



YEAR 10 2023-2024 AUT

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Medicine Stands Still/Elizabeth's Court and Parliament

Curriculum Intent	Why do we study this?
Skills/Assessment Objective Links	<p>Britain and Health Medicine Stands Still 1000-1500</p> <p>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>Elizabethan England</p> <p>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>Britain and Health The Beginnings of Change, 1500-1800</p> <p>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">• AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.• AO2: explain and analyse historical events and periods studied using second-order historical concepts.• AO3: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.• AO4: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
Spiritual, moral, social, and cultural development	<p>SMSC: Students will consider the history of religion and its impact on medical knowledge. They will consider hierarchies in Elizabethan society and use comparisons with the modern day. Through their exploration of historical sources, they will also consider how the provenance of information can affect its PSHE/British Values: Students will consider the history of Britain and how this has informed the modern day.</p> <p>Skills Builder: asking open questions, how to take notes, using questions to identify bias</p>
Numeracy	<p>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.</p>
Literacy	<ul style="list-style-type: none">• Vocabulary Tier 2: Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference.• Vocabulary Tier 3: Physician, dissection, anatomy, Four Humours, flagellants, buboes, diagnose, epidemic, parliament, Great Chain of Being, patronage, privy council, Divine Right• 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.• Writing: students will be expected to write extended answers ranging from 4 to 16 mark essays.

	<ul style="list-style-type: none"> Oracy: discussion and debate regularly used in lesson to analyse topics.
Becoming future ready	Careers/Employability: transferable skills – problem solving, communication, time management, presentation skills, condensing information, making arguments, using evidence, showing empathy and insight.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints and lesson plans provide different levels of differentiation to access, ‘key points’ extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: 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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	AUT 1: Britain and Health: Medicine Stands Still 1000-1500
Learning Outcomes (Knowledge)	<ul style="list-style-type: none"> I can explain medieval causes, cures and who you would be treated by I can explain the significance of the ideas of Hippocrates and Galen I can explain the influence of Christianity and Islam on Medieval medicine I can explain what medieval surgery was like I can explain what medieval public health in towns and monasteries was like I can describe medieval causes, treatments and impact of the Black Death <p>AUT 2: Elizabethan England: Elizabeth’s Court and Parliament</p> <ul style="list-style-type: none"> I can explain who Elizabeth was- her character and background I can describe what court life was like, patronage and the role of the privy council I can explain why it was significant that Elizabeth never married I can describe the causes, events and impact of the Essex Rebellion I can describe the events and significance of the Norfolk rebellions <p>Britain and Health: The Beginnings of Change, 1500-1800</p> <ul style="list-style-type: none"> M7 I can describe what the Renaissance was and the impact it had M8 I can describe the work and impact of Pare, Vesalius and Harvey M9 I can describe what early modern hospitals were like & compare them to medieval hospitals M10 I can describe the causes, treatments and impact of the Great Plague and compare it to the Black Death M11 I can explain the significance of John Hunter and describe early modern surgery M12 I can describe how smallpox was treated (inoculation), how Edward Jenner developed his vaccination and the opposition he faced
Current learning to be developed in the future within:	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.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.