

Year 11 Topics Unit 3 – The Health of the Nation –Medicine 1900-Present – ‘Modern Medicine Medicine’.

In year 11 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 1500-1799?	<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 opportunity to</p>	<p>1. How did ideas about disease change?</p> <p>At the start of the twentieth century child mortality remained high, and soldiers’ deaths from infectious diseases in the Boer War were twice that of deaths from injuries or wounds. But by the end of the century, medicine and the medical profession had made huge strides. New drugs were discovered, such as insulin and penicillin; better screening and diagnosis was introduced; medical research had become a major industry. This topic will look at the causes of these strides in medicine, how the profession dealt with new diseases, and how people responded to the changes.</p>	<ul style="list-style-type: none"> ● Penicillin; ● Fleming; ● Staphylococci; ● Septicaemia; ● Florey; ● Chain; ● antibiotic resistance; ● Thalidomide; ● MRSA ● Holistic cures; ● alternative medicine and treatments; ● Homeopathy; ● Hypnotherapy; ● Aromatherapy; ● Acupuncture. 	<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. Dealing with disease: How did surgery improve?</p> <p>War is a great engine of change and the medical advances that took place during the two world wars, and after, were immense. Since 1945, and especially since the 1960s, technology has</p>	<ul style="list-style-type: none"> ● World War One; ● cosmetic surgery; ● Transfusion; ● Shell shock; ● William Rivers; ● Roentgen; ● X-Rays; ● Harold Gillies; 	

<p>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 	<p>transformed surgery: transplants, keyhole surgery, replacement limbs, IVF, and even cloned animals, have completely changed both what surgeons can do and success rates. This topic explores these developments, but also considers the opinions held by some that technology has gone too far, and that ethics need to be re-established and boundaries reset.</p>	<ul style="list-style-type: none"> • Skin grafts; • World War Two; • Plastic surgery; • Archie MacIndoe; • Transplant surgery. • modern surgical methods; • Laser surgery; • radiation therapy; • keyhole surgery; • CAT scans; • MRI scans; • Endoscopes; • Sterilisation; • Cloning. 	<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. Prevention of disease: How were some diseases prevented?</p> <p>We have never been so well-fed, well-housed and well-off, so why are these diseases still so prevalent?</p>	<ul style="list-style-type: none"> • Lifestyle; • Obesity; • Type 2 Diabetes; • Medical Research Council; • ‘Innovation fund’; • NHS helpline; • Respite care; • ‘Post code lottery’; • A.I.D.S. prevention campaign. 	
	<p>4. Were there any public health improvements?</p> <p>The twentieth century has seen a major shift in the role of government with regards to public health. The Victorian laissez-faire attitude has been replaced by an acceptance that it is the role of government to ensure people live</p>	<ul style="list-style-type: none"> • Booth; • Rowntree Report; • Liberal Welfare Reforms; • Free school meals; • Smog; • Clean Air Act; • New Towns; • Garden Cities; • Cycle routes; 	

	<p>encouraging or inhibiting change.</p>	<p>healthy lives. However, the extent of that role is still open to debate, even today. Changes in poverty and housing in post-war society eventually led to the creation of the NHS, taking care of people 'from cradle to grave'. This topic examines the costs involved in modern-day healthcare, the differences in treatment that still exist because of those costs, and our responsibilities as users of a healthcare system for all.</p>	<ul style="list-style-type: none"> • Slum clearance; • Greenfield sites. • Five Giants: • Disease; • Want (need); • Ignorance; • Idleness; • Squalor (very poor living conditions); • Cradle to the grave; • welfare state; • NHS; • Beveridge 	
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