**Overview:** Focus 1 Ideas about the cause of disease and illness 1500-1700. Focus 2 Approaches to prevention and treatment 1500-1700. Focus 3 Case study Dealing with the Black Death, 1348–49;

<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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<td>Habits of Mind</td>
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<tr>
<td>AF1 Knowledge and Understanding</td>
<td></td>
<td>Inquisitive - Wondering &amp; questioning, Exploring possibilities, Challenging assumptions</td>
</tr>
<tr>
<td>AO1 Thinking historically</td>
<td><a href="#">1 Chronological understanding, 2 Cultural, ethnic and religious diversity, 3 Knowledge and Understanding of events and developments</a></td>
<td>Collaborative - Co-operating appropriately, Giving &amp; receiving feedback, Sharing the ‘product’</td>
</tr>
<tr>
<td>AF2 Causation and Change</td>
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<td>Persistent - Sticking with difficulty, Daring to be different, Tolerating uncertainty</td>
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<td>AO2 Exploring concepts</td>
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<td>Disciplined - Crafting &amp; improving, Reflecting critically, Developing techniques</td>
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<td>1 Causation and consequence, 4</td>
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<td>Imaginative - Using intuition, Making connections, Playing with possibilities</td>
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<tr>
<td>4 Change and continuity</td>
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<td>Literacy</td>
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<tr>
<td><strong>2 Processes</strong></td>
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<td>Writing</td>
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<tr>
<td>AF3 Enquiry</td>
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<td>Reading</td>
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<tr>
<td>AO3 Historical Enquiry</td>
<td></td>
<td>Speaking and Listening</td>
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<tr>
<td>5 Using evidence and Historical evidence, 6 Knowledge and Understanding of events and developments</td>
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<td>Numeracy Focus</td>
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<td>AO4 Exploring interpretations</td>
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<td>Number</td>
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<tr>
<td>6 Significance, 7 Interpretation.</td>
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<td>Statistics</td>
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</tbody>
</table>

Most pupils will:
Have a developed chronological overview of Medicine 1500-1700. 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 participators. They will have an appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking.

Some pupils will not have made so much progress and will:
Have some chronological understanding of Medicine 1500-1700. 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 participators. They will have a limited appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking.

Some pupils will have progressed further and will:
Have a developed a sophisticated chronological overview of Medicine 1500-1700. 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 participators. They will have a more sophisticated appreciation of wider curriculum dimensions.
<table>
<thead>
<tr>
<th>Week</th>
<th>Key Topic</th>
<th>History Learning Objectives</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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>I In a nutshell :?</td>
<td>Starter - Engaging introduction of factors of change and continuity in the wider context of Britain 1500-1700.</td>
<td>1 Department Activity booklet, 2 Reading, DBL Medicine text px-x, 3 Online resources</td>
<td>1 Developing powerful knowledge through reading, speaking and listening and writing. 2 Extended writing presentation on extent of change and continuity in Medicine 1500-1700. 3 Peer Assessment and Teacher Assessment followed by green pen marking through self assessment.</td>
<td>1 Timeline 1 2 Medieval Medicine</td>
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<tr>
<td></td>
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<td>History Learning Objectives</td>
<td>Development Activities - Group work. Paired Highlighting of factors of change and continuity. - Modelling. Explanation of change and continuity and why Medieval medical thinkers were influenced by the Renaissance, Reformation and Scientific Revolution 1500-1700. - Independent Learning. Extended explanatory writing on factors of change and continuity in context.</td>
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<td>Enquiry Question. What factors of change and continuity help us understand Medical developments 1500-1700? AO 1 and 2</td>
<td>Plenary - Consideration of extent of change through a living graph.</td>
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<td>Habits of Mind Objectives</td>
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<td>Literacy Objectives</td>
<td>Reading, Speaking and Listening and Writing</td>
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<td>2</td>
<td>II Causes and analyses of developments:</td>
<td>Starter - Engaging introduction of explanations of the causes of illness in the wider context of Britain 1500-1700.</td>
<td>1 Department Activity booklet, 2 Reading, DBL Medicine text px-x, 3 Online resources</td>
<td>1 Developing powerful knowledge through reading, speaking and listening and writing. 2 Extended writing presentation on the causes of illness in Medicine 1500-1700.</td>
<td>1 Timeline 1 2 Medieval Medicine</td>
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<tr>
<td></td>
<td>Focus 1</td>
<td>Focus 1 Ideas about the cause of disease and illness</td>
<td>Development Activities - Group work. Paired investigation of Galen’s ideas and the continued influence of Galen</td>
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<td></td>
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<td>Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the</td>
<td>Plenary - Consideration of extent of change through a living graph.</td>
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<tr>
<td>Week 3</td>
<td>Focus 2</td>
<td>II Causes and analyses of developments: Approaches to prevention and treatment</td>
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<td>Continuity in approaches to prevention, treatment and care in the community and in hospitals. Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.</td>
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<tr>
<td>History Learning Objectives</td>
<td>Enquiry Question. How far did treatments of illness change in the period 1500-1700? AO 1 and 2</td>
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**History Learning Objectives**

