



# Netherhall School

## Year 11 History/ GCSE

### Unit – Health and the People: c1000 to the present day

#### AO1 – Knowledge and understanding

- knowledge and understanding of specific historical events, periods and societies
- knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues
- apply knowledge and understanding to explain events, concepts and people studied
- understand and appropriately use in context of historical terms including first order historical concepts such as ‘constitution’, ‘nation’, ‘revolution’, ‘society’
- deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

#### AO2 – Explanation and analysis

- analyse and explain the reasons for, and results of, events and changes.
- explain links and relationships between features
- analyse key changes.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts
- understand the key features and characteristics of the periods studied in relation to second order historical concepts of continuity, change, cause, consequence, significance and similarity and difference within situations
- understand the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends.

#### AO3 – Analysing sources

- select and combine information from different sources of evidence
- compare and evaluate sources of evidence
- use sources of evidence critically to explain and analyse the past
- construct valid and realistic historical claims by using a range of sources in context
- understand and use critically and constructively a range of contemporary source material appropriate to the period to frame their own valid historical questions and make their own valid historical claims
- understand how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.

#### AO4 – Interpretations

- analyse and explain why there are different historical interpretations of events, people and changes
- discern how and why different interpretations of the past have been constructed
- develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments
- understand of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others

## Curriculum Map

### Unit:

Thematic study

Health and the People: c1000 to the present day

### Topics studied:

1. How effective was Medieval medicine?
  - Course intro
  - How effective were medieval treatments?
  - What was the Theory of the Four Humours?
  - Religion – What was the role of the Christian Church?
  - Religion – How did Islam affect medieval medicine?
  - How far did medieval surgery improve?
  - How effective was medieval public health?
  - What does the Black Death teach us about medieval medicine?
2. Why did medicine begin to improve, in the Early Modern period?
  - Why were Vesalius and Harvey able to make breakthroughs?
  - What breakthroughs did Pare make in surgery?
  - Significance Q on Vesalius, Harvey and Pare
  - How scientific was Early Modern medicine?
  - The 1665 Great Plague
  - What was the significance of Edward Jenner?
  - Factors influencing progress
3. Why was there a revolution in medicine, in the nineteenth century?
  - How was pain conquered?
  - What was Germ Theory?
  - How important was Lister?
4. What factors have caused progress in modern medicine?

### GCSE syllabus links:

AQA syllabus:

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Students will study the importance of the following factors:

- war
- superstition and religion
- chance
- government
- communication
- science and technology
- the role of the individual in encouraging or inhibiting change.

Students will show an understanding of how factors worked together to bring about particular developments at a particular time, how they were related and their impact upon society. Students will develop an understanding of the varying rate of change, why change happened when it did, whether change brought progress, and the significance of the change(s). They should also be able to distinguish between different types of causes and consequences, such as short/ longterm causes, intended/unintended consequences.

This option focuses on the following questions:

- Why has there been progress in the health of the British people?
- How and why has the pace and scale of medical development varied at different times?
- What impact has medical progress had on people and society?
- How and why have different factors been more important than others for individual medical developments?
- What is the significance of key individuals or events in the history of medical development?

Part one: Medicine stands still

- Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness.
- Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques.
- Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention.

#### Part two: The beginnings of change

- The impact of the Renaissance on Britain: challenge to medical authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change.
- Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter.
- Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change.

#### Part three: A revolution in medicine

- The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies.
- A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery.
- Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts.

#### Part four: Modern medicine

- Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments.
- The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery.
- Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.

#### **National Curriculum links:**

**Key skills practised/ developed:**

AO1/ AO2/ AO3

**Approx time needed:**

**Other notes:**

**Key knowledge to be taught:**

Four historical periods:

- Medieval
- Early Modern
- Nineteenth century
- Modern

Factors impacting upon change:

- war
- superstition and religion
- chance
- government
- communication
- science and technology
- the role of the individual

**Historical skills:**

AO1/ AO2/ AO3

**Learning Objective:** Course intro

**Check Prior Knowledge:**

Images to introduce topic/ activate prior knowledge of concepts

**Teaching and modelling:**

Outline periods studied and factors helping/ hindering medicine

**Deliberate practice:**

Students identify features of the four historical periods

**Checking Understanding/ Intervening and Correcting**

Check answers – discuss potential impact on health/ medicine

**Key knowledge to be taught:**

What could doctors do?

