

Barnsley Academy – Year 10 & Y11 Medicine SoW
Scheme of Work – 2023-24

Half-Term 1 – Week 1		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	1. Intro to GCSE/What were the main beliefs about disease in the Middle Ages?	2. How were illnesses treated and prevented during the Middle Ages?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Chronology Point, SFD, Explanation & Link paragraph writing Historical terminology (change, continuity, turning point, similar & different) 	<ul style="list-style-type: none"> Historical terminology (change, continuity, turning point, similar & different) – retaught form KS3. Difference between natural and supernatural beliefs. Reasons for a continuity in beliefs (Galen’s popularity, influence of the Church, ineffective medical teaching, and lack of scientific evidence).
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> Historical terminology (change, continuity, turning point, similar & different) – retaught form KS3. Difference between natural (Theory of the Four Humours & Miasma) and supernatural (punishment for sin & astrology) beliefs. Reasons for a continuity in beliefs (Galen’s popularity, influence of the Church, ineffective medical teaching, and lack of scientific evidence). 	<ul style="list-style-type: none"> Difference between treatment and prevention of disease. Supernatural treatments – mass, fasting, flagellation, prayer, ‘the king’s touch’ (scrofula) & transference (boiling a fox) Natural treatments – balancing the humours (bloodletting, warm / cold baths, vomiting), herbal remedies (Theriaca). Supernatural prevention - mass, fasting, flagellation, prayer Natural prevention – Regimen Sanitatis & balanced diet. Difference between physicians, apothecaries, and barber surgeons. Difference in care for the sick – home vs hospitals (30% of English hospitals were owned and run by the church).
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Modelling of full sentences Modelling of explanation and judgement grid 12-mark question completed as an I do, We do, You Do. 	<ul style="list-style-type: none"> Modelling of full sentences Modelling how to pick out key SFD.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Comprehension questions on natural & supernatural beliefs. Explanation and judgement table on continuity. Final paragraph of 12-mark question 	<ul style="list-style-type: none"> Table – identifying SFD. Comprehension questions. Categorising activity on care for the sick.
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Do Now – general medicine terminology. Circulation during knowledge tasks. Live marking during You Do of 12-mark exam question. Explain why there was continuity in ideas about the cause of disease during the period 1250-1500. (12 marks). 	<ul style="list-style-type: none"> Do Now Circulation during knowledge tasks. Post-it note plenary - To what extent were Medieval approaches to the treatment and prevention of disease successful?
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 1 – Week 2		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	3. What can we learn from the Black Death about medicine during the Middle Ages?	4. “The role of the Church was the main reason why there was continuity in medicine in the Middle Ages” How far do you agree? (16 Marks + 4 SpaG).
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> • Black Death = 1348 • Difference between treatment and prevention of disease. • Supernatural treatments – mass, fasting, flagellation, prayer, ‘the king’s touch’ (scrofula) & transference (boiling a fox) • Natural treatments – balancing the humours (bloodletting, warm / cold baths, vomiting), herbal remedies (Theriaca). • Supernatural prevention - mass, fasting, flagellation, prayer • Natural prevention – Regimen Sanitatis & balanced diet. • Difference between physicians, apothecaries, and barber surgeons. • Difference in care for the sick – home vs hospitals (30% of English hospitals were owned and run by the church). 	<ul style="list-style-type: none"> • Reasons for a continuity in beliefs (Galen’s popularity, influence of the Church, ineffective medical teaching, and lack of scientific evidence. • Supernatural prevention - mass, fasting, flagellation, prayer • Natural prevention – Regimen Sanitatis & balanced diet. • Difference between physicians, apothecaries, and barber surgeons. • Difference in care for the sick – home vs hospitals (30% of English hospitals were owned and run by the church).
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> • Beliefs about causes of the plague (Natural & Supernatural). • Actual causes of the black death - fleas on rats. • Symptoms – buboes • Methods of preventing the spread of the plague. • The government’s actions – small quarantine efforts 	<ul style="list-style-type: none"> • N/A – Exam Practice
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> • Modelling of full sentences • Modelling of explanation and judgement grid 	<ul style="list-style-type: none"> • N/A
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> • Comprehension questions on natural & supernatural beliefs. • Explanation and judgement table on continuity. • Final paragraph of 12-mark question 	<ul style="list-style-type: none"> • 16-mark statement question
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> • Do Now • Circulation during knowledge tasks. 	<ul style="list-style-type: none"> • Do Now • “The role of the Church was the main reason why there was continuity in medicine in the Middle Ages” How far do you agree? (16 marks)
Resources (Hyperlink)	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students. 	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students.

