

Year 11 Topics Unit 2 – The Health of the Nation –Medicine 1800-1900 – ‘A Revolution in 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 beginning of the nineteenth century most people still believed ill-health was caused by bad air, the ‘spontaneous combustion’ of disease or an imbalance of the Four Humours. Germ theory changed all that. By the 1880s and 1890s huge steps had been taken in identifying the cause of disease, thus enabling techniques to be developed to effectively treat illnesses. This topic explores the real optimism people had in this period in the power of medical science to discover treatments and transform the hold diseases had over society.</p>	<ul style="list-style-type: none"> ● Pasteur; ● Microbe; ● Koch; ● Ehrlich; ● Salvarsan 606; ● ‘Magic Bullets’; ● Vaccination; ● Microscope; ● Stethoscope; ● Infant mortality; ● Infection; ● Hospital; ● Crimean War; ● Florence Nightingale; ● Mary Seacole; 	<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. 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>Mortality rates from surgery were 40 per cent or higher. Partly this was because the process was so brutal that many died, but many more died from infection caught after their operation. Hospitals could still be dangerous places. Yet, by</p>	<ul style="list-style-type: none"> ● Anaesthetics; ● Ether; ● Nitrous oxide; ● Simpson; ● Chloroform; ● Queen Victoria. ● Elizabeth Garrett- Anderson; ● Sophia Jex-Blake; ● Joseph Lister; 	

<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>the end of the nineteenth century, mortality rates were often as low as 10 per cent. This topic explores the changes in the way operations were carried out and asks if there really was a revolution in surgery.</p>	<ul style="list-style-type: none"> • Antiseptic; • Carbolic Acid; • Aseptic surgery. 	<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?</p> <p>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>Technology helped the development of medicine in this era, with the mass production of drugs; but there was no regulation of the industry.</p>	<ul style="list-style-type: none"> • Unregulated remedies; • Laudanum; • Alcohol; • Opium; • Aspirin; • Boots the Chemist 	
	<p>4. Were there any public health improvements?</p> <p>The Industrial Revolution brought 'great changes' and incredible wealth to Britain. The population grew rapidly, and by 1851 more people lived in towns and cities than in the countryside. The rapid growth of these cities took everyone by surprise and created desperate living conditions for many people. This topic examines the new challenges to health brought about by these changes, the varying views of the Government's role in alleviating them, and how conditions had improved by the end of the century.</p>	<ul style="list-style-type: none"> • Urbanisation; • Industrialisation; • Overcrowding; • 'Miasma theory'; • Typhoid; • Tuberculosis; • Cholera; • Epidemic; • John Snow • Methodology; • Water-borne; • epidemic • Laissez-faire; • 'The Great Stink'; • Joseph Bazalgette; • Sewage; • Sewerage; • Drains; 	

	encouraging or inhibiting change.		<ul style="list-style-type: none">• Technology;• Cost;• Chadwick;• Farr;• Southwood Smith;• John Snow;• Thomas Barnado• 1848 Public Health Act;• 1866 Sanitary Act;• 1875 Housing Act;• 1875 Public Health Act;• 1875 Drugs and Foods Act• Medical Officers of Health;• Sanitary Inspectors;• 1853 Compulsory Vaccination against Smallpox;• Interventionism•	
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