

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

	<p><b>L2: Medieval ideas about medicine: context and Arab medicine</b></p> <ul style="list-style-type: none"> <li>• Understand the context of medieval medicine</li> <li>• Describe the influence of Arab medicine</li> <li>• Explain differences in European and Arab medicine</li> </ul>	<p>Key words: medieval, Middle Ages, malnourishment, Dark Ages</p> <ul style="list-style-type: none"> <li>• Do now: Inference question based on a source</li> <li>• Gap fill/stretch questions to convey context</li> <li>• Use clip/text to explain achievements of Muslim world in the sphere of medicine</li> <li>• Reflection: Use source to compare and explain differences in European and Arab medicine</li> </ul>	<ul style="list-style-type: none"> <li>• What can you infer?</li> <li>• Explain likelihood</li> <li>• Assess significance</li> <li>• Explain differences</li> </ul>	GCSE stem – ‘Compare differences’		
3 14 <sup>th</sup> Sep	<p><b>L1: Medieval ideas about medicine: Hippocrates and Galen</b></p> <ul style="list-style-type: none"> <li>• Know medieval ideas about medicine</li> <li>• Explain the work of Hippocrates and Galen</li> <li>• Assess work of Hippocrates and Galen</li> </ul> <p><b>L2: Medieval treatments</b></p> <ul style="list-style-type: none"> <li>• To know some of the kinds of</li> </ul>	<p>Key words: miasma, Four Humours, supernatural, anatomy</p> <ul style="list-style-type: none"> <li>• Do now: Feed forward task</li> <li>• Watch and learn to identify medieval ideas</li> <li>• Knowledge building group task</li> <li>• Impact of Hippocrates table summary</li> <li>• Reflection: Galen – watch and learn to complete q.</li> </ul> <p>Key words: Urine chart, astrology, diagnosis, dissection</p> <ul style="list-style-type: none"> <li>• Do now: Re-cap natural/supernatural ideas</li> </ul>	<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’	<b>Galen and Hippocrates homework sheet</b>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

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

	<p><b>L2: How did the Church influence medicine in the Middle Ages?</b></p> <ul style="list-style-type: none"> <li>• Explain the significance of medieval hospitals</li> <li>• Know what medieval hospitals were like and describe differences between then and now</li> <li>• Assess how far the Medieval Church helped or hindered medicine.</li> </ul>	<p>Key words: contagious, specialist, hindered, leprosy</p> <ul style="list-style-type: none"> <li>• Do now: Link to prior learning – list reasons people believed illness was a punishment from God</li> <li>• Annotate a source to show good and bad points and compare differences from hospitals then to present day</li> <li>• Discuss and colour code key knowledge of medieval hospitals</li> <li>• Complete help/hinder table</li> <li>• Reflection – how far did Church hinder progress</li> </ul>	<ul style="list-style-type: none"> <li>• The Medieval Church hindered medical progress.’ How far do you agree?</li> <li>• Compare differences.</li> <li>• Explain the significance of medieval hospitals</li> </ul>	<p>GCSE stems ‘how far do you agree?’ ‘compare differences’, ‘explain significance’</p>		
<p>5 28<sup>th</sup> Sep</p>	<p><b>L1 and 2: How good was medieval public health?</b></p> <ul style="list-style-type: none"> <li>• Describe problems with public health in the Middle Ages.</li> <li>• Compare monasteries and towns for public health.</li> <li>• Assess how bad medieval public health was overall.</li> </ul>	<p>Key words: cesspool, privy, monastery, dunghill, bath house, latrine</p> <ul style="list-style-type: none"> <li>• Do now: Quiz based on prior learning on medieval medicine.</li> <li>• Watch for learning to create mind map of public health issues in medieval London.</li> <li>• Reflect on whether/why other places in medieval England would be cleaner.</li> </ul> <p>L2</p> <ul style="list-style-type: none"> <li>• Report back on homework and suggest reasons why London</li> </ul>	<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><b>Flip learning: Research public health in either medieval Coventry or medieval Fountains Abbey monastery.</b></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"> <li>• Complete table of factors that would impact on public health, e.g. wealth, leadership.</li> <li>• Evidence around the room for pairs to collect and share with each other, then share conclusion with the class.</li> </ul>				
6 5 <sup>th</sup> Oct	<p><b>L1 and 2: Black Death</b></p> <ul style="list-style-type: none"> <li>• Describe beliefs about causes</li> <li>• Explain treatments and preventions</li> <li>• Assess usefulness of a source in understanding preventions.</li> </ul>	<p>L1 and 2</p> <p>Key words: bubonic, pneumonic, plague, Pestilence, buboes</p> <ul style="list-style-type: none"> <li>• Do now: Identify reasons why a painting is useful in understanding the Black Death</li> <li>• Watch for learning and complete notes/answer short answer questions to check. Peer assess responses.</li> <li>• Classify supernatural/natural/cures and preventions</li> <li>• Black Death Bingo</li> <li>• Usefulness question</li> <li>• Reflection: Peer assess</li> </ul>	<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><b>Revision</b></p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
7 12 <sup>th</sup> Oct	<p><b>L1: Medicine stands still:</b></p> <p><b>L2: How to structure a usefulness question</b></p>	<ul style="list-style-type: none"> <li>• Black Death completion (see above).</li> <li>• 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.</li> </ul>	<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><b>Revision</b></p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