Half-Term 1 – Week 3		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	5. How far did beliefs about the causes of disease change during the Renaissance?	6. How far did the prevention and treatment of diseases change during the Renaissance?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> • Difference between natural (Theory of the Four Humours & Miasma) and supernatural (punishment for sin & astrology) beliefs. • Reasons for a continuity in beliefs (Galen's popularity, influence of the Church, ineffective medical teaching, and lack of scientific evidence. • Clear understanding of change and continuity. 	<ul style="list-style-type: none"> • Difference between treatment and prevention of disease. • Supernatural treatments – mass, fasting, flagellation, prayer, 'the king's touch' (scrofula) & transference (boiling a fox) • Natural treatments – balancing the humours (bloodletting, warm / cold baths, vomiting), herbal remedies (Theriaca). • Supernatural prevention - mass, fasting, flagellation, prayer • Natural prevention – Regimen Sanitatis & balanced diet. • Difference between physicians, apothecaries, and barber surgeons. • Difference in care for the sick – home vs hospitals (30% of English hospitals were owned and run by the church).
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> • Theory of the Four Humours and Opposites started to be rejected by some radical physicians. • A new book titled <i>on Contagion</i> theorised that disease was caused by seeds spread in the air. • Stronger understanding of digestive system. • Disease caused by external factors (Sydenham's <i>Observationes Medicae</i>). • Miasma and religious supernatural causes still believed. • Factors effecting change (Humanism, Sydenham, Printing Press & Royal Society). 	<ul style="list-style-type: none"> • People began to look for chemical cures (Iatrochemistry / medical chemistry) – <i>Pharmacopoeia Londinensis</i> contained 2140 remedies. • New herbal remedies from the New World. • Prevention still considered best way to survive disease. • Prevention continuity = good hygiene, avoid bad air/smells & pray. • Prevention change = practicing moderation, good condition at birth, changing clothes more (less bathing after the arrival of syphilis), better understanding that the weather plays some role in health (Thermometers & barometers) & more steps taken to remove miasma (e.g., remove sewage and picking up rubbish).
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> • Modelling of explanation and judgement grid • Modelling a strong Point, SFD, Explanation paragraph (visualiser) 	<ul style="list-style-type: none"> • Model identification of SFD in guided reading. • Model of how to answer 4-mark medicine questions.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> • SFD capture exercises. • Explanation task on factors. • 	<ul style="list-style-type: none"> • Explain one way in which ideas about the treatment of disease were similar in the 14th and 17th centuries. (4 marks) • Explain one way in which ideas about the treatment of disease were different in the 14th and 17th centuries (4 marks)
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> • Do Now • Circulation during knowledge tasks. • Explain why ideas about medicine changed during the Renaissance. (12 marks) 	<ul style="list-style-type: none"> • Do Now • Circulation during knowledge tasks. • Two 4-mark questions (one change & one continuity).
Resources (Hyperlink)	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students. 	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students.

Half-Term 1 – Week 4		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	7. How far had approaches to the Great Plague changed from the Black Death?	8. Closing the Gap – 16-mark question
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Beliefs about causes of the plague (Natural & Supernatural). Actual causes of the black death - fleas on rats. Symptoms – buboes Methods of preventing the spread of the plague. The government’s actions – small quarantine efforts 	<ul style="list-style-type: none"> Reasons for a continuity in beliefs (Galen’s popularity, influence of the Church, ineffective medical teaching, and lack of scientific evidence. Supernatural prevention - mass, fasting, flagellation, prayer Natural prevention – Regimen Sanitatis & balanced diet. Difference between physicians, apothecaries, and barber surgeons. Difference in care for the sick – home vs hospitals (30% of English hospitals were owned and run by the church).
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> Great Plague = 1665. Beliefs about causes very similar to Black Death but some now understood that it was further spread from person to person. More quarantining – red cross painted on houses with the plague. New treatments = sweating out the disease, transference (rubbing a chicken on a bubo). New preventions = carrying a pomander (miasma), local government push on quarantine, new diets suggested, plague doctor suit provided them with protection, killing of cats and dogs, appointing search wardens (government played a much bigger role). 	<ul style="list-style-type: none"> N/A – Exam practice feedback
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Feedback from SFD task. 	<ul style="list-style-type: none"> Visualiser WAGOLL and one that needs improvement. Point, SFD, Explanation & Judgement.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Explain one way in which ideas about preventing the plague were different in the 14th and 17th centuries. 	<ul style="list-style-type: none"> Re-write answer - 4. “The role of the Church was the main reason why there was continuity in medicine in the Middle Ages” How far do you agree? (16 Marks + 4 SpaG).
