spreads quickly and results in a high number of deaths.
Pneumonic plague	A type of plague passed on through breathing in the bacterium.
Quarantine	Isolating potentially infected people for a period of time – originally this was for forty days.
Rural communities	Communities in the countryside.
Scapegoat	People who are unfairly blamed for problems affecting other people.
Septicaemic plague	A type of plague passed on through exposure to infected blood.
Silk Road	The ancient trade route that connected communities from China to the Mediterranean.
Social distancing	Keeping people apart to slow the spread of a disease.
Superstitious	A belief in the role of magic in the world.
Urban communities	Communities in towns and cities.