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

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

	<ul style="list-style-type: none"> <li>GCSE q: Explain similarities or differences</li> </ul> <p><b>preventions and treatments</b></p> <ul style="list-style-type: none"> <li>identify change and continuity in prevention and treatment c1500-c1700</li> <li>Describe changes and continuity in preventions and treatments</li> <li>Explain similarities/differences in preventions and treatments</li> </ul>	<ul style="list-style-type: none"> <li>Do now admin check</li> <li>change and continuities in treatments sheet</li> <li>paired research on change and continuity</li> <li>exam q: explain differences in treatments or preventions in 13<sup>th</sup> and 17<sup>th</sup> century</li> </ul>	<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><b>Vesalius and Harvey thought maps</b></p>	
12 23 <sup>rd</sup> Nov	<p><b>L7 and 8</b></p> <p><b>Early modern hospitals</b></p> <ul style="list-style-type: none"> <li>Identify traditional medical</li> </ul>	<p>Key words: quack doctors,</p> <ul style="list-style-type: none"> <li>Do now: assess painting for usefulness in pairs</li> <li>Card sort for scientific or traditional approaches</li> <li>Research new ideas in pairs</li> <li>Exam practise – significance*</li> </ul>	<p>How does this source challenge what we already know about medicine in the 17<sup>th</sup> 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 18<sup>th</sup></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><b>approaches and scientific medical approaches used by the 17<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>• <b>Outline the differences between Medieval and Early modern hospitals</b></li> <li>• <b>Explain the differences</b></li> </ul>	<ul style="list-style-type: none"> <li>• Complete chart showing changes to hospitals</li> <li>• Exam practise – comparison* using sentence starters</li> <li>• Peer assess for reflection using the mark scheme</li> </ul>	<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 18<sup>th</sup> 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 30<sup>th</sup> Nov</p>	<p><b>L9 and 10</b></p> <p><b>Plague revisited</b></p> <ul style="list-style-type: none"> <li>• <b>Describe what people thought caused the Great Plague of 1665 and how they tried to treat it.</b></li> <li>• <b>Explain how effectively the government responded to the Plague.</b></li> </ul>	<p>Key words: Great plague, miasma, God’s punishment, Bill of Mortality</p> <ul style="list-style-type: none"> <li>• Do now; interpretation usefulness in pairs</li> <li>• Explain early modern beliefs about causes</li> <li>• Colour code scientific v traditional treatments</li> <li>• <b>Assess new measures introduced by the mayor of London for effectiveness</b></li> <li>• <b>Watch for learning thought map</b></li> <li>• Exam q; similarities*</li> <li>• Reflection: colour code usefulness model answer to</li> </ul>	<p>Explain why traditional approaches to medical treatment were still being used by many people in late 17<sup>th</sup> Britain.</p> <p>Do you think the Great Plague shows that people in the 17<sup>th</sup> 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><b>Revision for end of unit test</b></p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<ul style="list-style-type: none"> <li>• <b>Evaluate whether the Plague was dealt with more effectively than the Black Death.</b></li> </ul> <p>Reflect and review/revision lesson</p> <ul style="list-style-type: none"> <li>• Revise medieval and renaissance medicine</li> <li>• Revise question types</li> <li>• Evaluate own knowledge</li> </ul>	<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 <sup>th</sup> Dec	<p><b>End of unit test:</b></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><b>Revise for AP1</b></p>	<p>SMSC:  So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>
15 14 <sup>th</sup> Dec  <b>Term ends Thurs 19<sup>th</sup> Dec</b>	<p><b>L1 reflect and review:</b> Feed-back from test and BIG QUIZ and pupil feed forward</p>	<p>Can do <b>peer assessment</b> 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><b>AP revision Resources on DODDLE and on paper</b></p>	<p>SMSC:  So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>