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Circulation during SFD tasks. Explain one way in which ideas about preventing the plague were different in the 14th and 17th centuries. – live marking 	<ul style="list-style-type: none"> “The role of the Church was the main reason why there was continuity in medicine in the Middle Ages” How far do you agree? (16 Marks + 4 SpaG). Deep Mark
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 1 – Week 5		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	9. How far do Vesalius and Harvey change understandings of anatomy?	10. How did different factors contribute to change or continuity between 1500 and 1700?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Human anatomy based on Galen’s dissection of animals. People believed Galen’s idea that blood was produced in the liver. The church forbid dissection claiming it was a sin to desecrate a body. 	<ul style="list-style-type: none"> Factors limiting change during the Middle Ages (The Church, lack of education & reliance on old ideas).
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<p>Vesalius</p> <ul style="list-style-type: none"> Vesalius dissected the bodies of executed criminals. Vesalius found 300 errors in Galen’s work including correction that the human jawbone was one bone and not two separate bones and that men did not have one less pair of ribs than women. Vesalius published these ideas in his book <i>On the Fabric of the Human Body</i>. <p>Harvey</p> <ul style="list-style-type: none"> Harvey built on Vesalius’ work. Harvey discovered that there was only one type of blood and that it circulated the body by being pumps by the heart. Harvey’s discovery was accepted because he was employed by Charles I which gave him more credibility. 	<ul style="list-style-type: none"> The church still played a major role in the beliefs of the general public. Some physicians became more willing to experiment and conduct new research (Vesalius, Harvey & Sydenham). New equipment & technology (microscopes & Printing Press). Hard to move away from Galen’s ideas because they had been believed for so long. Doctors were still being trained to use Galen’s ideas.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Feedback from SFD task 	<ul style="list-style-type: none"> Modelling of categorising task to reinforce SFD/knowledge.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> 4-mark question – Explain one way ideas about human anatomy were different in the 14th century than they were in the 16th century. 	<ul style="list-style-type: none"> 12-mark question - Explain why there was continuity in medicine in the period 1500-1700.
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Circulating during SFD tasks. Live mark 4-mark question. Whole class feedback using visualiser. 	<ul style="list-style-type: none"> 12-mark question - Explain why there was continuity in medicine in the period 1500-1700. Live mark & visualiser after each paragraph.
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 1 – Week 6		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	11. How did Jenner improve the prevention of disease during the 18th century?	12. How far did Pasteur and Koch change beliefs about the causes of disease?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Prevention continuity = good hygiene, avoid bad air/smells & pray. Prevention change = practicing moderation, good condition at birth, changing clothes more (less bathing after the arrival of syphilis), better understanding that the weather plays some role in health (Thermometers & barometers) & more steps taken to remove miasma (e.g., remove sewage and picking up rubbish). 	<ul style="list-style-type: none"> Theory of the Four Humours and Opposites started to be rejected by some radical physicians. A new book titled <i>on Contagion</i> theorised that disease was caused by seeds spread in the air. Stronger understanding of digestive system. Disease caused by external factors (Sydenham's <i>Observationes Medicae</i>). Miasma and religious supernatural causes still believed. Factors effecting change (Humanism, Sydenham, Printing Press & Royal Society).
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> Nationwide Smallpox epidemics in 1722, 1723 and 1740-42. The worst of these occurred in 1796, when 3,548 people died. Before Jenner, some people attempted to inoculate themselves against smallpox by catching a mild dose of the disease, so that they could avoid catching a more severe form of it later. Used Cowpox as a vaccine for smallpox (1796). Slow to become popular in Britain (Anti-Jenner propaganda vs Jennerian society). Government enforced compulsory smallpox vaccinations in 1872. 	<ul style="list-style-type: none"> Spontaneous Generation - the belief that microbes were the product of decay rather than the cause of it – scientists could not prove this. Germ theory – Louis Pasteur published the results of his experiments in 1861. Pasteur proved that the idea of spontaneous generation was wrong because decay did not happen to sterilised matter that was left undisturbed however, Pasteur could not identify specific bacteria. Robert Koch and his team discovered the bacterium for several diseases (e.g. 1876 anthrax, 1882 tuberculosis, 1882 Typhoid, 1883 Cholera, 1886 Pneumonia and 1887 Meningitis). Pasteur then developed a vaccine for rabies. Other scientists discovered vaccines for Typhoid 1896, Tuberculosis 1906, Diphtheria 1913.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Modelling SFD capture task. 	<ul style="list-style-type: none"> SFD capture tasks.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Explain one way in which ideas about the prevention of disease were different in the 17th and 18th centuries (4 Marks). 	<ul style="list-style-type: none"> SFD capture tasks.
