

Scheme of Work 2020 - 2021

Subject: History

Year Group: Year 9

Specification: AQA GCSE History

Health and the People

Week	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	Assessment: GCSE Q stem	Homework	SMSC Codes
1 Term for students begins Thurs 3rd September so 3rd - 4 th only. Possibly some disruption due to transition	Introduction to Health and the People part 1 <ul style="list-style-type: none"> Gain an overview of the course Understand chronology of key events Judge significance of key events 	Key words: significance, factors, infer <ul style="list-style-type: none"> Do now: Describe/infer from a source Discuss course outline Explain a key topic and its significance Class arrange topics in period/order Reflection: Class share ideas about significance 	<ul style="list-style-type: none"> What can you infer? Place event in relation to time period Judge the significance of events 	GCSE stem 'Explain the significance of'		SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
2 7 th Sep	L1: Introduction to Health and the People part 2 <ul style="list-style-type: none"> Overview of change Be aware of factors of change Begin to judge usefulness of sources 	Key words: factors, life expectancy <ul style="list-style-type: none"> Do now: Mind map medical care today Compare similarities and differences in medical care using sources Identify the important factors of change Reflection: Judge statistical data/sources showing progress in medicine 	<ul style="list-style-type: none"> Explain similarities/differences Judge the factor that promoted most change How could we improve on our enquiry? 'We live longer but we aren't healthier' How far do you agree? 	GCSE stems 'how far do you agree,' 'explain similarities/differences,' 'was x the main factor'	Arab individuals homework sheet	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1