Christmas break Monday 21<sup>st</sup> Dec – Tue 5<sup>th</sup> Jan

<p>16 4<sup>th</sup> Jan (INSET)</p> <p><b>Pupils return on Tuesday 5<sup>th</sup> so some won't be seen</b></p>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Revise medieval and renaissance medicine</li> <li>• Revise question types</li> <li>• Evaluate own knowledge</li> </ul>	<p><b>Group activities /WTM</b></p>		<p>How useful Explain significance Compare similarity/difference Main factors</p>	<p><b>Revise for AP1</b></p>	<p>SMSC: So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>
<p>17 11<sup>th</sup> Jan AP WEEK?</p>						
<p>18 18<sup>th</sup> Jan</p>	<p><b>L1 Intro to a revolution in medicine</b></p> <ul style="list-style-type: none"> <li>• Identify reasons for a Revolution in medicine</li> <li>• Describe the impact on health</li> <li>• Explain and assess changing ideas by 19<sup>th</sup> century</li> </ul>	<p>Key words: miasma, spontaneous generation, typhoid, cholera, tuberculosis</p> <ul style="list-style-type: none"> <li>• Do now: how useful is the source in understanding public health in the 19<sup>th</sup> century?</li> <li>• Comparison paired work thought map key diseases of today compared to key diseases in 19<sup>th</sup> century with info on how they spread</li> <li>• Compare key ideas about causes before and after 1750 – what was similar/different?</li> <li>• Reflection: complete revision cards on key ideas</li> </ul>	<p>What does this tell you about public health in the 19<sup>th</sup> century?</p> <p>What similarities are there between causes?</p> <p>Why might these illnesses spread more quickly during the 19<sup>th</sup> century than they did before?</p>	<p>how useful is the source in understanding public health in the 19<sup>th</sup> century?</p> <p>Explain similarities/differences</p>	<p>Florence Nightingale significance fact file</p>	<p>SMSC: So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>