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Explain one way in which ideas about the prevention of disease were different in the 17th and 18th centuries (4 Marks). Live mark exam question & visualiser 	<ul style="list-style-type: none"> Live marking Self-assessment.
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 1 – Week 7		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	13. “There was rapid change in ideas about the causes of illness and disease in the period 1700-1900. How far do you agree? (16 marks + 4 SPaG).”	14. How did care for the sick change in the 18th and 19th Centuries?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Spontaneous Generation - the belief that microbes were the product of decay rather than the cause of it – scientists could not prove this. Germ theory – Louis Pasteur published the results of his experiments in 1861. Pasteur proved that the idea of spontaneous generation was wrong because decay did not happen to sterilised matter that was left undisturbed however, Pasteur could not identify specific bacteria. Robert Koch and his team discovered the bacterium for several diseases (e.g. 1876 anthrax, 1882 tuberculosis, 1882 Typhoid, 1883 Cholera, 1886 Pneumonia and 1887 Meningitis). 	<ul style="list-style-type: none"> Most of England’s hospitals had closed down when Henry VIII dissolved the monasteries in the 1530s. By 1700, there were only five hospitals left in the country. Hospitals & Pest Houses rarely treated disease or illness.
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> N/A Exam Practice 	<ul style="list-style-type: none"> In 1854 Britain went to war with Russia in the Crimea – Florence Nightingale demanded 300 scrubbing brushes and removed dirt from near any patients, organised nurses into teams to treat nearly 2000 wounded soldiers, and clean bedding and good meals were provided to the wounded. Nightingale’s efforts had a huge effect on the mortality work - within six months it had dropped from 40% to 2%. By 1900 hospitals looked very different than in 1700 – regularly see doctors, more wards, specialist department, sterilised equipment and accommodation provided to nurses.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Plan as a class 	<ul style="list-style-type: none"> Model SFD capture tasks.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Complete answer independently – deep mark 	<ul style="list-style-type: none"> SFD capture tasks
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> “There was rapid change in ideas about the causes of illness and disease in the period 1700-1900. How far do you agree? (16 marks + 4 SPaG).” 	<ul style="list-style-type: none"> Live marking Class feedback of core knowledge.
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 1 – Week 8		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	15. How did approaches to surgery change in the 18th and 19th Centuries?	16. How far did Snow and Chadwick change government attitudes to public health?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Barber surgeon – methods often unsterilised. No anaesthetic used. Very high death rate. 	<ul style="list-style-type: none"> Minor government intervention in public health during the Black Death (1348) and slightly more during the Great Plague (1665).
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> Failed anaesthetics had been tried e.g., laughing gas. James Simpson discovered Chloroform could be used as an Anaesthetic in 1847. Chloroform used by Queen Victoria during the birth of her son in 1853. Joseph Lister discovered Carbolic Acid killed bacteria and could be used as an antiseptic in 1866 – allowed more invasive surgeries – actually increased the death rate due to more risky surgeries. 	<ul style="list-style-type: none"> Cholera epidemics – 1831-32, 1848-49, 1853-54 & 1865-66. Thought to be spread through miasma. By making dots on a street map to record the location of cases John snow worked out that the Broad Street pump was spreading cholera. In 1854 Snow presented his work to Parliament. The 1848 Public Health Act Edwin Chadwick argued that the government would save money with a healthier population. 1858 – Great Stink - Joseph Bazalgette designs new sewer system for London. 1875 Public Health Act – Compulsory clean water, building public toilets, create street lighting & correct disposal of sewage.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Model SFD Capture task. 	<ul style="list-style-type: none"> Model SFD Capture task.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Do Now 12 Mark Question – Explain why there was rapid change in surgical treatments in the period 1700-1900. 	<ul style="list-style-type: none"> Do Now 4 Mark Question - Explain one way in which approaches to the prevention of disease were different in the 17th and 19th centuries.
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Explain why there was rapid change in surgical treatments in the period 1700-1900 (12 Marks). Circulation during exam question & Live Mark 	<ul style="list-style-type: none"> Explain one way in which approaches to the prevention of disease were different in the 17th and 19th centuries. Circulations Live marking Visualiser
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 2 – Week 1

	<u>Lesson 1</u>	<u>Lesson 2</u>
Lesson Focus Big Picture – success criteria.	17. “There was rapid change in ideas about the causes of illness and disease in the period 1700-1900. How far do you agree? (16 marks + 4 SPaG). Closing the gap	18. “Louis Pasteur’s publication of the germ theory was the biggest turning point in medicine between 1700 and 1900.” How far do you agree? (16 marks +4 SPaG).
