



SoL: Health and the People (Medieval)

Year: 11 Unit: Part 1

Key Vocabulary/Literacy opportunities

Factors, Medicine	Four Humours, Miasma, Galen Hippocrates	Medieval, Influence, Progress, Islam, Christian	Buboes, Miasma, Victims, Traders
Sequence 1: Medieval Medicine	Sequence 2: Ancient Influences	Sequence 3: Religious Influence	Sequence 4: Public Health
<p>Week 1 – Introduction and overview to Medicine in Britain, c1250 - present.</p> <p>How and why have ideas about the cause of disease and illness, and approaches to prevention and treatment, changed over time? Overview of key features in the development of medicine and how these were linked with the key features of society in Britain in the periods studied.</p>	<p>Week 2 - Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence of Hippocrates and Galen.</p> <ol style="list-style-type: none"> Gathering – Define key concepts and identify key people. Processing – understand how Medieval societies attempted to combat disease and sickness Applying - evaluate the effectiveness of these treatments 	<p>Week 3 - Supernatural and religious explanations of the cause of disease.</p> <ol style="list-style-type: none"> Gathering – build an impression of medieval life Processing – compare Islamic and Christian influence on medicine. Applying – Evaluate the role of religion. 	<p>Week 4 - The believed causes, prevention and cures of the Black Death.</p> <ol style="list-style-type: none"> Gathering – identify the symptoms and treatments of the Black Death. Processing – understand how public health was a factor in the spread of this disease. Applying – Evaluate the importance of the different factors (including the church) in causing the spread of the Black Death.
SMSC:	SMSC: Was it right for the Church to hold back progression - but can you understand why this was the case?	SMSC: How is religion still important for people who are sick or ill today?	SMSC: What other Plagues / epidemics exist today e.g. Ebola.
Interleaving:	Deeper Learning:	Formative Assessment:	
<p>Revisit key historical skills (causes and consequences, interpretations, significance of people and events)</p> <p>Link to religious influence now.</p> <p>Link to treatments today</p>	<p>Further research into key individuals to better understand their motivations and actions (e.g. Galen, Hippocrates, Rhazes, Avicenna, etc)</p> <p>Analysis of sources/interpretations</p>	<p>10 Google Form questions each week</p> <p>Evaluate the role of religion against other factors (war, communication, individuals, science and technology)</p> <p>Sequence 2: Source utility question on medieval treatments (8 marks)</p> <p>Sequence 3: Source utility question on Medieval hospitals (8 marks)</p> <p>Sequence 4: Explain the significance of the Black Death (8 marks)</p>	



SoL: Health and the People (Renaissance)

Year: 11 Unit: Part 2

Key Vocabulary/Literacy opportunities			
Anatomy, Renaissance, dissection, Vesalius	Harvey, blood circulation, Amphibians, cauterisation	Apothecaries, barber-surgeons, quarantine, plague, epidemic	Jenner, cowpox, small pox, Vaccination
Sequence 1: Impact of Renaissance	Sequence 2: Key Individuals	Sequence 3: Dealing with disease	Sequence 4: Prevention of disease
<p>Week 1 – Renaissance: learn about Vesalius and how he disproved Galen and Ancient ideas about medicine.</p> <ol style="list-style-type: none"> Gathering – gather information about Vesalius to then explain how he impacted medicine Processing – identify changes in medical treatment, cures and prevention were able to happen and be utilized by significant individuals, such as Vesalius Applying – Explain how Vesalius helped change ideas about the Human body and why this was important. 	<p>Week 2 - Learn how Harvey, Pare and Hunter disproved Ancient ideas which had continued throughout the centuries.</p> <ol style="list-style-type: none"> Gathering – gather information about key individuals to then explain how they impacted medicine Processing – identify changes in medical treatment, cures and prevention were able to happen and be utilized by significant individuals. Applying – Evaluate who was more important to changing medical ideas (including Vesalius) 	<p>Week 3 – Learn about the Great Plague traditional and new treatments.</p> <ol style="list-style-type: none"> Gathering – Identify and understand the causes and remedies/treatments. Processing – Compare traditional (Black Death) and new treatments for the Great Plague. Applying - evaluate the impact of the Great Plague and compare consequences of the Black Death. Judgement on which could be considered the worst. 	<p>Week 4 - Learn about the world's first Vaccination.</p> <ol style="list-style-type: none"> Gathering – Explain how Edward Jenner discovered the world's first vaccination to the smallpox virus. Processing – Analyse interpretations at the time to now (how was it received) Applying – Evaluate the importance of this in terms of medicine and how Jenner's discovery has impacted upon medicine over time.
SMSC: Was Vesalius right to dissect dead bodies?	SMSC: How has Harvey's discovery been advanced in Britain since the Renaissance?	SMSC: What other Plagues / epidemics exist today e.g. Ebola.	SMSC: Why do some people find it hard to believe one person & not the masses.
Interleaving:		Deeper Learning:	Formative Assessment:
Revisit key historical skills (causes and consequences, interpretations, significance of people and events) Link to previous topic (Medieval Medicine). Link to treatments today.		Further research into key individuals to better understand their motivations and actions Analysis of sources/interpretations Comparisons with previous topic (Change and Continuity)	10 Google Form questions each week Sequence 2: Evaluate how important was Vesalius in medical development (8 marks) Sequence 4: Evaluate the role of science and technology developments against other factors (war, communication, individuals, religion)