- Doctors based treatments on zodiac charts and urine tasting.
- Bleeding (blood-letting and leeches).

Other treatments available?

- Traditional herbal treatments and remedies from wise woman.
- Barber-surgeons sawed off ill limbs, also cut your hair.

**Historical skills:**

AO1/ AO2/ AO3

**Learning Objective:** How effective were medieval treatments?

**Check Prior Knowledge:****Teaching and modelling:**

Explain different treatments – textbook for further info  
Film clip

**Deliberate practice:**

Students make inferences about treatments from images on slides

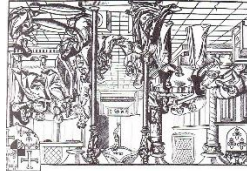
**Checking Understanding/ Intervening and Correcting**

<p><b>Key knowledge to be taught:</b></p> <p>What was the Theory of the Four Humours?</p> <ul style="list-style-type: none"> <li>• From Hippocrates, an ancient Greek.</li> <li>• Body made of blood, yellow bile, black bile and phlegm.</li> <li>• Had to be kept in balance to stay healthy.</li> <li>• Theory of Opposites: Galen’s idea, e.g. treat a cold with pepper.</li> </ul> <p>What did people think caused illness?</p> <ul style="list-style-type: none"> <li>• Supernatural explanation: Punishment from God.</li> <li>• ‘Scientific’ explanation: Imbalance of the four humours.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> What was the Theory of the Four Humours?</p> <p><b>Check Prior Knowledge:</b></p> <p>Use images of flagellation and urine-testing to introduce topic/ activate engagement</p> <p><b>Teaching and modelling:</b></p> <p>Students read and recall key info</p> <p><b>Deliberate practice:</b></p> <p>Reciprocal reading – use text to find/ highlight answers to questions about Hippocrates and Galen</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Taboo exercise to define key words</p>
<p><b>Key knowledge to be taught:</b></p> <p>How was the church involved in medicine?</p> <ul style="list-style-type: none"> <li>• Prayer to prevent and cure illness.</li> <li>• Set up 700 Christian hospitals.</li> <li>• Pilgrimages – journeys to be healed at shrines.</li> </ul> <p>Whose ideas did the church promote?</p> <ul style="list-style-type: none"> <li>• Writings of Hippocrates (Four Humours).</li> <li>• Writings of Galen about anatomy: Roman who worked in a gladiatorial school and dissected animals.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> Religion – What was the role of the Christian Church?</p> <p><b>Check Prior Knowledge:</b></p> <p>Identify periods and sort chronologically Annotate images with prior knowledge</p> <p><b>Teaching and modelling:</b></p> <p>Read and recall key knowledge Reciprocal reading – use textbook to identify/ list ways church helped/ hindered progress Film clip</p> <p><b>Deliberate practice:</b></p> <p>Formative assessment: live-model answer to source Q, with students: <b>How useful is source A for understanding Christian ideas about illness? (8 marks)</b></p>



Summative assessment: Students then plan and answer Q independently:

Health and the People Q1 (8 marks) - How useful is Source A to an historian studying the role of the Church in Medieval health?



**Checking Understanding/ Intervening and Correcting**

Review/ improve marked work using student exemplars and green pen notes

**Key knowledge to be taught:**

How did the Islamic Empire help?

- Library at Baghdad preserved writings of Hippocrates and Galen.
- Rhazes: doctor who promoted observing patient's symptoms.
- Avicenna: wrote encyclopaedia of medicines.
- All translated into Latin for western doctors to use.