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Spontaneous Generation - the belief that microbes were the product of decay rather than the cause of it – scientists could not prove this. Germ theory – Louis Pasteur published the results of his experiments in 1861. Pasteur proved that the idea of spontaneous generation was wrong because decay did not happen to sterilised matter that was left undisturbed however, Pasteur could not identify specific bacteria. Robert Koch and his team discovered the bacterium for several diseases (e.g. 1876 anthrax, 1882 tuberculosis, 1882 Typhoid, 1883 Cholera, 1886 Pneumonia and 1887 Meningitis). 	<ul style="list-style-type: none"> Jenner used Cowpox as a vaccine for smallpox (1796). Slow to become popular in Britain (Anti-Jenner propaganda vs Jennerian society). Government enforced compulsory smallpox vaccinations in 1872. Spontaneous Generation - the belief that microbes were the product of decay rather than the cause of it – scientists could not prove this. Germ theory – Louis Pasteur published the results of his experiments in 1861. Pasteur could not identify specific bacteria. Robert Koch and his team discovered the bacterium for several diseases (e.g. 1876 anthrax, 1882 tuberculosis, 1882 Typhoid, 1883 Cholera, 1886 Pneumonia and 1887 Meningitis). Changes in surgery- James Simpson discovered Chloroform could be used as an Anaesthetic in 1847. Chloroform used by Queen Victoria during the birth of her son in 1853. Joseph Lister discovered Carbolic Acid killed bacteria and could be used as an antiseptic in 1866 – allowed more invasive surgeries – actually increased the death rate due to more risky surgeries Public health- Cholera epidemics – 1831-32, 1848-49, 1853-54 & 1865-66. Thought to be spread through miasma. Snow use of spot map. In 1854 Snow presented his work to Parliament. The 1848 Public Health Act 1858 – Great Stink - Joseph Bazalgette designs new sewer system for London. 1875 Public Health Act – Compulsory clean water, building public toilets, create street lighting & correct disposal of sewage.
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> NA- Exam technique 	<ul style="list-style-type: none"> NA- Exam technique Key point- Medicine can apply to cause, treatment, prevention, surgery or care.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Visualiser WAGOLL and one that needs improvement. Point, SFD, Explanation & Judgement. 	<ul style="list-style-type: none"> Teacher discussion of planning and structure
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Improvement of answer 	<ul style="list-style-type: none"> Independent planning Independent writing
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Deep mark of question prior to CTG Visualiser for whole class feedback Teacher circulation 	<ul style="list-style-type: none"> “Louis Pasteur’s publication of the germ theory was the biggest turning point in medicine between 1700 and 1900.” How far do you agree? (16 marks +4 SPaG). Deep mark
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 2 – Week 2

	<u>Lesson 1</u>	<u>Lesson 2</u>
Lesson Focus Big Picture – success criteria.	19. How did ideas about the causes and diagnosis of diseases change in the modern period?	20. How did the diagnosis and treatment of disease change in the modern period?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> • Cause of disease- reasons for illness • 1861 Pasteur discovered the Germ theory. Koch identified specific bacteria • Not all illnesses/diseases are caused by germs 	<ul style="list-style-type: none"> • Diagnosis previously based on observation of symptoms. • Treatment had not improved since the 1600s. Cause and prevention had improved. • Microscopes developed during the 19th century.
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> • 1953 Crick and Watson discover DNA • Human Genome Project 1990-2000 • Knowledge of DNA used to prevent illness. Eg. Mastectomy. • Impact of lifestyle- fat causes heart disease, sugar leads to diabetes. • Improved methods of diagnosis- CT scans from 1970s, Endoscopes from 1900s, blood tests from 1930s. 	<ul style="list-style-type: none"> • Improved methods of diagnosis- CT scans from 1970s, Endoscopes from 1900s, blood tests from 1930s. • Magic bullet is a chemical cure for disease • 1909 Salvarsan 606 discovered- treats syphilis. • 1932- Prontosil discovered. Treats blood poisoning.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> • Model SFD Capture task. 	<ul style="list-style-type: none"> • Model SFD Capture task. • Structure given for 4 and 12 mark questions.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> • Do Now • Comprehension questions • Sentences about lifestyle • 4 mark question 	<ul style="list-style-type: none"> • Do Now • Explain one way in which methods of diagnosing disease was different in 1250 and the present day. 4 marks.