	<p>L2: Medieval ideas about medicine: context and Arab medicine</p> <ul style="list-style-type: none"> • Understand the context of medieval medicine • Describe the influence of Arab medicine • Explain differences in European and Arab medicine 	<p>Key words: medieval, Middle Ages, malnourishment, Dark Ages</p> <ul style="list-style-type: none"> • Do now: Inference question based on a source • Gap fill/stretch questions to convey context • Use clip/text to explain achievements of Muslim world in the sphere of medicine • Reflection: Use source to compare and explain differences in European and Arab medicine 	<ul style="list-style-type: none"> • What can you infer? • Explain likelihood • Assess significance • Explain differences 	GCSE stem – ‘Compare differences’		
3 14 th Sep	<p>L1: Medieval ideas about medicine: Hippocrates and Galen</p> <ul style="list-style-type: none"> • Know medieval ideas about medicine • Explain the work of Hippocrates and Galen • Assess work of Hippocrates and Galen <p>L2: Medieval treatments</p> <ul style="list-style-type: none"> • To know some of the kinds of 	<p>Key words: miasma, Four Humours, supernatural, anatomy</p> <ul style="list-style-type: none"> • Do now: Feed forward task • Watch and learn to identify medieval ideas • Knowledge building group task • Impact of Hippocrates table summary • Reflection: Galen – watch and learn to complete q. <p>Key words: Urine chart, astrology, diagnosis, dissection</p> <ul style="list-style-type: none"> • Do now: Re-cap natural/supernatural ideas 	<p>What were the natural/supernatural ideas about medicine? How significant were Hippocrates and Galen? How similar/different were they?</p> <p>Were medieval doctors effective? Why/Why not?</p>	GCSE stem – ‘Explain the significance, ‘explain similarity/difference’	Galen and Hippocrates homework sheet	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<p>treatment available during the Middle Ages</p> <ul style="list-style-type: none"> • Begin to evaluate medical treatment in the Middle Ages • Use sources/interpretations to form judgements 	<ul style="list-style-type: none"> • Watch and learn, annotate source and questions on medieval doctors • Paired source/interpretations task • Preliminary judgement of medieval doctors • Reflection: Judgement of source utility 	<p>How would things be different today?</p> <p>What is your judgement of medieval doctors so far? Give a mark out of 10 and justify your decision Which of the sources was most useful in reaching your decision? Why?</p>			
4 21 st Sep	<p>L1: Who treated the sick in the Middle Ages?</p> <ul style="list-style-type: none"> • To know about kinds of treatment and healers available during the Middle Ages • To judge kinds of healers in the Middle Ages • To evaluate medical treatment in the middle ages. 	<p>Key words: Bleeding, purging, physician, apothecary, barber surgeon.</p> <ul style="list-style-type: none"> • Do now: Peer assess knowledge building questions • Top trumps – which healer? • Watch and learn re key types of healer • Reflection piece on chosen healer – judge significance 	<ul style="list-style-type: none"> • What are the good and bad points for each healer? • Why is your chosen leader better than the rest? 	GCSE stem – ‘Explain significance’	AQA workbook p.4/research on John Arderne	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<p>L2: How did the Church influence medicine in the Middle Ages?</p> <ul style="list-style-type: none"> • Explain the significance of medieval hospitals • Know what medieval hospitals were like and describe differences between then and now • Assess how far the Medieval Church helped or hindered medicine. 	<p>Key words: contagious, specialist, hindered, leprosy</p> <ul style="list-style-type: none"> • Do now: Link to prior learning – list reasons people believed illness was a punishment from God • Annotate a source to show good and bad points and compare differences from hospitals then to present day • Discuss and colour code key knowledge of medieval hospitals • Complete help/hinder table • Reflection – how far did Church hinder progress 	<ul style="list-style-type: none"> • The Medieval Church hindered medical progress.’ How far do you agree? • Compare differences. • Explain the significance of medieval hospitals 	<p>GCSE stems ‘how far do you agree?’ ‘compare differences’, ‘explain significance’</p>		
<p>5 28th Sep</p>	<p>L1 and 2: How good was medieval public health?</p> <ul style="list-style-type: none"> • Describe problems with public health in the Middle Ages. • Compare monasteries and towns for public health. • Assess how bad medieval public health was overall. 	<p>Key words: cesspool, privy, monastery, dunghill, bath house, latrine</p> <ul style="list-style-type: none"> • Do now: Quiz based on prior learning on medieval medicine. • Watch for learning to create mind map of public health issues in medieval London. • Reflect on whether/why other places in medieval England would be cleaner. <p>L2</p> <ul style="list-style-type: none"> • Report back on homework and suggest reasons why London 	<p>What dangers were there to public health? What attempts were there to improve it? How and why did it differ from place to place, considering factors? How bad was it overall?</p>	<p>GCSE stem ‘compare differences’.</p>	<p>Flip learning: Research public health in either medieval Coventry or medieval Fountains Abbey monastery.</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>

		<p>might be worse for public health than either Coventry or Fountains Abbey</p> <ul style="list-style-type: none"> • Complete table of factors that would impact on public health, e.g. wealth, leadership. • Evidence around the room for pairs to collect and share with each other, then share conclusion with the class. 				
6 5 th Oct	<p>L1 and 2: Black Death</p> <ul style="list-style-type: none"> • Describe beliefs about causes • Explain treatments and preventions • Assess usefulness of a source in understanding preventions. 	<p>L1 and 2</p> <p>Key words: bubonic, pneumonic, plague, Pestilence, buboes</p> <ul style="list-style-type: none"> • Do now: Identify reasons why a painting is useful in understanding the Black Death • Watch for learning and complete notes/answer short answer questions to check. Peer assess responses. • Classify supernatural/natural/cures and preventions • Black Death Bingo • Usefulness question • Reflection: Peer assess 	<p>How do we structure a usefulness question?</p> <p>Consider uses, limitations and NOP</p> <p>Which are cures and which are preventions?</p>	<p>GCSE stem 'how useful is this source</p>	<p>Revision</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
7 12 th Oct	<p>L1: Medicine stands still:</p> <p>L2: How to structure a usefulness question</p>	<ul style="list-style-type: none"> • Black Death completion (see above). • Do now: Use thought map and get pupils to complete this as a plan – part/whole, whole/part layout with 3 main parts on content, provenance and limitations. 	<p>As above, question is 'how far is this source in the study of preventions for the Black Death?'</p>	<p>GCSE stem – 'how useful is this source...'</p>	<p>Revision</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

