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| **Year 11: Britain: Health and the People**  **Part 3: A Revolution in Medicine**  **Why are we studying this unit of work? Knowledge we need now**  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.  **How does this unit build on students’ prior learning?** Students have studied aspects of health in year 7 during units on the Middle Ages, Black Death, and Public health in 19th century industrial towns including cholera. Students have also studied aspects on 20th century health as part of studies into the Second World War in year 8. They will build upon studies of events and individuals from Paper 1 by focusing on short and long term impact and comparing similarities. They will build upon evaluation questions by categorising factors over different time periods (1000 years).  **How does this unit provide a foundation for future learning?**  **Knowledge we need now**  Students will be able to apply understanding about public health and different conditions for rich and poor to their second unit on Norman England. They will also be able to apply understanding of change and significance to a shorter time period.  **Summative assessment:** **8 mark question:** How useful is Source\_ about…? **8 mark question:** Explain the significance of.... **8 mark question**: Compare….in which ways are they similar? **16 mark question (+4 marks SPGST):** Was.......the main factor in the development of....?  LITERACY- reading opportunities focusing on reading skill focus- highlighted in red, use of literacy apps throughout and frayer and push models for ambitious vocabulary identified in the scheme. SPAG focus and oracy focus highlighted.  **SMSC**- Social and cultural- opportunities to compare the developments in society over time and how these have had an impact on healthcare. Role of the government and public health links to moral elements of supporting the vulnerable in society. We explore spirituality through the impact of religion. CIAG is referenced through the use of the Skills builder each lesson and careers through discussion of the medical profession past and present  **Fundamental British Values**: Students look at the rule of law by looking at the role of the government during a 100 year period. Tolerance and individual liberty is looked at when learning about research and developments in medicine over time including the Welfare reforms to support those most in need.  CC links: English- A Christmas Carol-Horizontal- -class and change to working in cities during Industrial Revolution.  Science- year 10 biology unit Infection and response- Horizontal-Human diseases linked to disease and contagion e.g. Black Death, Great Plague, Cholera etc. Pasteur and germ theory  Vaccinations- linked to Jenner, Pasteur and Koch Robert Koch and scientific methodology e.g. petri dish, solidified agar Lister and antiseptics, Fleming and anti-biotics.   |  |  |  | | --- | --- | --- | | **Basic (lower ability GCSE end points)** | **Clear (mid ability GCSE end points)** | **Detailed (Higher ability end points)** | | Basic GCSE analysis of sources from the 19th C e.g. Lister/Public Health based on content and/or provenance.  Basic analysis significance of key individuals such as Pasteur and Koch and change over a 1000-year time period.  Basic explanation of similarity/similarities of surgery in the 19th C and Middle Ages. Answer demonstrates basic knowledge and understanding that is relevant to the question.  Basic explanation of one or more factors in an extended response. Answer demonstrates basic GCSE knowledge and understanding that is relevant to the question. Answer demonstrates a basic, sustained line of reasoning which is coherent, structured, and explicitly relevant  Basic explanation of one or more factors in an extended responses. | Simple analysis of sources from the 19th C e.g. Lister /Public Health based on the content and/ or provenance .  Simple analysis of significance of key individuals such as Pasteur and Koch With relevant knowledge and understanding.  Simple explanation of similarity(s) of surgery in the 19th C and Middle Ages. - one may be in depth of events/individuals. Answer demonstrates simple knowledge and understanding that is relevant to the question.  Answer is presented in a structured account that demonstrates some specific knowledge and understanding that is relevant to the question. Answer demonstrates a simple, sustained line of reasoning which is coherent, structured, substantiated and explicitly relevant. Simple explanation of two factors in an extended response. | Developed evaluation of sources from the 19th C e.g. Lister Public Health based on the content and provenance with application of specific factual detail. Impact of purpose / provenance considered.  