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> • Circulation • Live marking • Visualiser • Explain one way which ideas about the causes of disease were different the Industrial period than they were in the Modern period. (4 marks) 	<ul style="list-style-type: none"> • Circulations • Live marking • Visualiser • Explain one way in which methods of diagnosing disease was different in 1250 and the present day. 4 marks. • Explain why there was change in the treatment of disease during the modern era. 12 marks
Resources (Hyperlink)	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students. 	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students.

Half-Term 2 – Week 3		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	21. How did penicillin improve treatment of disease during the 20th century?	22. What impact did the NHS have on healthcare during the 20 th century?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> • Cause of disease established by mid 1950's- Germs, lifestyle and DNA • Treatments developed through magic bullets- 1909 and 1932. • Prevention through vaccinations from 1880s onwards. • Little effective treatment. 	<ul style="list-style-type: none"> • During the Medieval period and Renaissance only the rich could access physicians. • The majority of care was given at home by women. • Hospitals were places for rest and general care, not treatment of illness. • Florence Nightingale improved hygiene in hospitals during the 19th century.
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> • 1928 Alexander Fleming discovered penicillin but did not develop it. • 1939 Florey and Chain revive Fleming's discovery. • 1940 Florey and Chain successfully treat mice. • 1941 Florey and Chain successfully treat a human however they are unable to mass produce. • 1942 US government invest and factories start mass producing penicillin. • 2.3 million doses given on D Day. 	<ul style="list-style-type: none"> • In 1942, a civil servant named William Beveridge produced a report, the Beveridge Report, which identified five evil giants - want, disease, ignorance, squalor and idleness. In identifying disease as a barrier to progress, he proposed a free national health service. • In 1946, the new Labour government passed the National Health Service Act. • National Health Service came into being on 5 July 1948 • The NHS provides universal free healthcare from 'cradle to grave'.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> • Model SFD Capture task. • 12 mark structure discussion. 	<ul style="list-style-type: none"> • Model SFD Capture task. • Exam structure teacher explanation
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> • Do Now • SFD note taking • 12 mark paragraph 	<ul style="list-style-type: none"> • Do Now • Comprehension questions • SFD task • 4 mark question and 12 mark paragraph
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> • Explain why there was change in the treatment of disease during the modern era. 12 marks. 	<ul style="list-style-type: none"> • Circulations • Live marking • Visualiser • Explain one way in which care was different in 1250 and the present day. 4 marks. • Explain why there was change in the treatment of disease during the modern era. 12 marks.
Resources (Hyperlink)	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students. 	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students.

Half-Term 2 – Week 4

	<u>Lesson 1</u>	<u>Lesson 2</u>
<p>Lesson Focus Big Picture – success criteria.</p>	<p>23. 5c) Treatment of diseases and care of the sick completely changed after 1800. How far do you agree with this statement? You may use the following in your answer- magic bullets, the NHS. 16 marks And Closing the gap</p>	<p>24. How has methods of preventing disease changed during the modern period? + Lung Cancer Case Study</p>
<p>Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.</p>	<ul style="list-style-type: none"> • Magic bullet is a chemical cure for disease. 1909 Salvarsan 606 discovered- treats syphilis. 1932- Prontosil discovered. Treats blood poisoning. • 1928 Alexander Fleming discovered penicillin but did not develop it. 1939 Florey and Chain revive Fleming’s discovery. 1940 Florey and Chain successfully treat mice. 1941 Florey and Chain successfully treat a human however they are unable to mass produce. 1942 US government invest and factories start mass producing penicillin. 2.3 million doses given on D Day. • In 1942, the Beveridge Report, which identified five evil giants - want, disease, ignorance, squalor and idleness. Proposed a free national health service. 1946, Labour government passed the National Health Service Act. National Health Service came into being on 5 July 1948. The NHS provides universal free healthcare from ‘cradle to grave’. 	<ul style="list-style-type: none"> • Government intervention increased during the 1800s- 1848 and 1874 Public Health Acts. • Understanding of germs from 1861 meant more acceptance of intervention. • Working men gaining the vote meant more need to appease them.