8 19 th Oct	L1: Medicine stands still: Review and revise L2: End of topic test	<ul style="list-style-type: none"> Peer assess usefulness answers then BIG QUIZ – Team exercises on knowledge and question style skills. Mixture of short answers and essay question on Medieval medicine Peer assess short answers if time allows. 	Explain 2 ways... Explain similarities Factors of change Explain 2 ways...	GCSE stem – was x the main factor in... Explain 2 ways...	Revision	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
October Half Term break Mon 26th – Fri 30th Nov						
9 2 nd Nov Remembrance week so possible disruption	L1 and 2: Vesalius and Harvey <ul style="list-style-type: none"> Identify reasons for change during the 17th and 18th centuries Explain the work of Vesalius and Harvey Assess the significance/impact of their discoveries and work 	Key words: Renaissance, anatomy, dissection <ul style="list-style-type: none"> Do now: Source inference Watch for learning – Renaissance clip Use evidence around the room to complete thought maps (part/whole) in pairs Pupils share findings and complete map of the other key individual based on partner's work Exam practise – significance of one. Peer assess Reflection, who made the bigger impact? 	What can you infer from the source How does Renaissance medicine move forward? How was x significant? Who had the biggest impact?	GCSE stem – ‘Explain the significance’	Pare on DODDLE	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1
10 9 th Nov	L3 and 4: Pare <ul style="list-style-type: none"> Identify reasons for 	Key words: ligature, anatomy, specimens, prosthetics, cauterising. <ul style="list-style-type: none"> Do now: give examples of how Vesalius proved Galen wrong and 	How was x significant? Who had the biggest impact on medicine?	GCSE stem: Individuals had biggest impact in 16 th /17 th centuries. How far do you agree?		SMSC: So3, So6, So7, C1, C3, C5

	<p>change during the 17th and 18th centuries</p> <ul style="list-style-type: none"> • Explain the work of Pare and Sydenham • Assess their significance <p>Hunter</p> <ul style="list-style-type: none"> • Identify reasons for change during the 17th and 18th centuries • Explain the work of Hunter • Assess his significance 	<p>how he divided the medical world</p> <ul style="list-style-type: none"> • Complete table on the work of Pare • Use info around the room to complete table on Sydenham • Reflection: how was Sydenham similar to Harvey? <ul style="list-style-type: none"> • Do now: why do you see Trump and Hitler as significant? Who would you view as most significant and why? • Colour code different aspects of hunter's career • Create thought map on this • Complete exam practise • Reflect on recent Renaissance individuals who is who/what did they do and who was most significant? 		<p>Why was John Hunter significant?</p> <p>In what ways are they similar?</p>		<p>Sp2/3/5, M1</p>
<p>11 16th Nov</p>	<p>L5 and 6</p> <p>Ideas about causes</p> <ul style="list-style-type: none"> • Identify changes and continuities and relevant factors • describe changes and continuities 	<p>Key words: royal society, humanism, printing press</p> <ul style="list-style-type: none"> • Do now: Change and continuity in causes sheet • Colour coding factors of change • Exam practise 'explain similarities' in beliefs about causes of illness in 14th and 17th centuries • Peer assess 	<p>What was the main factor?</p> <p>How would you structure a question like this?</p> <p>What similarities/differences are there?</p>	<p>In what ways are they similar?</p> <p>Main factor?</p>	<p>Hippocrates and Galen similarities q</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<ul style="list-style-type: none"> GCSE q: Explain similarities or differences <p>preventions and treatments</p> <ul style="list-style-type: none"> identify change and continuity in prevention and treatment c1500-c1700 Describe changes and continuity in preventions and treatments Explain similarities/differences in preventions and treatments 	<ul style="list-style-type: none"> Do now admin check change and continuities in treatments sheet paired research on change and continuity exam q: explain differences in treatments or preventions in 13th and 17th century 	<p>To what extent was there change compared to the middle ages?</p> <p>which area shows most change? What change was most important? Why is there so much continuity?</p>	<p>In what ways are they different/similar?</p>	<p>Vesalius and Harvey thought maps</p>	
12 23 rd Nov	<p>L7 and 8</p> <p>Early modern hospitals</p> <ul style="list-style-type: none"> Identify traditional medical 	<p>Key words: quack doctors,</p> <ul style="list-style-type: none"> Do now: assess painting for usefulness in pairs Card sort for scientific or traditional approaches Research new ideas in pairs Exam practise – significance* 	<p>How does this source challenge what we already know about medicine in the 17th century?</p> <p>Explain why you think many doctors were using</p>	<p>*How significant were medical advances in early modern Britain?</p> <p>*Compare hospitals in the Medieval times with hospitals in the 18th</p>	<p>Black Death reflection: list of beliefs, preventions and 'cures'</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>

