

Year 10 History Department Autumn term 1 The British Sector of the Western Front, 1914-18: injuries, treatments and the trenches

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds on learning from KS3 in terms of the impact of WWI on social development. The horrors of the Great War and deeper understanding of the scale of injuries suffered Continues the study of the evolution in medicine throughout the ages. Clearly outlines the change and continuity of the topic and allows students to further develop their conceptual skills including causation and effect as well as significance of events and individuals Develops chronological understanding of this thematic study through the ages and allows students to make the links between n20th century medicine and medieval, Renaissance and Industrial medicine. Helps students to understand how early 20th century developments in medicine contributed to the treatment of soldiers on the Western Front. Shows students the relevance of pioneers such as Gilles and Cushing in terms of plastic surgery to the evolution of such surgeries Further develops students source analysis skills 	<ul style="list-style-type: none"> Historical context of medicine in the early 20th century – development of X-rays; understanding of infection and use of aseptic surgery; development of blood transfusions and the storage of blood British sector of the Western Front – significance of the Battles at Ypres; the Somme; Arras and Cambrai; the Trench system and its role in recovery and communication Medical treatment on the Western Front- main medical problems, nature of wounds Trench foot/fever, weapons used, their effects and the injuries they caused e.g. shrapnel, gas. Chain of evacuation and the work of the RAMC and FANY- system of transport and stages of treatment; work of the Base Hospitals and the significance of the underground hospital at Arras Significance of the Western Front for developments and experiments in surgery and medicine- new techniques in the treatment of wounds and infection, Thomas Splint, mobile X-rays, blood transfusions and the blood bank at Cambrai; head injuries and brain surgery the work of Harvey Cushing. Plastic surgery & the work of Harold Gillies 	<p>Vaccination – vacca Latin word for cow; inoculation; spontaneous generation; anaesthetic, aseptic, Enlightenment; microbes; laissez-faire; diagnosis; prognosis; hereditary; genetics; human genome, biopsy; electrocardiogram, endoscopes, bronchoscopy; antibodies; prosthetic</p> <p>Gangrene, delousing, phosgene, 'Blighty' wounds, transfusion; quarries; creeping barrage</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Source analysis-ability to explain the utility of sources in relation to a particular enquiry and provide contextual knowledge Evaluating the significance of individuals in medicine and hypothesising Encouragement to develop their vocabulary both verbally and in written form especially in terms of using Tier 3 vocabulary Writing frames; success criteria and mark schemes VIP strategy for disadvantaged students 	<ul style="list-style-type: none"> 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 Understand the importance of constantly striving for improvements in science and technology in order to develop medical understanding and save lives 	<ul style="list-style-type: none"> Relevance of medicine to all aspects of life including social and economic and how individuals can have such a significant impact on lives Understand much of what a career in medicine may involve and develop student's curiosity of the human body and how versatile it can be in terms of recovering from trauma Highlights a myriad of careers e.g. medical technicians, scientists etc.

<ul style="list-style-type: none"> Recommended reading: 'Birdsong' Sebastian Faulkes; poetry of Wilfred Owen 'Dulce et Decorum Est'; 'Poppy in the Field' Mary Hooper, 'When the Guns Fell Silent' by James Riordan, 'Fanny Goes to War' by Pat Beauchamp 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <i>Spiritual – understand some peoples' reliance on the church for answers and the idea that God is omnipresent- controversy within some religions regarding medical treatment e.g. blood transfusion</i> <i>Moral questions regarding treatment; dissection of the human body; experiments on animals</i> <i>Ethical questions surrounding modern medicine e.g. plastic surgeryetc.</i> <i>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; NHS v BUPA</i> 	<ul style="list-style-type: none"> <i>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</i> <i>Cross curricular with the technology department – development of technology and how it could be used to develop medical understanding, treatment etc.</i> <i>Cross curricular with Character and Culture influence of the church; roles in society; question of ethics in medical treatments – blood transfusion etc.</i> <i>Opportunities to promote reading aloud and for extended writing</i> 	<ul style="list-style-type: none"> <i>Gas was a mass killer</i> <i>Horses were not used in WWI</i> <i>Most soldiers died of their injuries (2.7 million casualties and approximately 700,000 fatalities)</i> <i>Surgeries were not carried out on the battlefields</i>
Assessment timeline:		
<ul style="list-style-type: none"> <i>Knowledge and retrieval quizzes</i> <i>Describe two features of</i> <i>Study source A and complete the table</i> <i>How useful are sources A and B for an enquiry into ...</i> 		
Home learning		
<p><i>A variety of homework tasks are set on a fortnightly basis, to support current learning, revision and preparation for future learning:</i></p> <ul style="list-style-type: none"> <i>Revision for retrieval quizzes</i> <i>Retrieval quizzes</i> <i>Creation of revision resources</i> <i>GCSEpod assignments – videos with check and challenge questions</i> <i>Practice exam questions – 4m and 8m</i> 		
Feedback		
<ul style="list-style-type: none"> <i>Feedback 4 used for all assessed pieces</i> <i>Live marking using iscan</i> 		

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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