<p>Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.</p>	<ul style="list-style-type: none"> • NA- Exam technique 	<ul style="list-style-type: none"> • Compulsory vaccinations: Diphtheria in 1942, whooping cough in 1950, tetanus in 1961 and measles in 1968.. Polio eliminated in 1984. • Clean Air Acts of 1956 and 68 which aimed to reduce the smog in London. Smoking in all enclosed workplaces illegal in 2007. • Campaigns such as Stoptober or Change4Life. • Genetic screening for breast cancer and downs syndrome, • 85% lung cancer diagnosis are smokers. • 1973 26,000 deaths. • 2012 all cigarette products removed from display. • Radiotherapy and chemotherapy as treatments. • No national screening so lung cancer is often detected when it is advanced.
<p>Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.</p>	<ul style="list-style-type: none"> • Exam structure • Model paragraph for CTG 	<ul style="list-style-type: none"> • Model SFD Capture task. • Comprehension questions • 4 mark structure teacher explanation.
<p>Independent Practice The task and reference back to the Big Picture Slide</p>	<ul style="list-style-type: none"> • Do Now • 16 mark question 	<ul style="list-style-type: none"> • Do Now • Comprehension questions • 4 mark question.
<p>Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.</p>	<ul style="list-style-type: none"> • 5c) Treatment of diseases and care of the sick completely changed after 1800. How far do you agree with this statement? You may use the following in your answer- magic bullets, the NHS. 16 marks 	<ul style="list-style-type: none"> • Circulations • Live marking • Visualiser • Explain one way in which ideas about the prevention of disease were different in the 18th and 21st centuries. 4 marks
<p>Resources (Hyperlink)</p>	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs
<p>Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies</p>	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students. 	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students.

Half-Term 2 – Week 5		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	25. How developed was medicine during the early 20 th century?	26. What were the key battles on the Western Front and how were they fought?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> • Germs discovered 1861 • Robert Koch aseptic surgery 1890s 	<ul style="list-style-type: none"> • WW1 1914-18 • Western front is a line of trenches from Belgium to Switzerland • Allies are Britain, France and Russia.
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> • From 1887 all equipment steam sterilised. • 1905 Karl Landsteiner discovered blood groups. • Blood could not be stored so transfusions were direct. • 1895 Willhelm Rontgen discovered x-rays. • WW1 1914-18. 	<ul style="list-style-type: none"> • Trenches- zig zag shape, dugouts where men took shelter, communications trench ran between trenches, reserve trench 100m behind frontline. • October- November 1914 The First Battle of Ypres. The British lost over 50,000 troops in this battle. • December 1914 5 mines were placed under the man made hill 60. • April-May 1915 The Second Battle of Ypres. This was the first time that the Germans used chlorine gas. • July 1916 The Battle of the Somme. 20,000 British men dying on the first day alone. This was the first time that tanks were used in warfare and creeping barrage failed as a strategy. British casualties totalled 400,000. • April 1917 The Battle of Arras where 24,000 soldiers who had been hiding in tunnels dug near the German trenches attacked. • July 1917 The Third Battle of Ypres, also known as Passchendaele. • October 1917 The Battle of Cambrai was the first time there was a large scale use of tanks in a battle- nearly 500 were used.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> • Model SFD Capture task. • Exam technique structure modelled. 	<ul style="list-style-type: none"> • Model SFD Capture task. • 4 mark exam structure modelled
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> • Do Now • SFD table • 4 mark question 	<ul style="list-style-type: none"> • Do No • Timeline of battles • 4 mark question
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> • Describe two features of aseptic surgery in the early twentieth century. (4 marks) • Circulation • Live marking • Visualisee 	<ul style="list-style-type: none"> • Circulations • Live marking • Visualiser • Describe two features of the trench system on the Western Front. 4 marks.
Resources (Hyperlink)	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students. 	<ul style="list-style-type: none"> • Visible key term definitions • Writing frame / sentence starts for independent practice. • Targeted one to one support for known students.

Half-Term 2 – Week 6		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	27. What were the main medical problems that were faced on the Western Front and how were they dealt with? + Source Utility	28. How were soldiers evacuated and treated on the Western Front?
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Western front ran from Belgium to Switzerland Soldiers fought in trenches 1914-18 	<ul style="list-style-type: none"> Western front ran from Belgium to Switzerland Soldiers fought in trenches 1914-18 Injuries included wounds from bullets and shrapnel, head wounds, shellshock, trench foot and trench fever.
