



# YEAR 10 2022-2023 SPRING

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Industrial Medicine / Life in Elizabethan Times / Modern Medicine

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 10 pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<p><b>Britain and Health: A revolution in medicine</b> This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> <p><b>SUM 1 Life in Elizabethan Times</b> This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.</p> <p><b>Modern Medicine</b> This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short- and long-term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> <ul style="list-style-type: none"> <li>• AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.</li> <li>• AO2: explain and analyse historical events and periods studied using second-order historical concepts.</li> <li>• AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> <li>• AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Students will consider the history of religion and its impact on medical knowledge. Through their exploration of historical sources, they will also consider how the provenance of information can affect the reliability of a source. They will consider the causes of conflict and how ideas and events affected the course of British history. They will consider the importance of WWI and its causes to the modern day.</p> <p><b>PSHE/British Values:</b> Students will consider the history of Britain and how this has informed the modern day.</p> <p><b>Skills Builder:</b> asking open questions, how to take notes, using questions to identify bias</p>
<b>Numeracy</b>	Students will need to have a chronological understanding, particularly with the thematic topic of Medicine Stands Still. They will be asked to analyse statistics as source and to use this to make inferences about an historical topic.
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.</li> <li>• Vocabulary Tier 3: Physician, dissection, anatomy, Four Humours, flagellants, buboes, diagnose, epidemic, militarism, alliances, naval race, imperialism/empire, nationalism, assassination, annexation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading: Students are expected to read extending articles, sources and interpretation in their work. They will consider extended historian’s interpretations, being encouraged to pick out key terms and language. They will be asked to make inferences and use their own knowledge to evaluate reading pieces.</li> <li>• Writing: students will be expected to write extended answers ranging from 4 to 16 mark essays.</li> <li>• Oracy: discussion and debate regularly used in lesson to analyse topics.</li> </ul>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation: <b>By product:</b> differential outcomes using must, could, should. <b>By resource:</b> PowerPoints and lesson plans provide different levels of differentiation to access, ‘key points’ extension, stretch and challenge. Stimulus questions are of a different ability. <b>By Intervention:</b> by providing different levels of supervision and support <b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue. <b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style. <b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. <b>By Offering Optional Activities:</b> In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<b>Britain and Health: A revolution in medicine</b> <ul style="list-style-type: none"> <li>• M13 I can explain the work and significance of Pasteur and Germ Theory</li> <li>• M14 I can explain the work and significance of Koch</li> <li>• M15 I can describe the discovery and impact of the magic bullets</li> <li>• M16 I can explain the discovery of anaesthetics their impact- ether, laughing gas and chloroform (Simpson)</li> <li>• M17 I can explain the discovery of antiseptics- Lister and Carbolic Acid</li> <li>• M18 I can describe how there was a move towards aseptic surgery</li> <li>• M19 I can describe the problems that public health still faced: Cholera, housing</li> <li>• M20 I can describe the impact of health reformers- Chadwick, Snow, Hill, Farr</li> <li>• M21 I can explain what the government did to help- Great Clean up, Bazalgette, 1848 and 1875 PH acts</li> </ul> <p>Life in Elizabethan Times</p> <ul style="list-style-type: none"> <li>• E7 I can describe aspects of the Golden Age- living standards, fashions, prosperity, gentry, theatre</li> <li>• E8 I can describe causes, attitudes and policies towards poverty in Elizabethan England</li> <li>• E9 I can explain why Elizabethan sailors were exploring the world including the role of Hawkins</li> <li>• E10 I can describe the contributions of Drake and Raleigh</li> </ul> <p>SPRING 2: Modern Medicine</p> <ul style="list-style-type: none"> <li>• M22 I can describe the discovery and development of penicillin</li> <li>• M23 I can describe the discovery of DNA and the impact on medicine</li> <li>• M24 I can explain alternative treatments eg. Acupuncture, hypnotherapy</li> <li>• M25 I can explain the impact of war on surgery- X rays, blood transfusions, transplants</li> <li>• M26 I can explain modern surgical methods- keyhole surgery, lasers &amp; radiation therapy</li> <li>• M27 I can explain why the government wanted to start being involved in public health-Booth and Rowntree, Boer War, poverty, change in political thinking</li> <li>• M28 I can describe the Liberal social reforms</li> <li>• M29 I can explain the impact of WW1 and WW2 on public health</li> <li>• M30 I can explain what the Beveridge report was and how it led to the creation of a welfare state</li> <li>• M31 I can explain the creation of the NHS and why some people opposed it</li> <li>• M32 I can give examples of C21st Public Health reforms</li> </ul> <p>SPRING 2: Democracy and Dictatorship: Kaiser’s Germany</p> <ul style="list-style-type: none"> <li>• <b>G1 I understand who Kaiser Wilhelm was and his early reforms</b></li> </ul>
<b>Learning Outcomes (Knowledge)</b>	

	<ul style="list-style-type: none"> <li>• G2 I understand the impact of WW1 on the Kaiser and on the German people</li> <li>• G4 I can explain the terms of the Treaty of Versailles and why the German people hated it</li> </ul> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	Due to the interleaving approach of the KS4 history, these topics will be returned to and recapped when they are interleaved. This will entail retrieval practice quiz or practice questions.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.

