Overview: Focus 1 Ideas about the cause of disease and illness 1900-2000. Focus 2 Approaches to prevention and treatment 1900-2000. Focus 3 Key individuals: Fleming, Florey and Chain’s development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action

<table>
<thead>
<tr>
<th>History Concepts and Processes</th>
<th>Powerful Knowledge expectations/Assessment Objectives</th>
<th>Cross-curricular and interdisciplinary links</th>
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<tr>
<td><strong>1 Concepts</strong></td>
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</table>
| AF1 Knowledge and Understanding | A Most pupils will: Have a developed chronological overview of Medicine 1900-2000. They will have developed knowledge and understanding about the causes and the treatments of illness and the changes and continuities that were to result. Furthermore they will have developed the Tallis Habits of independent enquiry, creative thinkers, team workers and effective participants. They will have an appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking. | Habits of Mind
Inquisitive - Wondering & questioning, Exploring possibilities, Challenging assumptions
Collaborative - Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’
Persistent - Sticking with difficulty, Daring to be different, Tolerating uncertainty
Disciplined - Crafting & improving, Reflecting critically, Developing techniques
Imaginative - Using intuition, Making connections, Playing with possibilities

| **2 Processes**               | Some pupils will not have made so much progress and will: Have some chronological understanding of Medicine 1900-2000. They will have developed some knowledge and understanding about the causes and treatments of illness and the changes and continuities that were to result. Furthermore they will have developed the Tallis Habits of independent enquiry, creative thinkers, team workers and effective participants. They will have a limited appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking. | Literacy
Writing
Reading
Speaking and Listening

| **3 Processes**               | Some pupils will have progressed further and will: Have a developed a sophisticated chronological overview of Medicine 1900-2000. They will have developed deep knowledge and understanding about the causes and treatments of illness and the significant changes and continuities that were to result. Furthermore they will have developed the Tallis Habits of independent enquiry, creative thinkers, team workers and effective participants. They will have a more sophisticated appreciation of wider curriculum dimensions. | Numeracy Focus
Number
Statistics |
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Key Topic 1</th>
<th>History Learning Objectives: Concepts, Powerful Knowledge and skills including: habits of mind, literacy and numeracy.</th>
<th>Differentiated teaching strategies/activities including stretch and challenge</th>
<th>Resources</th>
<th>AfL activities and formal assessment</th>
<th>Extended enquiry including stretch and challenge</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Key Topic 1</strong></td>
<td><strong>I In a nutshell:</strong> ?</td>
<td><strong>Starter</strong> Engaging introduction of factors of change and continuity in the wider context of Britain 1900-2000.</td>
<td><strong>1 Department Activity booklet.</strong></td>
<td><strong>1 Developing powerful knowledge through reading, speaking and listening and writing.</strong></td>
<td><strong>1 Timeline 1</strong></td>
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<tr>
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<td></td>
<td><strong>Habits of Mind Objectives</strong> Inquisitive, Collaborative, Persistent, Disciplined, Imaginative</td>
<td><strong>Independent Learning.</strong> Extended explanatory writing on factors of change and continuity in context.</td>
<td><strong>3 Online resources.</strong></td>
<td><strong>3 Peer Assessment and Teacher Assessment followed by green pen marking through self assessment.</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Literacy Objectives</strong> Reading, Speaking and Listening and Writing</td>
<td><strong>Plenary</strong> Consideration of extent of change through a living graph.</td>
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<tr>
<td>Week 2</td>
<td>Focus 1</td>
<td><strong>II Causes and analyses of developments:</strong></td>
<td><strong>Starter</strong> Engaging introduction of explanations of the causes of illness in the wider context of Britain 1900-2000.</td>
<td><strong>1 Department Activity booklet.</strong></td>
<td><strong>1 Developing powerful knowledge through reading, speaking and listening and writing.</strong></td>
<td><strong>1 Timeline 1</strong></td>
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<td><strong>Focus 1 Ideas about the cause of disease and illness</strong> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors.</td>
<td><strong>Development Activities</strong>  - Group work. Paired investigation of XXX in the period 1900-2000.  - Modelling. Extended Explanations of the range of causal explanations for the existence of illness and disease in the period</td>
<td><strong>2 Reading .DBL Medicine text px-x</strong></td>
<td><strong>2 Extended writing presentation on the causes of illness in Medicine 1900-2000.</strong></td>
<td><strong>2 Medieval Medicine</strong></td>
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<td><strong>History Learning Objectives</strong> Enquiry Question. How far did</td>
<td></td>
<td><strong>3 Online resources.</strong></td>
<td><strong>3 Peer Assessment and Teacher Assessment followed by green pen marking through self</strong></td>
<td></td>
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</table>
### Habits of Mind Objectives
- Inquisitive
- Collaborative
- Persistent
- Disciplined
- Imaginative