**Historical skills:**

AO1/ AO2/ AO3

**Learning Objective:** Religion – How did Islam affect medieval medicine?

**Check Prior Knowledge:**

Islamic image to introduce topic/ recall prior knowledge

**Teaching and modelling:**

Slides in PowerPoint to introduce Islamic empire – also, linked film clips

**Deliberate practice:**


Students take notes on Islamic medicine – also helping/ hindering

Formative assessment: Plan and live-model an answer to new style of exam Q;

Health and the People Q2 (8 marks) - Explain the significance of Islam in Medieval Medicine

**Checking Understanding/ Intervening and Correcting**



<p><b>Key knowledge to be taught:</b></p> <p>Surgeons:</p> <ul style="list-style-type: none"> <li>• Most common kind: Barber-surgeons:</li> <li>• Cut your hair, learned surgery on the job.</li> <li>• Some learned surgery on battlefield.</li> <li>• Combined hair cutting with small surgical operations: bone-setting, tooth extraction.</li> <li>• Considered lower class than physicians (doctors), who studied at university.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> How far did medieval surgery improve?</p> <p><b>Check Prior Knowledge:</b></p> <p>‘Wound Man’ image to engage and activate prior knowledge Match up key language</p> <p><b>Teaching and modelling:</b></p> <p>PowerPoint slides to outline surgery</p> <p><b>Deliberate practice:</b></p> <p>Use textbook to identify improvements – assess degree of progress</p> <p>Formative assessment: Plan an answer to this Q – annotate source based on COP <b>How useful is Source A for finding out about medieval surgery in Britain? (8)</b></p>  <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Share exemplar student work</p>
<p><b>Key knowledge to be taught:</b></p> <p>What were towns like?</p> <ul style="list-style-type: none"> <li>• No sewers. Cesspits and dung heaps in streets, annually dug out by ‘gong farmers’.</li> <li>• Rivers used as sewers; stream in Exeter called ‘shitebrook’.</li> <li>• Towns (e.g. Worcester in 1466) passed public health laws, often ignored.</li> </ul>	<p><b>Learning Objective:</b> How effective was medieval public health?</p> <p><b>Check Prior Knowledge:</b></p> <p>Cartoon images to identify concept of public health</p> <p><b>Teaching and modelling:</b></p>

<p>Why were monasteries better?</p> <ul style="list-style-type: none"> <li>• Monks lived in monasteries and abbeys, usually away from towns.</li> <li>• Cleanliness was a sign of holiness.</li> <li>• Monks educated and had access to medical books.</li> <li>• Monasteries had piped fresh water and lavatoriums (toilets).</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p>Define public health</p> <p><b>Deliberate practice:</b></p> <p>Students judge effectiveness of public health using spectrum – annotate notes on to it from PowerPoint and film clip</p> <p>Write summary evaluation</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p>
<p><b>Key knowledge to be taught:</b></p> <p>How did people respond to the Black Death?</p> <ul style="list-style-type: none"> <li>• Believed it was caused by stars and planets or God’s punishment.</li> <li>• Many ineffective ways to prevent or cure it, e.g. drinking mercury.</li> <li>• ‘Flagellants’ whipped themselves publicly, to appease God.</li> </ul> <p>Long-term effects of the Black Death?</p> <ul style="list-style-type: none"> <li>• Shortages of food, prices went up.</li> <li>• Shortage of peasant workers; they demanded more wages.</li> <li>• 1351 Statute of Labourers: law saying wages would stay the same.</li> <li>• Catholic church weakened: some accused priests of cowardice, although many had died.</li> <li>• Bubonic plague returned many times, e.g. 1665 Great Plague of London.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> What does the Black Death teach us about medieval medicine?</p> <p><b>Check Prior Knowledge:</b></p> <p>Astrologer image to raise Qs/ prior knowledge</p> <p>Coffin image to recall prior learning</p> <p><b>Teaching and modelling:</b></p> <p>Students annotate notes on chart, from slides/ film/ textbook</p> <p>Explain means of preventing Black Death, discuss effectiveness</p> <p><b>Deliberate practice:</b></p> <p>Images to identify ways to prevent Black Death</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p>
<p><b>Key knowledge to be taught:</b></p> <p>What did Andreas Vesalius discover about anatomy?</p>	<p><b>Learning Objective:</b> Why were Vesalius and Harvey able to make breakthroughs?</p> <p><b>Check Prior Knowledge:</b></p>