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> Trench foot This was painful swelling of the feet caused by standing in cold mud and water. Prevention was key including rubbing whale oil onto feet. Trench fever This involved flu-like symptoms with high temperature, headache and aching muscles. It affected an estimated 500,000 men. By 1918 the cause had been identified as lice and delousing stations were set up. Shellshock This is now known as post-traumatic stress disorder but it was not well understood at the time. Symptoms included tiredness, headaches, nightmares, loss of speech, uncontrollable shaking and mental breakdown. An estimated 80,000 British troops experienced shellshock. War wounds These included injuries from battles such as gunshot or shrapnel. High explosive shells and shrapnel were responsible for 58% of wounds. 	<ul style="list-style-type: none"> Horse drawn and motor ambulances Motor ambulances struggled with the terrain and were not able to reach injured soldiers. Horse drawn ambulance wagons were used for much of the war, with 6 horses rather than 2 pulling the wagon in difficult terrain. RAMC The Royal Army Medical Corps was responsible for medical care in the army. FANY The First Aid Nursing Yeomanry. This was a women’s voluntary organisation which provided frontline support for the medical services including driving ambulances and supplying emergency first aid. The chain of evacuation: Regimental aid posts, dressing stations, casualty clearing stations and base hospitals. This system aimed to move injured soldiers away from the frontline and either treat them to allow them to return to the trenches or move them away from to a base hospital for further treatment. The underground hospital at Arras. As part of the tunnels and caves around Arras there was a fully working hospital. There were rooms for the wounded, 700 spaces where stretchers could be placed as beds, an operating theatre and a mortuary. The hospital was abandoned after the Battle of Arras in 1917.
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Model SFD Capture task. Teacher modelling annotation of sources Example source answer written 	<ul style="list-style-type: none"> Model SFD Capture task.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Do Now SFD table Analysis of source Writing of source 	<ul style="list-style-type: none"> Do Now Source analysis Source follow up question
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Circulation Live marking How useful are sources A and B for an enquiry into the effect of gas attacks on the Western Front. 8 marks. 	<ul style="list-style-type: none"> Circulations Live marking Visualiser How useful are Sources A and B for an enquiry into the treatment of the wounded at dressing stations on the Western Front? How could you follow up Source B to find out more about the treatment of the wounded at dressing stations on the Western Front?
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.

Half-Term 2 – Week 7		
	Lesson 1	Lesson 2
Lesson Focus Big Picture – success criteria.	29. What new treatments and techniques were used on the Western Front?	30. Western Front Review
Prerequisite Knowledge What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> Western front ran from Belgium to Switzerland Soldiers fought in trenches 1914-18 Injuries included wounds from bullets and shrapnel, head wounds, shellshock, trench foot and trench fever. 	<ul style="list-style-type: none"> All knowledge above
Core Knowledge Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> Amputation By 1918, 240,000 men had lost limbs through amputation. The Carrel-Dakin method This aimed to stop infection through using sterilised salt solution in the wound through a tube. This was effective however it only lasted for 6 hours The Thomas splint. This was a method of keeping a leg with a compound fracture still and straight so as to prevent further blood loss or infection. It was introduced in December 1915 and the survival rate for men with a gunshot or shrapnel wound to the leg and compound fracture went from 20% to 82%. The Brodie helmet A steel helmet with a strap that prevented it being blown off in an explosion. It reduced fatal head wounds by 80% after 1915. Mobile x-rays X-rays helped surgeons identify the location of shrapnel and bullets in the body. However they could not detect all objects, were fragile and slow. When the USA entered the war in 1917 they supplied improved technology to make x-rays more suitable to the conditions on the Western Front. Blood transfusions The use of blood transfusions from 1915 was proposed by Lawrence Bruce Robertson once the problems of storage and clotting had been overcome through adding sodium-citrate and citrate-glucose to blood. This meant that by 1917 Oswald Hope Robertson had stored blood at Cambrai in a blood bank and was able to use to treat 20 wounded men, 11 survived. New forms of surgery . Brain surgery was developed by Harvey Cushing who used a magnet to remove metal fragments from the brain. Harold Gilles worked with plastic surgery to reconstruct the faces of wounded soldiers. 	<ul style="list-style-type: none"> NA- recap of unit
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> Model SFD Capture task. 4 mark exam question structure. 	<ul style="list-style-type: none"> Model SFD Capture task.
Independent Practice The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> Do Now SFD table Exam question 	<ul style="list-style-type: none"> Do Now
Assessment (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> Circulation Live marking Visualiser Describe two features of the new techniques in the treatment of wounds on the Western Front . (4 marks) 	<ul style="list-style-type: none"> Circulations Live marking Visualiser
Resources (Hyperlink)	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs 	<ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zppr4xs
Specific SEN(D)/EAL support Overview for the lesson – can be repeated strategies	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students. 	<ul style="list-style-type: none"> Visible key term definitions Writing frame / sentence starts for independent practice. Targeted one to one support for known students.