

## The Warriner School Subject Curriculum Map

Subject: History	Year Group: 11	Unit: AQA 8145 BA Paper 2 British health and the People, paper 2 25% 1hour
Unit objectives: (NC Statements) <div style="text-align: right;">Unit objectives: <b>Assessment objectives</b></div> <p><b>AO1-</b> Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.</p> <p><b>AO2-</b> Students need to 'explain and analyse historical events and periods using <b>second-order</b> concepts'.</p> <p><b>AO3-</b> analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>AO4-</b> analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>		
Context for study: Part three: a revolution in medicine -The development of Germ Theory and a revolution in surgery - Improvements in public health. This unit ties in with year 9 studies on the living conditions in the 19thCentury and the role of the individuals in public health reform and a change in attitude from the Government from Laissez-faire to one that starts to take on more responsibility for the social wellbeing of the population.		



Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i>	
<b>Part three: A Revolution in Medicine</b>	
<b>The Germ Theory:</b> Pasteur's discovery how and why, its importance in surgery, the impact on the treatment of disease, the spread of the theory amongst surgeons.	
<b>Robert Koch's work:</b> identifying microbes are different, name 3 methods used and 3 discoveries he made, competition with Pasteur, Franco-Prussian War and impact on medicine.	
<b>Paul Ehrlich's work:</b> background, understand magic bullets, how it was discovered, explain the contribution made to medicine and the development of Germ Theory.	
<b>Anaesthetics:</b> work of Simpson, types of chemicals used and how they were tested, consequences of these impact and role of chloroform in surgery, opposition to progress, how opposition was overcome.	
<b>Use of antiseptics:</b> difference between antiseptics and asepsis, work of Joseph Lister, role of carbolic acid in 1860s, opposition to use it.	
<b>19<sup>th</sup> Century development of public health:</b> describe the contribution to public health made by individuals; Edwin Chadwick, John Snow, William Farr, Joseph Bazalgette.	
<b>Industrialisation:</b> the negative impact this had on public health, population growth, overcrowding, cholera epidemics, theories of miasma increasing, John Snow.	
<b>Improvement of public health:</b> understand the 1848 and 1875 Public Health Acts, Great Stink in 1858, understand the changes, reason behind those changes, impact.	

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms.</p> <p>Match the definition</p> <p>Sentence starters for correct PEEL paragraphing</p> <p>PACC for source analysis- Provenance, Audience, Content, Context.</p> <p>Text printed into booklets for the whole unit.</p> <p>Resources also scanned in department share to be available on Go or Teams</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p><i>End of unit assessments, in class and as a cohort, winter and spring mocks</i></p>	