<ul style="list-style-type: none"> <li>• Professor of Anatomy in Padua, Italy.</li> <li>• 1543 published 'The Fabric of the Human Body'. Drawings from human dissections, used by English barber-surgeons.</li> <li>• Showed many of Galen's ideas (e.g. blood came from the liver) were wrong.</li> </ul> <p>What did William Harvey discover?</p> <ul style="list-style-type: none"> <li>• English physician (doctor), Wrote book 'On the Motion of the Heart' in 1628.</li> <li>• Showed that blood circulated around the body in one direction, was not 'used up' like Galen claimed.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p>Images to activate knowledge of Early Modern period</p> <p><b>Teaching and modelling:</b></p> <p>Students skim Knowledge Organiser booklet about Vesalius and Harvey  Students research in groups using wall displays  Film clip</p> <p><b>Deliberate practice:</b></p> <p>Students make/ explain links on chart  Annotate factors helping/ hindering change</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Plenary quiz  Taboo exercise to explain key words/ names</p>
<p><b>Key knowledge to be taught:</b></p> <p>What did Ambroise Pare do?</p> <ul style="list-style-type: none"> <li>• French surgeon. 1537, used cream instead of hot oil on battle wounds. Tied up blood vessels instead of burning with hot iron.</li> <li>• His book 'Works on Surgery' popular in England.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> What breakthroughs did Pare make in surgery?</p> <p><b>Check Prior Knowledge:</b></p> <p>Images to recall features of Early Modern period  Image of Pare on battlefield, to guess learning Objective</p> <p><b>Teaching and modelling:</b></p> <p>Read and recall info about Pare  Film clip about battlefield wounds  Film clip and questions about Pare  Textbook notes, using headings</p> <p><b>Deliberate practice:</b></p> <p><b>Checking Understanding/ Intervening and Correcting</b></p>

<p><b>Key knowledge to be taught:</b></p> <p>As above</p> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> Significance Q on Vesalius, Harvey and Pare</p> <p><b>Check Prior Knowledge:</b></p> <p>Pics of Vesalius/ Pare/ Harvey to recall their work and factors helping them</p> <p><b>Teaching and modelling:</b></p> <p>Ex[plain use of '5Rs' to assess significance</p> <p><b>Deliberate practice:</b></p> <p>Formative assessment: plan and live-model answer to significance Q, with students:  Health and the People Q2 (8 marks). Explain the significance of Vesalius and Harvey in understanding the human body</p> <p>Summative assessment: Students then plan and answer significance Q independently:  Health and the People Q2 (8 marks). Explain the significance of Ambroise Pare in the development of Surgery</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Review/ improve marked answers using green pen notes</p>
<p><b>Key knowledge to be taught:</b></p> <p>What treatments were available?</p> <ul style="list-style-type: none"> <li>• Continuity from Medieval: barber-surgeons, herbal remedies, 4 Humours. 1685 Charles II died after purging and bloodletting.</li> <li>• Quacks: salesmen who sold fake 'cure-alls'.</li> <li>• Printed 'Recipe books' recorded effective treatments.</li> <li>• New 'drugs': Opium from Turkey, tobacco from America.</li> </ul> <p>How did hospitals change?</p>	<p><b>Learning Objective:</b> How scientific was Early Modern medicine?</p> <p><b>Check Prior Knowledge:</b></p> <p>Info about death of Charles II – recall prior knowledge of bloodletting and purging</p> <p><b>Teaching and modelling:</b></p> <p>Pics to identify Early Modern treatments  Slides to explain treatments, also 'Quacks' film clip  Outline work of John Hunter using slide  Summarise changes in hospitals using slide</p>

- 1530s - Henry VIII closed monasteries, Christian hospitals lost.
- Growth in hospitals: Royal Hospitals in London, e.g. St Bartholomew's. Charity Hospitals (from donations), e.g. Guy's.
- Doctors studied in hospitals, encouraged scientific approach.

Who was John Hunter?

- Scottish surgeon, robbed bodies from graves to study anatomy.
- Used 'Scientific method'; collected, experimented, wrote books.
- Injected himself with STDs, 1786 published 'On Venereal Disease'.

**Historical skills:**

AO1/ AO2/ AO3

**Deliberate practice:**

Students assemble notes on changes, evaluate degree of change and factors causing change 'Science or tradition' sheet – assess/ discuss degree of continuity/ change

**Checking Understanding/ Intervening and Correcting**

**Key knowledge to be taught:**

What was the impact of the 1665 Great Plague?