### Literacy Objectives
- Reading
- Speaking and Listening
- Writing

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#### Week 3

### Focus 2

**II Causes and analyses of developments:**

**Focus 2 Approaches to prevention and treatment**

The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals.

New approaches to prevention: mass vaccinations and government lifestyle campaigns.

**History Learning Objectives**

Enquiry Question. How far did treatments of illness change in the period 1900-2000? AO 1 and 2

**Habits of Mind Objectives**
- Inquisitive
- Collaborative
- Persistent
- Disciplined
- Imaginative

**Literacy Objectives**

#### 1900-2000.

- **Independent Learning.**
  ‘There was little progress in medicine in Britain during the Medieval period (c1900-c2000).’ **How far do you agree? Explain your answer. 16 marks + 4 SPAG.** You may use the following in your answer:
  - X
  - Y
  You must also use information of your own

**Plenary**

Consideration of extent of change through a living graph.

**Assessment:**

1. Developing powerful knowledge through reading, speaking and listening and writing.
2. Extended writing presentation on treatments in Medicine 1900-2000.
3. Peer Assessment and Teacher Assessment followed by green pen marking through self assessment.
| Week 4 | **Focus 3**  
II Causes and analyses of developments:  
**Focus 3 Case study**  
Key individuals: Fleming, Florey and Chain’s development of penicillin.  
The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.  

**History Learning Objectives**  
- Enquiry Question. ?  
- Development of the concept of AO 1 and 2  

**Habits of Mind Objectives**  
Inquisitive, Collaborative, Persistent, Disciplined, Imaginative  

**Literacy Objectives**  
Reading, Speaking and Listening and Writing  

| Plenary | Consideration of extent of change through a living graph.  

| Starter | Engaging introduction of the discovery and development of Penicillin.  

**Development Activities**  
- **Group work.**  
  Paired investigation of the causes, treatments and significance of the development of Penicillin.  
- **Modelling.**  
  Extended Explanations of the range of causes and treatments for the development of Penicillin.  
  - Independent Learning.  
    - 'There was little progress in dealing with infectious diseases in Britain during the Medieval period (c1900–c2000). How far do you agree? Explain your answer. 16 marks + 4 SPAG. You may use the following in your answer:  
      - X  
      - Y  
    You must also use information of your own  

| Plenary | Consideration of extent of change through a living graph.  

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| Week 5 | **IV Cracking the Puzzle. Preparing for Assessment**  

**History Learning Objectives**  
Enquiry Question. How do you responds to the question 2,3 and 4 enquiry questions under puzzle conditions? AO 1 and 2  

**Habits of Mind Objectives**  

| Plenary | Consideration of extent of change through a living graph.  

| Starter | Engaging introduction on how to prepare for the Assessment of this topic.  

**Development Activities**  
- **Group work.**  
  Paired investigation on how to respond  

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| 1 Department Activity booklet.  
2 Reading.DBL Medicine text px-x  
3 Online resources.  
5 The Black Death | 1 Developing powerful knowledge through reading, speaking and listening and writing.  
2 Extended writing presentation on explanations of the causes and treatments during the Black Death 1348.  
3 Peer Assessment and Teacher Assessment followed by green pen marking through self assessment.
| Inquisitive, Collaborative, Persistent, Disciplined, Imaginative | Literacy Objectives | to a question 2, 3 and 4 and the differences between them.  
| Modelling. | Reading, Speaking and Listening and Writing | Extended Explanations of the range of different responses to each of the descriptive, explanatory and analytical writing patterns needed to respond to a question 2, 3 and 4.  
| Independent Learning. | | Timed responses to each of the question types.  
| Plenary | | Consideration of development of writing styles for each of the questions.  
|  |  | analytical writing styles to respond to each of the question styles.  
|  |  | 3 Peer Assessment and Teacher Assessment followed by green pen marking through self assessment. |