

### History Department - Year 11 - Topic: Medicine Through Time - Learning Journey

**Prior learning:** This key topic for paper 1 of the GCSE History course. However, students have covered some of the key concepts which will be studied as part of their KS3 curriculum. In year 7 students will have studied the Black Death and physicians. In year 9 students will have studied the First World War. Students will have also studied GCSE exam skills throughout KS3.

<b>Learning sequence – Key Topic 1 Medieval and Key Topic 2 Renaissance</b>							<b>Endpoint</b>
<b>Main learning steps</b>	Students are introduced to the topic of Medieval medicine. They will consider ideas about the cause of disease and illness. Including - Supernatural and religious explanations. Rational explanations: the Theory of the Four Humours and the miasma theory.	Students develop their understanding of approaches to prevention and treatment. They will consider their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies.	Students develop their understanding of the case study for this unit, which is the Black Death. They will consider approaches to treatment and attempts to prevent its spread.	Students will develop their understanding of the Medical Renaissance in England. They will consider the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas.	Students will develop their understanding of Approaches to prevention and treatment. They will consider continuity in approaches to prevention, treatment and care in the community and in hospitals, improvements in medical training and the influence in England of the work of Vesalius.	Students develop their understanding of the case studies for this unit, which are William Harvey and the discovery of the circulation of the blood. As well as dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.	Students will be able to demonstrate the extent to which they have understood the key topics studied. They will also be able to demonstrate where they are in terms of exam technique by answering GCSE style questions.
<b>Assessment</b>		Students will be introduced to 4 mark 'change and continuity' style GCSE exam questions.		Students will revisit the 12-mark causation style GCSE exam questions, previously studied in year 10 Germany unit.			Students will begin to prepare for their interim Medicine exam; this takes place at the end of key topic 2 in the unit. The 'describe' and causation skills they have practiced will continue to be reinforced.
<b>Where will we use these ideas again:</b> N/A							

<b>Learning sequence – Key Topic 3 Industrial and Key Topic 4 Modern Medicine</b>	<b>Endpoint</b>
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<b>Main learning steps</b>	Students will develop their understanding of ideas about the causes of disease and illness in the industrial period. They will consider continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.	Students develop their understanding of approaches to prevention and treatment. They will consider improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery, the development and use of vaccinations and the Public Health Act (1875).	Students develop their understanding of the case studies for this unit, which are Jenner and the development of vaccination. As well as Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.	Students will develop their understanding of modern medicine in England. They will consider advances in understanding: the influence of genetic and lifestyle factors on health, improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.	Students will develop their understanding of Approaches to prevention and treatment. They will consider the impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics, approaches to prevention: mass vaccinations and government lifestyle campaigns.	Students develop their understanding of the case studies for this unit, which are Fleming, Florey and Chain's development of penicillin. As well as the fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.	Students will be able to demonstrate the extent to which they have understood all 4 time periods studied. They will also be able to demonstrate where they are in terms of exam technique by answering all types of GCSE style questions.
<b>Assessment</b>		Students will be introduced to 16 mark 'how far do you agree' essay style GCSE exam questions.		Students will revisit all medicine through time GCSE style exam questions.			Students will begin to prepare for their final Medicine exam; this takes place at the end of key topic 4 in the unit.

**Where will we use these ideas again:**

N/A

<b>Learning sequence – Key Topic 5 The British sector of the Western Front, 1914–18</b>	<b>Endpoint</b>
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<b>Main learning steps</b>	Students will study the context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.	Students will study the conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.	Students will study the work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.	Students will study the significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.	Students will study the historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.	Students will be able to demonstrate the extent to which they have understood the British sector of the Western Front, 1914–18: injuries, treatment and the trenches. They will also be able to demonstrate where they are in terms of exam technique by answering all types of GCSE style questions.
<b>Assessment</b>		Students will be introduced to 4 mark 'describe' style GCSE exam questions.	Students will be revisit 8 mark 'utility' source style GCSE exam questions.	Students will revisit all GCSE style exam questions.		Students will begin to prepare for their Trenches exam; this will include all Historical environment exam style questions.