- 100,000 died in London. Blamed on bad air: 'miasma'.
- Plague houses quarantined, red cross on doors.
- Streets cleaned, bodies burned, public gatherings banned.

**Historical skills:**

AO1/ AO2/ AO3

**Learning Objective:** The 1665 Great Plague

**Check Prior Knowledge:**

Students recall prior learning about Black Death, using outline chart – share and discuss

**Teaching and modelling:**

Students recall and write down key info about 1665 Great Plague

'Bill of Mortality' used to assess causes of death in London

Students take notes comparing Black Death with 1665 Great Plague, using textbook

Film clip

**Deliberate practice:**

Students match descriptions to contemporary broadsheet images of plague

Image of plague doctor – students annotate methods of preventing illness – scientific or traditional/ superstitious?

Formative assessment – plan and live-model answer with students:

	<p>Explain two ways in which the Black Death in the 14th century and the Great Plague in the 17th century were similar.</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Review similarities identified in exam Q, try to categorise them</p>
<p><b>Key knowledge to be taught:</b></p> <p>What was inoculation?</p> <ul style="list-style-type: none"> <li>• Giving patient small dose of Smallpox (deadliest disease) via pus/ scabs to encourage immunity. Risky!</li> <li>• 1721 Introduced to England by Lady Mary Wortley Montagu.</li> </ul> <p>What did Edward Jenner do?</p> <ul style="list-style-type: none"> <li>• Discovered vaccination 1797: noticed that milkmaids didn't catch smallpox. Experimented by inserting cowpox into 8-year-old James Phipps, to prevent smallpox. Safer than inoculation.</li> </ul> <p>Why was there opposition to vaccination?</p> <ul style="list-style-type: none"> <li>• Jenner was just a country doctor, sneered at.</li> <li>• London doctors made money from inoculation.</li> <li>• BUT Royal family vaccinated, parliament gave Jenner £10,000 in 1802.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> What was the significance of Edward Jenner?</p> <p><b>Check Prior Knowledge:</b></p> <p>Formative assessment tasks – students plan answers to the following Qs – use the info/ prompts to support them</p> <p>Explain two ways in which Andreas Vesalius and John Hunter were similar</p> <p>Explain two ways in which Medieval hospitals and Early Modern hospitals were similar</p> <p>Images of preventing illness – students recall methods</p> <p><b>Teaching and modelling:</b></p> <p>Images of famous smallpox victims, to introduce disease</p> <p>Images of smallpox and summary of disease</p> <p>Outline inoculation, using slide</p> <p>Film clips and slide, to explain Jenner's experiment</p> <p>Students arrange Jenner's story into correct order</p> <p>Notes on opposition to Jenner</p> <p>Images to recall story</p> <p><b>Deliberate practice:</b></p> <p>Students make links and connections on chart</p> <p>Outline the '5R's</p> <p>Formative assessment: students plan an answer to this Q:</p> <p>Health and the People Q2 (8 marks)</p> <p>Explain the significance of Edward Jenner's work</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Share model answer, use to identify/ highlight success criteria</p>

	<p>Students discuss/ relate Jenner's story Discuss role of anti-vaxxers</p>
<p><b>Key knowledge to be taught:</b></p> <p>All of above</p> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> Factors influencing progress</p> <p><b>Check Prior Knowledge:</b></p> <p>Recall examples of each factor influencing health</p> <p><b>Teaching and modelling:</b></p> <p>Plan answer</p> <p><b>Deliberate practice:</b></p> <p>Formative assessment: plan and live-model answer with class: Has religion been the main factor in the development of preventing and treating illness? Explain your answer with reference to religion and other factors (superstition and religion, war, chance, government, communication, science and technology, the role of the individual). Use a range of examples from across your study of Health and the people: c1000 to the present day. (You have only completed the Medieval and Early Modern periods, so just focus on them)</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Review answer using checklist, improve if required</p>
<p><b>Key knowledge to be taught:</b></p> <p>Who was James Simpson?</p> <ul style="list-style-type: none"> <li>• Scottish doctor, 1847 discovered first safe and reliable anaesthetic, anaesthetic (chloroform) to make surgery painless.</li> <li>• Used by Queen Victoria in 1853.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> How was pain conquered?</p> <p><b>Check Prior Knowledge:</b></p> <p>Questions on prior learning – use partner, notes, Knowledge Organiser Images to recall features of nineteenth century Invite questions about image of Simpson and friends passing out</p> <p><b>Teaching and modelling:</b></p> <p>Define anaesthetics and antiseptics</p> <p><b>Deliberate practice:</b></p>

