



**Pathway**  
**2,3,4**

**Year 7**

**Term Summer 1 and 2**  
**Medicine through the ages**

**Learning Intention:** General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

Travel through time discovering how medicine has changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries. Pupils will have the chance to see how we have advanced over thousands of years. Pupils will also have the opportunity to analyse primary and secondary sources and judge whether they are reliable or not. Pupils will learn to ask questions about what they are analysing. Learning to ask good questions is a valuable skill to acquire, and our pupils will become good at questioning if we build in opportunities for them to ask their own questions.

**Key knowledge that should be learned during this SoW**

**All**

**Most**

**Some**

**Concept:**

what will they actually be able to do as a result of this learning

Effective participants – group work, peer assessment opportunities

Team workers – group work, peer assessment,

Creative thinkers – students to create a series of pictures, questions etc

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Independent enquirers – students to

			show independence in what they include in their work
<b>Knowledge:</b>	<p>Can children distinguish between a primary or secondary source?</p> <p>Can children identify one or more aspects of medicine in the Roman era?</p> <p>Can children name a medical treatment from the medieval period?</p> <p>Can children pose their own questions about an artefact?</p> <p>Can children describe what medical care had been like before the Victorian era?</p> <p>Can children give a brief description of the NHS?</p> <p>Can children recall facts about a given period of history's medical understanding?</p>	<p>Can children give an example of a primary or secondary source?</p> <p>Can children describe any aspects which influenced the Roman view of health and medicine?</p> <p>Can children describe what happened to people and their beliefs during the plague?</p> <p>Can children come up with possible hypotheses for their own questions, using evidence available to them?</p> <p>Can children describe some of the ways in which medical care was improved during the Victorian era?</p> <p>Are children able to compare modern medicine with a period of past medicine?</p> <p>Can children evidence their opinions with facts?</p>	<p>Can children compare the medical practices of two civilisations?</p> <p>Are children able to compare Roman ideas with the ideas of modern culture or previously studied cultures?</p> <p>Are children able to identify lifestyle aspects which helped the spread of the plague?</p> <p>Can children name a treatment used in the Tudor period?</p> <p>Can children name some of the key individuals who made improvements in medical care during the Victorian era?</p> <p>Are children able to answer questions based on the history of medicine?</p>
<b>Key Skills:</b>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work,</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work,</p>

	<p>peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent inquirers – students to show independence in what they include in their work</p>
<p><b>Language and/or communication skills:</b></p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>Medicine, disease, Egypt, Roman, Greek, Victorian, Black Plague, Tudors, fleas, primary source, secondary source, past, healthy, ill</p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>Archaeologist, organs, witch doctor, wounds, heal, mummification, sewage</p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>Embalming, physician, aqueducts, miasma,</p>
<p><b>Curricular Links</b></p>	<p>Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities</p>		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8	Human body		
9			
10		Equations	Muscles / Skeleton
11			
12	Chemistry GCSE molarity		
13			
14			

Talking points

Implementation

Impact