**Where will we use these ideas again:**

N/A

**Topic: Early Elizabethan England, 1558-1588 - Learning Journey**

**Prior learning:** This key topic is for 50% of paper 2 of the GCSE History course. However, students have covered some of the key concepts which will be studied as part of their KS3 curriculum. In year 8 students will have studied the English reformation and the Elizabethan Settlement. As well as this, some ideas featured will cross reference with the Medicine through time unit. Students will have also studied GCSE exam skills throughout KS3.

<b>Learning sequence – Key Topic 1</b>						<b>Endpoint</b>
<b>Main learning steps</b>	Students are introduced to the topic of Elizabethan England, through recap of year 8 knowledge and links Medicine through time.	Students develop their understanding of the situation on Elizabeth's accession. They will consider, Elizabethan England in 1558: society and government, the problem of Elizabeth's legitimacy, gender, marriage, her character and strengths, and challenges at home and from abroad: the French threat, financial weaknesses.	Students develop their understanding of the 'settlement' of religion. They will consider religious divisions in England in 1558, Elizabeth's religious settlement (1559): its features and impact, the Church of England and its role in society.	Students will develop their understanding of the challenge of religious settlement. They will consider the nature and extent of the Puritan challenge, the nature and extent of the Catholic challenge, including the role of the nobility, Papacy and foreign powers.	Students will develop their understanding of the problem of Mary, Queen of Scots. They will consider Mary, Queen of Scots and her claim to the English throne, her arrival in England in 1568, and relations between Elizabeth and Mary, 1568–69.	Students will be able to demonstrate the extent to which they have understood the key topics studied. They will also be able to demonstrate where they are in terms of exam technique by answering GCSE 'describe' style questions and GCSE 12 mark causation style questions.
<b>Assessment</b>		Students will be introduced to 4 mark 'describe' style GCSE exam questions. Firstly, on Elizabethan society.		Students will revisit the 12 mark causation style GCSE exam questions, firstly on the religious settlement.		Students will begin to prepare for their interim Elizabeth exam; this takes place at the end of key topic 2 in the unit. The 'describe' and causation skills they have practiced will continue to be reinforced.

**Where will we use these ideas again:**

This is the final unit studied, although throughout the revision period students will be revisiting many ideas and exam skills. Also, those considering History as an A-Level option will revisit much of this again in their future studies.

<b>Learning sequence – Key Topics 2 and 3</b>	<b>Endpoint</b>
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<b>Main learning steps</b>	<p>Students develop their understanding of the challenges to Elizabeth from within England between 1569–88. They will explore the reasons for, and significance of...</p> <ul style="list-style-type: none"> <li>- The Revolt of the Northern Earls 1569–70.</li> <li>- The Ridolfi, Throckmorton and Babington plots.</li> <li>- Mary Queen of Scots' execution in 1587.</li> </ul>	<p>Students develop their understanding of Elizabeth's relationship with Spain and the subsequent outbreak of war 1585-88. They will explore the New World, privateering and the significance of Drake, English involvement in the Netherlands, the role of Robert Dudley.</p>	<p>Students develop their understanding of the Spanish Armada. This will include the Spanish invasion plans, the reasons why Philip used the Spanish Armada, as well as the reasons for, and consequences of, the English victory.</p>	<p>Students develop their understanding of education, leisure and poverty in Elizabethan England. They will explore education in the home, schools and universities. Sports, pastimes and the theatre. The reasons for the increase in poverty. The changing attitudes and policies towards the poor.</p>	<p>Students develop their understanding of exploration and voyages of discovery. They will explore the factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade. The reasons for, and significance of, Drake's circumnavigation of the globe. The significance of Raleigh and the attempted colonisation of Virginia. As well as the reasons for the failure of Virginia.</p>	<p>Students will be able to demonstrate the extent to which they have understood all 3 key topics studied. They will also be able to demonstrate where they are in terms of exam technique by answering all types of GCSE style questions.</p>
<b>Assessment</b>		<p>Students will be introduced to 16 mark 'how far do you agree' essay style GCSE exam questions.</p>		<p>Students will revisit all GCSE style exam questions.</p>		<p>Students will begin to prepare for their final Elizabeth exam; this will include all exam style questions.</p>

***Where will we use these ideas again:***

This is the final unit studied, although throughout the revision period students will be revisiting many ideas and exam skills. Also, those considering History as an A-Level option will revisit much of this again in their future studies.