

## **KS3 History: Summer 1 2022**

### **Medicine and Health**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.

Key themes:

- The Black Death.
- The development of Nursing training - Florence Nightingale.
- The introduction of the NHS - Aneurin Bevan.
- Key laws and policies for healthcare standards.
- How health care has changed over time
- How medicines have changed over time

### **RRS Articles:**

**Article 13**-I have the right to find and share information.

**Article 17**- I have the right get information in lots of ways, so long as it's safe.

**Article 24** - I have the right to good quality health care, to clean water and good food

	B2 P step 5-6	B2 P step 7-8	B2 NC Step 1	B2 NC Step 2
<b>Key learning: Medicines and Health</b>				
<b>Subject specific knowledge</b>	<p><u>Shows some understanding</u> that past is an event that has already happened i.e NHS was founded.</p> <p><u>Shows some understanding</u> that present is what is happening now i.e changes in healthcare procedures due to covid.</p> <p><u>Understands</u> terms past and present where difference is marked i.e healthcare provision standards.</p>	<p><u>Understands</u> terms past and present and can categorise items as belonging to past / present i.e plague mask, x-ray machine.</p>	<p><u>Understands</u> differences in features from past and present i.e where did medical procedures take place compared to now?</p> <p><u>Understands</u> common words / phrases relating to time: past, present, future, before, after, a long time ago etc.</p> <p><u>Understands</u> that health care is different in the past compared to present e.g medical equipment, hygiene standards</p>	<p><u>Understands</u> that the past can be divided into different time periods and use dates to support this i.e Medieval, Victorian, Modern day.</p> <p><u>Understands</u> what evidence is used to make historical claims about this time i.e medical records, historical accounts, pictures.</p>
<b>Subject specific skills</b>	<p><u>Is beginning to</u> sort objects and pictures into past and present by grouping via familiarities i.e plague mask, surgical mask.</p> <p><u>Is able to</u> identify an object from past or present in medical settings using symbols/key words from a choice of three/four.</p> <p><u>Is able to</u> sort pictures of medical equipment from the past and present; naming each independently.</p>	<p><u>Is able to</u> identify at least two changes from the past to now i.e. hygiene, uniform, skills and qualifications.</p> <p><u>Is able to</u> compare old and new objects and state differences / similarities with some support i.e plague mask, surgical mask.</p> <p><u>Is able to</u> observe and comment on changes over a long (marked) period of time in the development in healthcare. i.e introduction of</p>	<p><u>Is able to</u> state simple differences between life in past and present i.e hygiene, medical equipment.</p> <p><u>Is able to</u> place events / artefacts in chronological order with some support i.e different laws/acts to improve healthcare.</p> <p><u>Is able to</u> use simple vocabulary that shows sense of chronology i.e began, next, last.</p>	<p><u>Is able to</u> create a timeline chronologically with key events and dates for the development of healthcare i.e Apothecaries Act, Founding of NHS.</p> <p><u>Is able to</u> name the key changes in healthcare provision and explain to peer.</p> <p><u>Is able to</u> identify key events in medical history i.e founding of the NHS, introduction of healthcare qualifications and put these on a timeline.</p> <p><u>Is able to</u> explain how their life is different to those in the past i.e treatment from professionals, free healthcare when discussing in a group.</p>

	<p><u>Is able to</u> observe pictures artefacts of medical settings through history with interest i.e. Plague mask, stethoscope.</p>	<p>standards, accessibility to all with free healthcare.</p> <p>With prompts, <u>is able to</u> recount episodes from historical events / time period i.e school of nursing established from Crimean war, NHS founded in 1940s.</p>	<p><u>Is able to</u> identify some key events from the past that caused changes within healthcare i.e Introduction of qualifications, set up of nursing school, founding of NHS and put these on a timeline</p>	<p><u>Is able to</u> suggest reasons as to why they categorise something as old / new or from the past / present i.e type of equipment/resources available for healthcare at the time.</p> <p><u>Is able to</u> use books, internet and ICT software, going beyond simple observation to answer questions about the topic i.e factfile on Florence Nightingale, research - who was she?</p>
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## Key Learning

### Personal development

Team work - working together as a team.  
 Problem solving - solving problems.  
 Communication skills - using voice, signs to communicate facts and opinions.  
 Self-management.  
 Self-belief.  
 Respect.  
 Self-awareness.  
 IT skills.

### Suggested activities

Make a timeline of key events for health - what's changed, similarities and differences, link other topic knowledge i.e. Victorian Britain.

Role play

Character cards - doctor, nurse, surgeon

Person fact file - Florence Nightingale

Explore artefacts and objects - stethoscope, x-ray picture, bandages, plasters.

Explore pictures - similarities / differences - medieval doctor at work, modern doctor at work (changes in uniform and equipment).

Ask it session

- What has changed in healthcare over time? What does life look like for children growing up then and now - differences and similarities?
- Are there any significant historical buildings linked to your area of study in existence? - Park Hospital (Manchester)
- Jobs - How have jobs changed? Are there more/less jobs available?
- How has safety improved in healthcare? What laws have helped to keep us safe?
- How qualified are medical professionals?

### Online resources

[Health care before the NHS | The Nuffield Trust](#)

[The Birth of the NHS - Historic UK \(historic-uk.com\)](#)

[Black Death - Causes, Symptoms & Impact - HISTORY](#)

[Florence Nightingale – Biography, Facts & Nursing - HISTORY](#)

[Apothecaries Act 1815 | Policy Navigator \(health.org.uk\)](#)[The Birth of the NHS - Historic UK \(historic-uk.com\)](#)

### Evidencing Work

Work sheets

Pictures

PowerPoints