	<p>approaches and scientific medical approaches used by the 17th century</p> <ul style="list-style-type: none"> • Outline the differences between Medieval and Early modern hospitals • Explain the differences 	<ul style="list-style-type: none"> • Complete chart showing changes to hospitals • Exam practise – comparison* using sentence starters • Peer assess for reflection using the mark scheme 	<p>the old ‘traditional’ methods even though scientific methods had been discovered.</p> <p>To what extent did the medical profession become better able to deal with disease in the early modern period?</p> <p>In what ways could you argue that hospitals in the 18th century did not really help improve medical progress in the Early Modern era?</p>	<p>century. In what ways were they different?</p>		
<p>13 30th Nov</p>	<p>L9 and 10</p> <p>Plague revisited</p> <ul style="list-style-type: none"> • Describe what people thought caused the Great Plague of 1665 and how they tried to treat it. • Explain how effectively the government responded to the Plague. 	<p>Key words: Great plague, miasma, God’s punishment, Bill of Mortality</p> <ul style="list-style-type: none"> • Do now; interpretation usefulness in pairs • Explain early modern beliefs about causes • Colour code scientific v traditional treatments • Assess new measures introduced by the mayor of London for effectiveness • Watch for learning thought map • Exam q; similarities* • Reflection: colour code usefulness model answer to 	<p>Explain why traditional approaches to medical treatment were still being used by many people in late 17th Britain.</p> <p>Do you think the Great Plague shows that people in the 17th century had a better understanding of disease?</p>	<p>*In what ways was the Great Plague of 1665 similar to the Black Death of 1348?</p>	<p>Revision for end of unit test</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<ul style="list-style-type: none"> • Evaluate whether the Plague was dealt with more effectively than the Black Death. <p>Reflect and review/revision lesson</p> <ul style="list-style-type: none"> • Revise medieval and renaissance medicine • Revise question types • Evaluate own knowledge 	<p>starter question for PEE in terms of content</p> <p>Revise key areas in readiness for end of unit test via mixture of team games and activities equating to points</p> <p>Pupils should be reflecting on where they are in terms of question types and knowledge and identifying gaps</p>				
14 7 th Dec	<p>End of unit test:</p> <p>Renaissance and medieval medicine Full paper (4 qs)</p>	<p>Give timings at pertinent points Or: WTM for qs 1, 2 and 4</p>		<p>How useful Explain significance Compare similarity/difference Main factors</p>	<p>Revise for AP1</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>
15 14 th Dec Term ends Thurs 19th Dec	<p>L1 reflect and review: Feed-back from test and BIG QUIZ and pupil feed forward</p>	<p>Can do peer assessment to show impact of improvements. Teacher to monitor and re-mark key pupils</p>		<p>How useful Explain significance Compare similarity/difference Main factors</p>	<p>AP revision Resources on DODDLE and on paper</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>

