

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 11	Unit: AQA 8145 BA Paper 2 British Health and the People Medicine stands still.
<p>Unit objectives: (NC Statements)</p> <p>Unit objectives: Assessment objectives</p> <p>AO1- Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.</p> <p>AO2- Students need to 'explain and analyse historical events and periods using second-order concepts'.</p> <p>AO3- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4- analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>		
<p>Context for study: Part one: Medicine stands still -Medieval medicine -Medieval medicine and progress -Medieval Public health. this unit links in with Medieval studies from Year 7 and Year 9 on medical beliefs, causes of disease and treatments.</p>		
<p>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 bold)</i></p>		



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<p>Paper 2 British Health and Medicine Part one: Medicine Stands Still</p> <p>Supernatural ideas of medicine: training of Medieval doctors, beliefs about illness, describe two supernatural causes of disease by people in medieval Britain.</p> <p>Hippocrates and Galen's work: contributions of both men's work, four humours, Greek and religious ideas, natural cures, lack of merit in their ideas, however widely used.</p> <p>Islamic medicine: describe two medical discoveries by Islamic doctors, where Islamic ideas came from, beliefs of Islamic doctors, be able to compare with Christian medicine.</p> <p>Treatment of disease in Britain: Medieval surgery, ideas, techniques and equipment used, explain six treatments for disease in Medieval Britain.</p> <p>Hugh and Theodorice of Lucca's work: understand their ideas of surgery and their contributions made e.g. the Bologna Surgical School in Italy.</p> <p>Medieval public health figures: who were the people to visit in Medieval Britain for help e.g. wise woman, apothecary, Lady of the house, who would go to them, what they did.</p> <p>Towns and Monasteries: quality of town health in two places e.g. Coventry and London, list two approaches to health in monasteries, understand the role of the monks in public health.</p> <p>The Black Death: beliefs about causes, reasons for beliefs, cures used both natural and supernatural, methods of prevention, scale of destruction and impact, the real cause.</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> <p>Text printed into booklets for the whole unit.</p>

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Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i> <i>End of unit assessments, in class and as a cohort, winter and spring mocks</i>	Resources also scanned in department share to be available on Go or Teams
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