Developed explanation short and long term significance of key individuals such as Pasteur and Koch.  Developed explanation of similarities of surgery in the 19th C and Middle Ages. . Answer demonstrates developed knowledge and understanding that is relevant to the question  Answer demonstrates a developed, sustained line of reasoning which has coherence and logical structure; it is well substantiated, and with accurate relevant knowledge, sustained and explicit relevance. Developed explanation of a range of factors in extended responses.  With the most able writing complex, sustained judgements. Evaluating content and provenance, linking factors and coming to judgements arising from differences. Can make detailed links between cause/consequence as part of a wider enquiry and impact in order to evaluate in depth. | | | | | | |
| Time | Non negotiables | | | Adapt to the needs of the class | |
| Key Idea | Content | Key Vocabulary | Suggested approaches to learning and resources | Feedback |
| 1 | How did Louis Pasteur discover germs? | Know more: How were germs discovered?  What was the impact of Louis Pasteur on health?  Do More: Evaluating the short and long term significance of Louis Pasteur  Go Further: Using the skill of problem solving when evaluating short and long term significance  Include: Methods used for discover of germ theory, vaccinations he developed  Short term impact/reactions  Long term impact | Frayer-  Vaccination/Microbe | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: What did people think caused disease before 1850s?  Literacy- Read info about contagionist/anti-contagionist- summarise the difference in their beliefs in less than 30 words each  Watch video about Pasteur answer comprehension questions  Checkpoint: Question review  Concentration: Frayer- vaccine to review- However in other periods sheet  Consolidation: Significance improvement model  **Support:**  **Challenge:**  CC Links: Science- year 10 biology unit Infection and response- Horizontal-Human diseases linked to disease and contagion e.g.. Pasteur and germ theory | Instant feedback from connect self-assess in books to address misconceptions  Verbal feedback on comprehension questions    Exit ticket |
| 1 | Why is Robert Koch so significant? | Know More: What was the impact of Koch’s discoveries?  What methods did he use?  Do More: Improving comparisons of key individuals- L3/L4 Responses.  Go Further: Aiming high through improving L2 responses  Include: Methods used for discoveries about germs and vaccinations developed  Short term impact/reactions  Long term impact | As above review if needed | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Pasteur review-True/False  Koch reading activity –sort into factors on learning mat.  Checkpoint :Self-assess mat  Think- pair-share discussion: Who was the most important and why?  Concentration: Correct and perfect comparison response.  Consolidate: Exit ticket  **Support:**  **Challenge:**  Cc Links: Science- year 10 biology unit Infection and response- Horizontal-Human diseases linked to disease and contagion e.g.  , Pasteur and Koch Robert Koch and scientific methodology e.g. petri dish, solidified agar  Disease 16 marker- do now for timing before revision/exam? Then do surgery lesson then revise so can do surgery in exam? | Instant feedback from connect self-assess in books to address misconceptions  Self-assess mat  Self-assess correct and perfect response. |
| 1 | What was surgery like in the early 19th century? | Know More: What challenges did surgeons face whilst carrying out operations? BIP  Do More: Developing an understanding on how to compare the similarities in surgery across different time period- 8 mark  Go Further: Using the skill of teamwork through paired ranking. |  | Connect: Feedback from 16 marker  Content: Discussion problems with surgery in Middle Ages.  Paired work- discussion of problems BIP and rank from biggest problem to least. - reading  Checkpoint: Midpoint review- progress made -hinge question  Concentration: Comparison plan  Consolidate: Reflect and improve before submission.  **Support:**  **Challenge:** | Instant feedback from connect self-assess in books to address misconceptions  Class feedback- responsive based on answers during hinge questioning    Verbal feedback- discussion  Self assess comparison plan |
