

Year 9 History Department Summer term 2 Medieval and Renaissance Medicine

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds on many of the concepts learnt throughout KS3 and understand them e.g. change and continuity, significance, cause and consequence Allows students to make links between social, political and economic history throughout the ages from medieval to Renaissance and apply their knowledge of change and continuity. Allows students to make links between some of the most significant events in Medieval and Early Modern history e.g. Black Death and the Great Plague Develops understanding of social history and how the hierarchy and order of society is affected differently by the same event e.g. treatment of disease for the rich and the poor, use of physicians Clearly outlines the significance and power of the Church throughout the ages building on knowledge at years 7 and 8 NC ref: 1 and 2 	<ul style="list-style-type: none"> Life in medieval England – recap prior learning, structure of society. Differences between supernatural and rational beliefs, why people believed in the supernatural – the power and influence of the Church Significant figures of the Medieval period – Hippocrates and Galen, what were their discoveries, were they rational, supernatural; how were they developed Explain the believed causes of disease and the treatment and prevention methods used Explain the role of hospitals in Medieval England and define the roles of Barber Surgeons, Apothecaries, Wise Women and Physicians Recognise why and how the Black Death is a case study for medieval medicine Renaissance medicine – understand ideas about causes of disease and how people tried to prevent and treat them Recognise the change and continuity between the medieval and Renaissance periods Understand the significance of individuals e.g. Sydenham, Harvey and Vesalius Identify and explain the differences and similarities between the Black Death and the Great Plague in terms of prevention and treatment methods 	<p><i>Pandemic, epidemic; contagious, physician; rational; supernatural; apothecaries; miasma; humoural; purging; phlebotomy; Renaissance; Regimen Sanitatis -Latin: set of instructions; quarantine; secular; anatomy; iatrochemistry; alchemy; continuity</i></p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Identifying the similarities and differences of ideas over a long period of time Learning and using, both verbally and in writing, new vocabulary – Latin terms e.g. Regimen Sanitatis and clearly understanding their meanings and be able to use them in the correct historical context Evaluating the significance of individuals in medicine and hypothesising Writing frames; success criteria and mark schemes 	<ul style="list-style-type: none"> Understand the impact disease has on society both socially and economically e.g. Corona Virus Identify the ongoing issues surrounding medicine and have a greater level of respect for the NHS especially when understanding the complexity of causes of disease 	<ul style="list-style-type: none"> Widening cultural understanding of Ancient History and the impact these cultures had and continue to have on our lives e.g. Ancient Greece and Rome Allowing students to understand the links between history and science and technology- giving them a greater breadth of knowledge of how subjects; skills and careers intertwine

<ul style="list-style-type: none"> VIP strategy for disadvantaged students Recommended reading: 'The Doomsday Book' by Connie Willis; The Midwife's Apprentice by Karen Cushman; 'Mark of the Plague' by Kevin Sands, 'Company of Liars' by Karen Maitland 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Spiritual – understand some peoples' reliance on the church for answers and the idea that God is omnipresent. Moral questions regarding treatment; dissection of the human body- still meets resistance despite the value to the evolution of medical care and discovery Social and moral – once again brings into question the social hierarchy and how those that can afford treatment have access whilst those that can't go without 	<ul style="list-style-type: none"> Cross curricular links with the science department looking at the causes of disease and the anatomy of the human body; scientific discovery and the use of scientific equipment to try to understand disease Cross curricular with Character and Culture influence of the church; roles in society; question of ethics in medical treatments Opportunities to promote reading aloud and for extended writing throughout the unit 	<ul style="list-style-type: none"> Assumptions that hospitals have always treated patients and that treatment has been historically available to everyone Knowledge of how the human body works has always existed Medicine is a modern phenomenon That everybody knows that God can't cause and cure disease
Assessment timeline:		
<ul style="list-style-type: none"> Knowledge and retrieval quizzes Explain how disease was treated in medieval England Explain one way in which ideas about preventing the plague were different in the 14th and 17th centuries 'There was very little change in the treatment of disease between the medieval and Renaissance period'. How far do you agree? 		
Home learning		
<ul style="list-style-type: none"> Revision for retrieval quizzes Create fact files of Hippocrates and Galen- include their discoveries and theories Create a timeline of events; discoveries; significant people; technology for this unit 		
Feedback		
<ul style="list-style-type: none"> Feedback 4 used for all assessed pieces 		Live marking using iscan

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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