	<p><b>L2 Edward Jenner 1</b></p> <ul style="list-style-type: none"> <li>• Describe Jenner's work on vaccination</li> <li>• Explain why he was opposed</li> <li>• Explain the factors that made vaccination successful</li> </ul>	<p>Key words: inoculation, smallpox, vaccination, cowpox, royal society</p> <ul style="list-style-type: none"> <li>• Do now: Use picture to get pupils thinking about why people were so scared of smallpox</li> <li>• Watch for learning to describe Jenner's work and begin to assess his significance</li> <li>• Pupils annotate sources that illustrate pro and anti vaccination arguments</li> <li>• Colour coding pro/anti points re vaccination</li> <li>• Reflection: from list of factors pupils choose 3 to explain which factors made vaccination successful</li> </ul>	<p>why were some people opposed to vaccination?</p> <p>why was Jenner significant?</p>	<p>Explain significance</p> <p>How useful is the source?</p> <p>Is x the main factor?</p>	<p>Source usefulness q for next lesson</p>	
19 25 <sup>th</sup> Jan	<p><b>L1 Jenner 2</b></p> <ul style="list-style-type: none"> <li>• Describe reasons for usefulness</li> <li>• Assess reasons for usefulness</li> <li>• Explain significance</li> </ul> <p><b>L2 Hospitals</b></p> <ul style="list-style-type: none"> <li>• Describe changes to hospitals prior</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing from above – Do now task on source usefulness of anti-vaccination source</li> <li>• Peer assess</li> <li>• Plan significance q to complete for h/wk</li> </ul> <p>Key words: voluntary hospitals, deserving poor, pavilion style hospitals, cottage hospitals</p> <ul style="list-style-type: none"> <li>• Do now: Re-cap activity on hospital development to 19<sup>th</sup> century</li> </ul>	<p>How useful is the source?</p> <p>Long term significance of vaccination?</p> <p>Short term significance?</p> <p>Why was it so difficult for Elizabeth Garrett Anderson to become a doctor?</p>	<p>Usefulness of source</p> <p>Explain significance</p> <p>Explain similarities/difference</p>	<p>Jenner significance q</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<p><b>to 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>• Explain how hospitals developed in 19<sup>th</sup> century</li> <li>• Assess the different factors that contributed to development and decide the most significant.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast hospitals in 13<sup>th</sup> and 17<sup>th</sup> centuries</li> <li>• Research to complete profiles of key women involved in the medical profession</li> <li>• Reflection quiz</li> </ul>	<p>Why do you think she set up a new hospital for Women and Children?</p> <p>Explain reasons for changes to hospitals between 13<sup>th</sup> and 18<sup>th</sup> century</p>			
20 1 <sup>st</sup> Feb	<p><b>Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>• Describe Nightingale's work</li> <li>• Explain changes to hospitals</li> <li>• Assess nightingale's contribution to hospital care</li> </ul> <p><b>Changes in hospital care and health provision in 19<sup>th</sup> century</b></p>	<p>Key words: voluntary hospitals, deserving poor, pavilion style hospitals, cottage hospitals</p> <ul style="list-style-type: none"> <li>• Do now: Storyboard or create a narrative of the life of FN using info around the room</li> <li>• Create a poster or leaflet as a revision tool to explain the changes that took place in the eighteenth century</li> <li>• Reflection quiz fire quiz and peer assess</li> </ul> <p>Key words: sick clubs, infirmaries, pharmacies, patented pharmaceuticals, asylums, fever houses</p>	<p>What was significant about Florence Nightingale</p> <p>How significant was she compared to other 19<sup>th</sup> century women in medicine?</p> <p>How did social class impact on the level of care?</p> <p>What was the main factor in developing hospital care?</p>	<p>Explain significance</p> <p>Was x the main factor in...?</p>	<p>FN significance q.</p> <p>Was science and technology the main factor in improving hospitals?</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<ul style="list-style-type: none"> <li>• Describe how healthcare provision improved in the 19<sup>th</sup> century</li> <li>• Analyse the extent of change</li> <li>• Asses the importance of factors in the development of hospitals and medical care</li> </ul>	<p>Do now: colour code problems and solutions to hospital care Link problems to solutions</p> <p>Complete hospital care revision sheet in pairs</p> <p>Thought map the factors involved in the development of hospital care</p> <p>Reflection: Plan answer on main factor in development of hospitals</p>	How much did hospitals improve during the 19 <sup>th</sup> century?			
21 8 <sup>th</sup> Feb	<p><b>Anaesthetics: Simpson and the problem of pain</b></p> <ul style="list-style-type: none"> <li>• Describe what surgery was like in the 19<sup>th</sup> century</li> <li>• Explain differences to medieval surgery</li> <li>• Assess progress of surgery in 19<sup>th</sup> century in relation to pain relief</li> </ul>	<p>Key words: anaesthetics, anaesthesia, nitrous oxide, ether, chloroform, laughing gas</p> <ul style="list-style-type: none"> <li>• Do now: Annotate source to show problems in surgery in the 19<sup>th</sup> century</li> <li>• Watch for learning – types of pain relief available before development of anaesthetics. Thought map</li> <li>• Source usefulness q</li> <li>• Reflection: Complete ‘prescription’ relating to these chemicals</li> <li>• Do now: Gap fill exercise on importance of anaesthetics</li> <li>• Label reasons for opposition and approval</li> </ul>	<p>Which out of the 3 anaesthetics you have just studied, do you think revolutionised surgery the most? Explain your decision.</p> <p>What contribution do you think anaesthetics made to help revolutionise surgery</p>	How useful is the source for understanding surgery in the 1860s?	Short answer questions relating to medieval and Renaissance eras	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

		<ul style="list-style-type: none"> <li>• Colour code according to factors</li> <li>• Create table for success/failure of anaesthetics</li> <li>• Exam practise – compare differences</li> <li>• Reflection: What problems were still evident in surgery that had to be solved?</li> </ul>	<p>the most? Explain your answer.</p> <p>What problems still existed in surgery?</p>	<p>century. In what ways were they different?</p>		
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**February Half Term:  
15<sup>th</sup> – 19<sup>st</sup> Feb**