Enquiry Question. How far did explanations of the causes of illness change in the period 1500-1700? AO 1 and 2

**Habits of Mind Objectives**

Inquisitive, Collaborative, Persistent, Disciplined, Imaginative

**Literacy Objectives**

Reading, Speaking and Listening and Writing

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**Work of the Royal Society on the transmission of ideas.**

- **Modelling.**
  - Extended Explanations of the range of causal explanations for the existence of illness and disease in the period 1500-1700.
  - **Independent Learning.**
    - ‘There was little progress in medicine in Britain during the period (c1500–c1700).’ **How far do you agree? Explain your answer. 16 marks + 4 SPAG.** You may use the following in your answer:
      - Training of doctors being based on Ancients
      - Influence of the Roman Catholic Church
    - **You must also use information of your own**

**Plenary**

Consideration of extent of change through a living graph.

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**Starter**

Engaging introduction of treatments of illness in the wider context of Britain 1500-1700.

**Development Activities**

- **Group work.**
  - Paired investigation of Galen’s ideas and the continued influence of Galen and the Catholic Church in the period 1500-1700.
- **Modelling.**
  - Extended Explanations of the range of treatments for illness and disease in the period 1500-1700.
- **Independent Learning.**

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1. [Department Activity booklet](#).
2. [Reading. DBL Medicine text px-x](#).
3. [Online resources](#).

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**3 Peer Assessment and Teacher Assessment followed by green pen marking through self assessment.**

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**1 Developing powerful knowledge through reading, speaking and listening and writing.**

**2 Extended writing presentation on treatments in Medicine 1500-1700.**

**3 Peer Assessment and Teacher Assessment followed by green pen marking through self assessment.**

---

**3 Medieval Treatments**

**4 Medieval Doctors**
### Habits of Mind Objectives
- Inquisitive, Collaborative, Persistent, Disciplined, Imaginative

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

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

### Week 4

#### Focus 3

**II Causes and analyses of developments:**
**Focus 3 Case study**
Key individual: William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.

**Starter**
Engaging introduction of William Harvey and Great Plague Case Study.

**Development Activities**
- **Group work.**
  Paired investigation of the causes, treatments and significance of William Harvey and the Great Plague 1665.
- **Modelling.**
  Extended Explanations of the range of causes and treatments for the Great Plague in 1348-49.
- **Independent Learning.**
  ‘There was little progress in dealing with infectious diseases in Britain during the period (c1500–c1700).’ How far do you agree? Explain your answer. 16 marks + 4 SPAG. You may use the following in your answer:
  - Training of doctors being based on Ancients
  - Influence of the Roman Catholic Church
  You must also use information of your own

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

---

1. **1 Department Activity booklet.**
2. **2 Reading.DBL**
   Medicine text px-x
3. **3 Online resources.**
4. 1 Developing powerful knowledge through reading, speaking and listening and writing.
5. 2 Extended writing presentation on explanations of the causes and treatments during the Black Death 1348.
6. 3 Peer Assessment and Teacher Assessment followed by green pen marking through self assessment.
7. 5 The Black Death
### Week 5

**IV Cracking the Puzzle. Preparing for Assessment**

<table>
<thead>
<tr>
<th>History Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>Enquiry Question. How do you respond to the question 2, 3 and 4 enquiry questions under puzzle conditions? AO 1 and 2</td>
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</table>

#### Starter
- **Engaging introduction on how to prepare for the Assessment of this topic.**

#### Development Activities
- **Group work.**
  - Paired investigation on how to respond to a question 2, 3 and 4 and the differences between them.
- **Modelling.**
  - 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 extent of change through a living graph.

#### 1. Department Activity booklet.

#### 2. Online resources.

#### Plenary Consideration of development of writing styles for each of the questions.

#### 1. Developing powerful knowledge through reading, speaking and listening and writing.

#### 2. Extended writing presentation on descriptive, explanatory and 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.