	<p>Students create timeline of anaesthetics developments, including pros and cons of each substance used Consider impact of anaesthetics – good and bad</p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Film clip to review/ revise learning</p>
<p><b>Key knowledge to be taught:</b></p> <p>What was Germ Theory?</p> <ul style="list-style-type: none"> <li>• Spontaneous Generation theory: germs were caused by illness.</li> <li>• 1861 'Germ Theory' book published by French scientist Louis Pasteur: proved germs caused disease.</li> </ul> <p>Who was Robert Koch?</p> <ul style="list-style-type: none"> <li>• German rival of Pasteur. Discovered which germs caused which diseases, using coloured dye.</li> </ul> <p>Who was Paul Ehrlich?</p> <ul style="list-style-type: none"> <li>• Koch's student: went further and developed 'magic bullets', drugs which killed specific germs.</li> <li>• Salvarsan 606 killed Syphilis germs (syphilis was an STD).</li> </ul> <p>Was Germ Theory accepted in UK?</p> <ul style="list-style-type: none"> <li>• 1866 Cattle Plague: Beale showed it was caused by germs.</li> <li>• BUT Professor Bastian believed in Spontaneous Generation.</li> <li>• Tyndall lectured against Bastian, promoting Germ Theory.</li> </ul> <p>How did vaccination develop?</p> <ul style="list-style-type: none"> <li>• Pasteur and Koch, rivals due to Franco-Prussian War (1870-1).</li> <li>• Koch discovered anthrax and cholera germs.</li> <li>• Pasteur developed Chicken cholera and Anthrax vaccines.</li> </ul> <p><b>Historical skills:</b></p>	<p><b>Learning Objective:</b> What was Germ Theory?</p> <p><b>Check Prior Knowledge:</b></p> <p>Taboo game – define words</p> <p><b>Teaching and modelling:</b></p> <p>Define key words Use slides, film clips, textbooks to explain theories about disease, role of Pasteur and Koch Questions about video clip</p> <p><b>Deliberate practice:</b></p> <p>Formative assessment: use 5Rs to plan answer to Q: <b>Explain the significance of Louis Pasteur</b></p> <p><b>Checking Understanding/ Intervening and Correcting</b></p> <p>Use model answer to highlight key knowledge and language for success</p>



<p>AO1/ AO2/ AO3</p>	
<p><b>Key knowledge to be taught:</b></p> <p>Who was Joseph Lister?</p> <ul style="list-style-type: none"> <li>• Scottish surgeon, helped introduce Germ Theory in Britain.</li> <li>• Antiseptics: 1871 - sprayed carbolic acid in surgery. Death rate dropped 46% to 15%. Opposition, as acid cracked surgeon's skin.</li> </ul> <p>What was aseptic surgery?</p> <ul style="list-style-type: none"> <li>• Surgery without germs. clean gowns, sterilised equipment.</li> <li>• 1890s: Berkeley Moynihan: British surgeon, used rubber gloves.</li> </ul> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b> How important was Lister?</p> <p><b>Check Prior Knowledge:</b></p> <p>Review/ revise impact of anaesthetics, using slide Invite Qs about Lister in operating theatre, to activate knowledge</p> <p><b>Teaching and modelling:</b></p> <p><b>Deliberate practice:</b></p> <p><b>Checking Understanding/ Intervening and Correcting</b></p>
<p><b>Key knowledge to be taught:</b></p> <p><b>Historical skills:</b></p> <p>AO1/ AO2/ AO3</p>	<p><b>Learning Objective:</b></p> <p><b>Check Prior Knowledge:</b></p> <p><b>Teaching and modelling:</b></p> <p><b>Deliberate practice:</b></p> <p><b>Checking Understanding/ Intervening and Correcting</b></p>