22 22 <sup>nd</sup> Feb	<p><b>Germ theory x2</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the roles of Koch and Pasteur</li> <li>• Explain their impact.</li> <li>• Link their discoveries</li> </ul>	<p>Key words; miasma, germ theory, spontaneous generation, microbes</p> <ul style="list-style-type: none"> <li>• Do now: what am I? pupils speculate re source</li> <li>• <b>Timeline of events leading to germ theory</b></li> <li>• <b>Watch for learning questions re Pasteur</b></li> <li>• Colour code short term and long term impact</li> <li>• Do now: explain Pasteur’s swan necked experiment using diagram</li> <li>• Exam practise*</li> <li>• Watch for learning to investigate who was more significant – Pasteur or Koch</li> <li>• Watch for learning re vaccination and complete storyboard activity</li> <li>• Koch cartoon usefulness – discuss in preparation for next lesson</li> <li>• Reflection, who was most significant?</li> </ul>	<p>Which event do you think can be seen as the ‘turning point’ at which the discovery of germs seemed more likely? Explain your answer.</p> <p>Who was most significant?</p>	<p>*Explain the significance of Pasteur’s germ theory in the development of medicine.</p>	<p>Research Robert Koch</p>	<p>SMSC:  So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>
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<p>23 1st March</p>	<p><b>Significance of Pasteur, Jenner and Koch x 2</b></p> <ul style="list-style-type: none"> <li>• Describe significance of individuals</li> <li>• Explain factors of importance</li> <li>• Evaluate relative significance</li> </ul>	<p>Key words: micro-organisms, bacteriologist,</p> <ul style="list-style-type: none"> <li>• Do now: compare Jenner to Pasteur and Koch for importance</li> <li>• show how scientists established the causes, prevention and treatment of disease in a flow chart</li> <li>• Prioritise factors in terms of which helped contribute to more scientific breakthroughs</li> <li>• Complete chart to show relative importance of discoveries of the 3 individuals (Jenner, Pasteur and Koch)</li> <li>• Do now cut out statements and match to individual to show arguments in favour of the 3 individuals</li> <li>• Table discoveries, factors, consequences, limitations and opposition</li> <li>• Reflection – arguments against/ how does this impact on judgement?</li> </ul>	<p>Who was most significant? Why? How do these discoveries link?</p> <p>Which of the 3 key individuals was most important? Explain your decision using factual evidence</p> <p>Explain how some of these factors can be linked/affected one another to lead to more medical breakthroughs</p> <p>Who was most significant in the short/long term?</p>	<p>Explain significance</p>	<p>Research Lister</p>	<p>SMSC:  So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>
<p>24 8th March</p>	<p><b>Lister – discoveries and significance to surgery/development of use of germ theory x2</b></p> <ul style="list-style-type: none"> <li>• Identify problems in 19<sup>th</sup> century surgery</li> <li>• Describe the work of</li> </ul>	<p>Key words: antiseptic, aseptic, sterilisation, carbolic spray</p> <ul style="list-style-type: none"> <li>• Do now: What problems in 19<sup>th</sup> century surgery can you identify using this source?</li> <li>• Watch for learning to complete qs – Ignaz Semmelweiss and Lister</li> <li>• Reflection – would Semmelweiss have been taken more seriously if</li> </ul>	<p>Why did anaesthetics lead to a 'black period' in surgery?</p> <p>Why was infection so common in 19<sup>th</sup> century surgery?</p> <p>How did germ theory impact on Lister?</p>	<p>Source usefulness</p> <p>Significance</p> <p>Main factor</p>	<p><b>Source usefulness q (carbolic soap)</b></p>	<p>SMSC:  So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>

	<p><b>Semmelweis and Lister</b></p> <ul style="list-style-type: none"> <li>• <b>Assess significance and reasons for opposition to Lister</b></li> </ul>	<p>there was awareness of germ theory?</p> <ul style="list-style-type: none"> <li>• Do now: what does the table of statistics show about the impact of antiseptics?</li> <li>• Create thought map showing reasons for opposition to antiseptic surgery</li> <li>• Use info around the room to complete diagram showing key points relating to Lister's work</li> <li>• Exam practise – significance</li> <li>• *Reflection</li> </ul>	<p>What was the main reason for opposition?</p> <p>What factors were important in Lister's work? What was the main factor?</p> <p>*Why was the problem of blood loss still evident at the end of the 19<sup>th</sup> century?</p>			
25 15 <sup>th</sup> March	<p><b>Public health x2</b></p> <p><b>L1</b></p> <ul style="list-style-type: none"> <li>• <b>Identify issues with public health</b></li> <li>• <b>Describe the role of Chadwick in the public health act of 1848</b></li> <li>• <b>Assess his importance in improving public health</b></li> </ul> <p><b>L2</b></p> <ul style="list-style-type: none"> <li>• <b>Identify what cholera was</b></li> </ul>	<p>Key words: industrialisation, pollution, overcrowding, sanitation, sewage, laissez faire, miasmatist, contagionist</p> <ul style="list-style-type: none"> <li>• Do now: use images to identify issues with public health in the 19<sup>th</sup> century</li> <li>• Watch for learning to complete public health gap fill</li> <li>• Sentence top and tails</li> <li>• Complete chart to show timeline and positives/negatives in changes to public health</li> <li>• Factors q – how to</li> <li>• Do now: use slide to describe cholera/how it is spread</li> <li>• Watch for learning to complete booklet re John snow</li> </ul>	<p>What was good about the first Public Health Act?</p> <p>What were the limitations of the First Public Health Act?</p> <p>Who was most significant in improving public health?</p> <p>What was the most important factor in improving public health – government or individuals?</p>	<p>Source usefulness</p> <p>Significance</p> <p>Main factors</p>	<p><b>Complete factors q</b></p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<p>and how it is spread</p> <ul style="list-style-type: none"> <li>Describe the role of Chadwick and Snow in proving the cause/preventing the spread of cholera</li> <li>Assess factors in improving public health</li> </ul>	<ul style="list-style-type: none"> <li>Complete timeline showing developments and number for significance (prioritise)</li> <li>Reflection -factors q</li> </ul>				
26 22nd March	<p><b>Topic assessment WTM</b></p> <p><b>L1 usefulness/significance</b></p> <p><b>L2 Similarities/factors</b></p>	<p>Select from 2 options for topic assessment</p> <p>Assess skills in test format post Q and A/teacher explanation</p>	<b>ALL GCSE Q TYPES</b>	<ul style="list-style-type: none"> <li>Significance</li> <li>Similarities</li> <li>Usefulness</li> <li>Main factors</li> </ul>	<b>Booth and Rowntree research</b>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
<b>Summer Term</b>						
27 12th April	<p><b>Feed forward and modern medicine intro</b></p> <p><b>L1</b></p>		Do you agree with peer assessment? Why/why not?	<ul style="list-style-type: none"> <li>Significance</li> <li>Similarities</li> <li>Usefulness</li> <li>Main factors</li> </ul>	<b>NHS research o complete sheet (see edexcel resources)</b>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p>