| 1 | How did James Simpson discover anaesthetics? | Know More: How was chloroform was discovered?  What was the reaction to this?  What was the long-term impact?  Do More: Developing explanation of long term significance- 8 mark significance questions  Go Further: Aim High - adapt per class | Review: Anaesthetic FRAYER | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Pain relief pre 19th century-summarise in a tweet  Close read timeline-answer questions.  Explanation of reactions and impact- how important was he?  Checkpoint: Literacy- Ambitious vocabulary- anaesthetics- can do an in other time periods  Concentration: Assess my response- model on anaesthetics add long term using knowledge of Simpson  Consolidate: Link to factors  **Support:**  **Challenge:** | Instant feedback from connect self-assess in books to address misconceptions  Verbal feedback on timeline activity / group discussion around in other time periods.  Self-assess model and improve. |
| 1-2 | How did Joseph Lister discover antiseptics? | Know More: How did Lister deal with the problem of infection and what was his impact?  Do More: 8 mark utility question- assessing content and provenance through applying own knowledge  Go Further: Team Work- adapt per class |  | Connect- Retrieval quiz- substantive and disciplinary knowledge /improve from SA  Content- information about problems and think-pair-share discussion Semmellweis summary reading task  Ambitious Vocabulary- antiseptic discuss  Complete learning mat using information on tables in teams- competition to get all complete  Checkpoint: Link to factors  Concentration: Source bringing in 19th /Sig on 19th surgical improvements to assess previous learning- hand in as exit ticket  Consolidate: Improve before submission  CC Links- Science- year 10 biology unit Infection and response- Horizontal-Human diseases linked to disease-Lister and antiseptics.  **Support:**  **Challenge:** | Instant feedback from connect self-assess in books to address misconceptions  Teacher and peer feedback from learning mat activity  Green pen improvement on response- provide live feedback |
| 1 | What was Public Health like in the Industrial period? | Know More: Why were mortality rates so high in industrial towns?  What did Chadwick want and what impact did he have?  Do More: Improving our understanding of the through time essay on public health- 16 marker  Go Further: Aim High through improving developed explanations and judgements. | Push- Laissez Faire- | Connect: Exam Q feedback from WAGOLL  Content: Annotate image with problems facing towns- add green pen with teacher response  AV- laissez faire using push  Reading activity- predict impact on health  Checkpoint: Which knowledge would we discuss in a 16 marker on PH?  Concentration: 16 marker- cross out the information not linked to public health  Consolidation: Come up with a judgement  CC links: English- A Christmas Carol-Horizontal- -class and change to working in cities during Industrial Revolution.  **Support:**  **Challenge:** | Feedback from exam Q exit ticket  Verbal feedback on annotation  Self assess model- removing irrelevant content and adding accurate and developed judgement. |
| 1/2 | What was the significance of John Snow’s work in dealing with cholera? | Know More What did Chadwick want and what impact did he have?  What did Snow discover and the methods he used. What the reactions/short term impact  How he was significant in the long term  Do More: 8 mark significance questions-evaluating the short and long term significance.  Go Further: Problem solving through considering the positive and negative aspects of improvements to PH. | Laissez faire | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Read an extract from report- make a list of what he wanted. What evidence is there that he still believed in miasma  Positives and negatives of Public Health Act  John Snow video and comprehension questions  Checkpoint: Green pen feedback on questions  Concentration: What can you to the PH essay now?  Consolidate: 1,2,3  **Support:**  **Challenge:** | Instant feedback from connect self-assess in books to address misconceptions  Instant feedback on quiz  Verbal feedback on comprehension questions  Whole class feedback on significance question |
| 1 | Why was the Great Stink so important? | Know More;  What was the Great Stink?  How did it lead to the development of the sewerage system in London?  Do More: 8 mark utility question- developing the evaluation of provenance based on context  Go Further: Problem solving by categorising into cause and effect of The Great Stink |  | Connect: Feedback  Content: Cartoon- what does it suggest? Annotate  Great stink causes, event, effects sheet- use information to complete and review- video clip  Checkpoint: Hinge question  Concentration: Cartoon-Apply Provenance (can do all COP if time) as Exit ticket- focus on context/date  Consolidate: Improve exit ticket  **Support:**  **Challenge:** | Connect- instant feedback  Review causes and events- verbal feedback  Class feedback- responsive based on answers during hinge questioning  Exit ticket |