SoL: Health and the People (Revolutionary)

Year: 11 Unit: Part 3

Key Vocabulary/Literacy opportunities			
Industrial Revolution, Chadwick, sanitation	Cholera, John Snow, brewery, epidemic	Pasteur, Germs, microscope, Koch, vaccine	Chloroform, Lister, Simpson, Carbolic Acid
Sequence 1: Public Health	Sequence 2: Cholera	Sequence 3: Germ Theory	Sequence 4: Surgery
Week 1 – Learn about conditions in 19th Century Britain and the 1848 Public Health Act. 1. Gathering – Gather information about horrendous living conditions in 19th Century Britain. 2. Processing – Identify how conditions in 19th Century Britain led to sickness. 3. Applying – Explain how the 1848 Health Act attempted to resolve these issues and its overall failure.	Week 2 - To learn about the Significance of John Snow. 1. Gathering – Gather information about how terrible living conditions led to cholera. 2. Processing – Identify how John Snow discovered cholera was spread through dirty water. 3. Applying – Evaluate the significance of John Snow and how his discovery helped further medical knowledge.	Week 3 – Learn about Germ Theory. 1. Gathering – Identify and understand the idea of spontaneous generation (The idea that germs just sprang into existence) 2. Processing – Compare ideas of disease before and after Germ Theory. 3. Applying - Evaluate the impact of Pasteur and Koch and their significance.	Week 4 - Learn how Simpson and Lister contributed to changes in surgery. 1. Gathering – Identify discoveries made by Simpson and Lister. 2. Processing – Analyse how surgery changed between Medieval and 19th Century. 3. Applying – Explain who was more significant to the advancements in surgery Simpson or Lister.
SMSC: Where else in the world do people still live in these conditions?	SMSC: Where does Cholera still exist today and who does it affect?	SMSC: How did a French scientist impact upon medical knowledge in Britain?	SMSC: How has surgery changed over time (compare with today)?
Interleaving:	Deeper Learning:	Formative Assessment:	
Revisit key historical skills (causes and consequences, interpretations, significance of people and events) Link to previous topic (Medieval and Renaissance Medicine). Link to treatments today.	Further research into key individuals to better understand their motivations and actions Analysis of sources/interpretations Comparisons with previous topic (Change and Continuity)	10 Google Form questions each week Sequence 2: Source utility question on the outbreak of cholera Sequence 4: Evaluate how important was Simpson and Lister in medical development	



SoL: Health and the People (Modern)