	<ul style="list-style-type: none"> <li>• <b>Evaluate personal strengths and weaknesses in 19<sup>th</sup> century unit</b></li> <li>• <b>Improve weakest answers</b></li> <li>• <b>Evaluate strengths and weaknesses of answers of peers</b></li> <li>• <b>Describe the context of 20<sup>th</sup> century medicine</b></li> <li>• <b>Explain key developments</b></li> <li>• <b>Assess factors of importance for 20<sup>th</sup> century</b></li> </ul>	<ul style="list-style-type: none"> <li>• Do now: review marks for recent work and identify best/worst q</li> <li>• Complete feed forward using generic mark scheme</li> <li>• Peer assess and write own EBI.</li> <li>• Black box survey</li> <li>• Do now: How do modern diseases differ from 19<sup>th</sup> century?</li> <li>• <b>Create thought map showing 21<sup>st</sup> century key concerns re health and compare</b></li> <li>• Gap fill re developments in 20<sup>th</sup> century public health</li> <li>• Reflection: what key factors do you expect to be important in improving public health in the 20<sup>th</sup> century?</li> </ul>	<p>Which question type do you find most difficult and why?</p> <p>What do you need to do to improve?</p> <p>Which of those reasons do you think was the most influential in convincing the government to improve Britain's health?</p> <p>What would be the likely key factors? Why?</p>	<p>Main factor</p>	<p>Sp2/3/5, M1</p>
<p>28 19<sup>th</sup> April</p>	<p><b>L1 liberal reforms</b></p> <ul style="list-style-type: none"> <li>• <b>Describe the work of Booth and Rowntree</b></li> <li>• <b>Explain reasons the government wanted to</b></li> </ul>	<p>Key words: liberals, liberal reforms, labour party, Boer War,</p> <ul style="list-style-type: none"> <li>• Do now: how can government decisions impact on peoples' health</li> <li>• <b>complete the table of events that led to government intervention</b></li> </ul>	<p>What examples can you think of that show government attempting to improve health?</p> <p>Why do they do this?</p> <p>Which government law do you think was most effective in improving the</p>	<p>*Explain the significance of the Liberal social reforms for the prevention of disease</p>	<p>SMSC:  So3, So6, So7, C1, C3, C5  Sp2/3/5, M1</p>

