

Year 10 Topics Unit 6 – The Health of the Nation – Medieval Medicine – ‘Medicine Stands still’

In year 10 we teach the following modules over the course of the year. Each module draws on prior learning from KS3 and builds on understanding from the KS3 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4, to equip students to pass their GCSE exam in accordance with the content guidance from the exam board, AQA.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
What were the major factors in the development or hindering of developments in Medicine?	<p>This thematic depth study helps students to understand how medicine and public health developed in Britain over a long period of time.</p> <p>Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes eg War. Students will have the</p>	<p>1. Where did ideas about Medieval medicine come from?</p> <p>Civilisations like Ancient Egypt, Ancient Greece and Ancient Rome had hospitals, medical experts and texts widely available, and were in fact more advanced than in the West. This topic explores these methods and beliefs, and focuses particularly on the pioneering and influential work of Hippocrates and Galen.</p>	<ul style="list-style-type: none"> • Medieval Medicine; • ‘Standing still’; • Arabic Medicine; • Avicenna; • Rhazes; • Galen; • ‘The Creator’; • Hippocrates; • Theory of the Four Humours; 	<p>Include opportunities to develop subject specific skills plus general core skills including independence, problem solving, evaluation, analysis, creativity, literacy, numeracy and oracy</p> <p>This will involve students understanding the main change factors: war, religion, government, science, the role of the individual, and how they worked together.</p> <p>Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress. This requires analysis as well as critical thinking.</p> <p>This course focuses on the following questions, which require analysis to arrive at substantiated conclusions: Why has there been progress in the health of the British people?</p>
		<p>2. What did people think were the causes of disease?</p> <p>Medieval people had varying ideas of the causes of illness, and as physicians became more qualified, varying treatments were available. This topic explores the different factors which decided how and by whom people were treated, and how the process of diagnosis was carried out.</p>	<ul style="list-style-type: none"> • University; • Salerno; • Surgery; • University dissections; • John of Arderne; • Bad air; • God; • Supernatural; • Treatment; • Diagnosis; • Urine chart; • Zodiac man; • Barber surgeon; 	

<p>opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people. Students will study the importance of the following factors:</p> <ul style="list-style-type: none"> • war • superstition and religion • chance • government • communication • science and technology • the role of the individual in 		<ul style="list-style-type: none"> • Caution; • Apothecary; • Herbal cures; • Wise woman; • Prevention; 	<p>How and why has the pace and scale of medical development varied at different times? What impact has medical progress had on people and society? How and why have different factors been more important than others for individual medical developments? What is the significance of key individuals or events in the history of medical development?</p>
	<p>3. What progress was being made in the treatment of disease? There was some progress in medicine at this time, both in diagnosing illness and in treating it. Some people were beginning to question Hippocrates and Galen, and as a number of autopsies took place, knowledge of the human body developed. This topic will assess the true extent of these developments, and the role of the first hospitals which had sprang up across the country.</p>	<ul style="list-style-type: none"> • Importance of Church; • Superstition; • Monasteries; • Almshouses; • Infirmaries; • Hospitals; • Physic garden; • St John of Bridlington; • Miracles. 	
	<p>4. What was Public health like in Medieval times? In the Middle Ages towns were much smaller, and fewer in number, than today, yet they were still very unhealthy places. Houses were crowded together and sanitation was very limited. This topic examines why this made them such unhealthy places to live, and how there were some attempts at hygiene in monasteries and some towns.</p>	<ul style="list-style-type: none"> • Medieval towns & public health; • Cesspits; • Bath houses; • Coventry; • Black Death; • Beliefs about its causes; • Cures; • Effects. 	

	encouraging or inhibiting change.			
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