Year: 11 Unit: Part 4

Key Vocabulary/Literacy opportunities			
Penicillin, Fleming, microscope, staphylococcus	Florey and Chain, Fleming, antibiotic	Surgery, Transplant, radiation therapy, blood transfusions	Boer War, Liberals, Booth and Rowntree
Sequence 1: Penicillin	Sequence 2: Florey and Chain	Sequence 3: Impact of war	Sequence 4: Causes Public Health
Week 1 – Learn about the discovery of penicillin. 1. Gathering – Gather information about who Fleming was and how he discovered Penicillin. 2. Processing – Understand why this was an important discovery and how it was a change. 3. Applying – Explain how technology and science was a massive factor in its discovery.	Week 2 - Learn about the involvement of Florey and Chain. 1. Gathering – Gather information about Florey and Chain and their investigation. 2. Processing – Identify different factors involved in this such as backing of the USA Government funding. 3. Applying – Evaluate who or what helped the most in the development of antibiotics.	Week 3 - Learn how different factors during the 20 th Century have helped the development of the NHS. 1. Gathering – Explain the impact of war and technology on surgery. 2. Processing – Analyse the factors affecting modern techniques, such as biology, cosmetic surgery, etc. 3. Applying – Evaluate the importance of war as a factor in the development of medicine.	Week 4 – Learn how peoples’ knowledge of medicine impacted upon how they lived their lives. 1. Gathering – Identify and understand the reasons for change, e.g. Boer War. 2. Processing – Explain how new developments in technology started to change the way the people of Britain lived in order to live longer and healthier lives 3. Applying - Evaluate the impact of technology on improvement to public health.
SMSC: How did society at this time reach to such significant chemical or technological developments?	SMSC: Was Fleming right to claim all the fame for discovering Penicillin?	SMSC: Do you think society accepted these discoveries more than they did discoveries in the 19th Century? Why?	SMSC: Why does Britain still have smoking and obesity problems if people know it is so unhealthy?
Interleaving:		Deeper Learning:	Formative Assessment:
Revisit key historical skills (causes and consequences, interpretations, significance of people and events) Link to previous topics (Medieval, Renaissance and Revolutionary Medicine). Link to treatments today.		Further research into key individuals to better understand their motivations and actions Analysis of sources/interpretations Comparisons with previous topic (Change and Continuity)	10 Google Form questions each week Sequence 2: Evaluate how important was Fleming, Florey and Chain in medical development (first antibiotic) Sequence 4: Evaluate the role of the government against other factors (war, communication, individuals, religion)



SoL: Health and the People (Modern)

Year: 11 Unit: Part 5

Key Vocabulary/Literacy opportunities			
Beveridge Report, Welfare State	National Health Service, Welfare, Opposition	War, Government, Religion, Individuals, Chance, Communication, Science and Technology	Identify, Compare, Evaluate, Analyse
Sequence 1: Public Health	Sequence 2: NHS	Sequence 3: Factors	Sequence 4: Evaluation
Week 1 – Learn how different factors during the 20th Century have helped the development of the NHS. 1. Gathering – Explain what the Beveridge Report was. 2. Processing – Analyse how the report is connected to the Welfare State. 3. Applying – Evaluate the importance and principles governing the Welfare State.	Week 4 - Learn about the creation and development of the NHS. 1. Gathering – Explain why the NHS was created. 2. Processing – Analyse why these changes faced opposition. 3. Applying – Evaluate what challenges do we face in the 21st century (i.e. the cost and effectiveness)	Week 3 – Learn about the factors involved throughout each time period. 1. Gathering – Provide evidence for each time period of the seven factors. 2. Processing – Compare the factors from each time period 3. Applying – Evaluate the importance of the factors and decide ultimately which factor has influence medicine the most.	Complete Section A paper: ‘Health and the people’ in 1 hour under exam conditions.
SMSC: Who should be responsible for social welfare and how much?	SMSC: Why does the NHS get a lot of bed press?	SMSC: How influential have external factors been on the development of medicine?	
Interleaving:		Deeper Learning:	Formative Assessment:
Revisit key historical skills (causes and consequences, interpretations, significance of people and events) Link to previous topic (Medieval Medicine, Renaissance Medicine and Industrial). Link to treatments today.		Further research into key individuals to better understand their motivations and actions Analysis of sources/interpretations Comparisons with previous topic (Change and Continuity)	10 Google Form questions each week Sequence 3: Evaluate the role of the factors against other factors (war, communication, individuals, religion, science and technology, chance, government) Sequence 4: End of Topic Exam Paper