	<p><b>improve health</b></p> <ul style="list-style-type: none"> <li>Assess the impact government legislation had on Britain's health</li> </ul>	<ul style="list-style-type: none"> <li>plot measures on a timeline and explain them/judge relative impact</li> <li>Exam practise: *Explain the significance of the Liberal social reforms for the prevention of disease</li> <li>Reflection: Self assess</li> </ul>	health of the British people?			
29 26 <sup>th</sup> April	<p><b>L1 NHS</b></p> <ul style="list-style-type: none"> <li>Describe the opposition to the NHS</li> <li>Explain why the NHS was set up after the war</li> <li>Assess how successful the NHS is</li> </ul> <p><b>L2 Impact of War</b></p> <ul style="list-style-type: none"> <li>Describe impact of WW on medical progress</li> <li>Compare the 2 WWs for similarities</li> <li>Assess the beneficial effect of war on progress</li> </ul>	<p>Key words: NHS, Beveridge report, 'giant evils',</p> <ul style="list-style-type: none"> <li>Do now – Bevan source what is the message? Discuss</li> <li>Thought map benefits of the NHS using clip</li> <li>Colour code factors leading to creation of NHS then rank for importance</li> <li>Colour code successes and failures</li> <li>Reflection: Exam practise source usefulness using starter source</li> </ul> <p>Key words: plastic surgery, x-rays, transfusions, blood types, Thomas splint</p> <ul style="list-style-type: none"> <li>Do now: Gilles work source usefulness</li> <li>Watch for learning Gilles clip</li> <li>Work in pairs to judge impact of developments on spectrum using chart</li> <li>Colour code influence of key factors</li> <li>Reflection: *Similarities exam practise</li> </ul>	<p>Why did people oppose the NHS?</p> <p>What were the key benefits?</p> <p>Is the cartoon accurate? Why?</p> <p>What can you learn about reasons for medical progress in the 20<sup>th</sup> century?</p> <p>What was the main factor?</p>	<p>Source usefulness</p> <p>Source usefulness</p> <p>*Compare the impact World War One and World War Two had on medical progress. In what ways were they similar?</p> <p>Main factor</p>	<p><b>Usefulness q social bus</b></p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

<p>30 3rd May = <b>BANK HOLIDAY</b></p> <p>4th – 7th = school days</p>	<p><b>L1/2 Magic Bullets</b></p> <ul style="list-style-type: none"> <li>Identify what a magic bullet and what it does</li> <li>Explain how it developed</li> <li>Judge its importance in the history of microbiology</li> </ul>	<p>Key words: Microbiology, Prontosil, Salvarsan 606, microorganisms, bacterium, compound</p> <ul style="list-style-type: none"> <li>Do now: what do you think a 'magic bullet' is in connection with disease?</li> <li>Storyboard or comic strip or flow chart showing development of magic bullets</li> <li>Qs x 15 short answer race</li> <li>Reflection: Check – identify true/false statements re magic bullets</li> <li>Do now: Explain why the discovery of magic bullets was significant.</li> <li>Peer assess answers</li> <li>Factors of importance task</li> <li>Reflection – colour code benefits and problems with changes in treatment</li> </ul>	<p>Which individual was most important in the development of magic bullets?</p> <p>What was the main factor in the development of magic bullets?</p> <p>Describe the difference between a magic bullet and an antibiotic</p> <p>List ways technology has made it easier to create and provide drugs to treat diseases</p>	<p>Explain why the discovery of magic bullets was significant.</p> <p>What was the main factor in treatment of disease?</p>	<p><b>Source analysis 'dangers of antibiotics' p108</b></p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
<p>31 10<sup>th</sup> May</p>	<p><b>L1 penicillin</b></p> <ul style="list-style-type: none"> <li>Identify how Pasteur, Koch and Ehrlich influenced modern doctors.</li> <li>Describe the significance of the discovery of penicillin</li> </ul>	<p>Key words: antibiotic, penicillin,</p> <ul style="list-style-type: none"> <li>Do now: source usefulness using 2<sup>nd</sup> WW advert</li> <li>Bullet point impact of Pasteur/Koch and Ehrlich on 20<sup>th</sup> century medicine</li> <li>Colour code factors sheet</li> <li>Complete A3 story of penicillin sort/chronology sheet and qs</li> <li>Significance diamond</li> <li>*Exam practise</li> </ul>	<p>Explain what you think was the main factor in the development of penicillin.</p> <p>Compare with other factors</p> <p>Which individual(s), do you think was most important to the development of penicillin?</p>	<p>*How significant was the development of penicillin in Britain?</p> <p>Main factor?</p>	<p><b>Complete penicillin/DNA exam practise</b></p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

