

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 11	Unit: AQA 8145 BA Paper 2 British Health and the People 25% 1hour. The beginning of change- Renaissance and medicine
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Unit objectives: (NC Statements)

Unit objectives: **Assessment objectives**

AO1- Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.

AO2- Students need to 'explain and analyse historical events and periods using **second-order** concepts'.

AO3- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4- analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.



Context for study: Part two: the beginnings of change - The impact of the Renaissance on Britain - Dealing with disease -Prevention of disease. This unit ties in with year 8 comparison of The Black Death and Great Plague, beliefs and changes in methods over time.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

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<p>Part two: Medicine The Beginnings of Change:</p> <p>Challenge to medical authority: challenges in understanding of anatomy, physiology and surgery, progression during the Renaissance.</p> <p>Andreas Vesalius' work: his help and work in the advancement of medical understanding and knowledge.</p> <p>William Harvey's work: his discovery on circulation etc, methods of experimentation, impact/limited impact on the development of medicine.</p> <p>Ambroise Pare's work: his understanding of military medicine, methods of experimentation, describe how he discovered the treatment of wounds, impact on the development of medicine.</p> <p>Opposition to change: list 4 Medieval treatments which were still used during the Renaissance, understand why there was opposition to change in the Renaissance.</p> <p>The Great Plague: list 4 traditional and new methods of treatment, list 4 methods of prevention used, explain 'quackery', causes of plague and impact on Britain.</p> <p>Growth of Hospitals: reasons for growth and development of hospitals, role of John Hunter, give 2 factors that improved doctors training during the Renaissance, growth of status of physicians and surgeons.</p> <p>Florence Nightingale: background and how she improved hospital care, consider how much credit did she deserve for her role.</p> <p>Edward Jenner's work: background and contribution to inoculation, development of vaccination, role of cowpox in eradication of smallpox, opposition to ideas.</p>	
<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>

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Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*
End of unit assessments, in class and as a cohort, winter and spring mocks

Text printed into booklets for the whole unit.

Resources also scanned in department share to be available on Go or Teams