	<ul style="list-style-type: none"> <li>Assess the role luck, individuals, government and science played in the development of penicillin.</li> </ul> <p><b>L2 DNA</b> Describe what DNA is and how it causes illness Explain how DNA was discovered Evaluate the impact of factors which aided in the discovery</p>	<ul style="list-style-type: none"> <li>Reflection: what dangers are there with over use of medicinal pills?</li> </ul> <p>Key words: x ray photography, DNA, genome, genetic, biochemistry</p> <ul style="list-style-type: none"> <li>Do now: re-cap individuals knowledge check</li> <li>Spot the difference between bacterial and genetic diseases and define</li> <li>Flow chart on the story of DNA using info around the room or in pairs</li> <li>Complete factors table then rank with explanation</li> <li>Thought map reasons for the importance of DNA</li> <li>*Exam practise and self-assess using checklist</li> </ul>	<p>What was the main factor in the development of DNA?</p> <p>What qualities did these individuals possess?</p> <p>Why was the discovery of DNA so important?</p> <p>What examples of genetic disease can you think of?</p>	<p>Explain the significance of Crick and Watson's discovery of DNA in 1953</p> <p>Main factor?</p>		
32 17 <sup>th</sup> May	<p><b>L1 medicine since 1945</b></p> <ul style="list-style-type: none"> <li>Identify key developments in British medical history from 1945 to modern day.</li> <li>Explain the role war, the government,</li> </ul>	<p>Key words: hypnotherapy, homeopathy, aromatherapy, acupuncture, chiropractics</p> <ul style="list-style-type: none"> <li>Do now; anti-smoking poster source usefulness</li> <li>Table developments according to factor</li> <li>Computer task or info around the room: Produce fact files giving description and impact of a range of alternative therapies</li> </ul>	<p>Why do people turn to alternative therapies?</p> <p>What is the key factor in medical developments since 1945?</p>	<p>How useful is the source?</p>	<p><b>Factors q: Has the government been the main factor in the development of medicine since 1945?</b></p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5, M1</p>

	<p><b>finance, communication, technology and the individual</b></p> <ul style="list-style-type: none"> <li>Evaluate these factors.</li> </ul> <p><b>L2 21<sup>st</sup> century</b></p> <ul style="list-style-type: none"> <li>Identify key factors that improved 21<sup>st</sup> century public health</li> <li>Explain how events and factors have contributed to Britain having improved public health</li> <li>Judge how effective modern-day health initiatives are.</li> </ul>	<ul style="list-style-type: none"> <li>Reflection – why have these alternatives become more popular in spite of lack of scientific evidence?</li> </ul> <p>Key words:</p> <ul style="list-style-type: none"> <li>Do now – usefulness of Bevan ‘giants’ source</li> <li>Paired research task – 2 factors individually researched to teach pair and complete table</li> <li>*Modern medicine re-cap sheet – use for h/k if not enough time</li> <li>Match development to picture and then to description (edexcel resources)</li> <li>Reflection Rank most to least effective in diagram and explain top choice</li> </ul>	<p>Explain what you think was the main factor behind the improved public health in Britain in the modern day.</p> <p>Which initiative do you think is most effective in improving the health of the British people?</p>	<p>How useful is the source in...?</p> <p>Main factor?</p>	<p><b>* + Revision</b></p>	
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33  
24th May  
Reflect and review/revision for students to find out and work on their gaps in knowledge and key areas of weakness

**Half term 31st May – 4th June**

34 7 <sup>th</sup> June	Revision guides/index cards for individuals	Revision – medieval AND Renaissance time periods  Significance timed question	How long should your answer to x be?  Timings?	Explain the significance  Compare similarities...	Revision for AP2	SMSC:
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	<p><b>L1 Medicine stands still</b></p> <p><b>L2 Beginnings of change</b></p>	<p>Similarities timed question</p> <p>Re-cap People and events leading to a timed question or WTM style completion of a question</p> <p>Individualised support/on the spot marking or peer assessment</p>	<p>Gaps?</p> <p>Key content?</p>			<p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
35 14 <sup>th</sup> June	<b>Revision – Revolution in medicine</b>	<p>Revision – 19<sup>th</sup> century</p> <p>Re-cap People and events leading to a timed question or WTM style completion of a question</p> <p>Individualised support/on the spot marking or peer assessment</p>	<p>How long should your answer to x be?</p> <p>Timings?</p> <p>Gaps?</p> <p>Key content?</p>	Source usefulness?	<b>Revision for AP2</b>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
36 21 <sup>st</sup> June	<b>Revision - modern medicine</b>	<p>Revision – 20<sup>th</sup> century</p> <p>Re-cap People and events leading to a timed question or WTM style completion of a question</p> <p>Individualised support/on the spot marking or peer assessment</p>	<p>How long should your answer to x be?</p> <p>Timings?</p> <p>Gaps?</p> <p>Key content?</p>	Main factor?	<b>Revision for AP2</b>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>
37 28 <sup>th</sup> June <b>SPORTS DAY WEEK?</b>		<p>AP WEEK?</p> <p>Use of student webinar materials/final completion of revision</p>				<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5</p> <p>Sp2/3/5, M1</p>

38 5 <sup>th</sup> July	<b>Yr 9 TRANSFER TO UPPER</b>					
39 12 <sup>th</sup> July <b>Term ends on Friday 16<sup>th</sup> July</b>						