

<p>Lesson plan and number: <b>6 Science and Medicine</b></p>	<p><b>Learning Objectives</b> <b>History</b> <b>Knowledge and understanding of events, people and changes in the past</b></p> <p>2. Pupils should be taught: a) to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past c) to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied d) to identify trends, both within and across different periods, and links between local, British, European and world history e) to consider the significance of the main events, people and changes studied.</p> <p><b>Historical interpretation</b></p> <p>3. Pupils should be taught: a) how and why historical events, people, situations and changes have been interpreted in different ways b) to evaluate interpretations.</p> <p><b>Historical enquiry</b></p> <p>4. Pupils should be taught to: b) evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.</p> <p><b>Organisation and communication</b></p> <p>5. Pupils should be taught to: a) recall, prioritise and select historical information b) accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise</p>	<p><b>Other curriculum Areas</b> <b>Other Curriculum Objectives</b> <b>Functional skills</b> <b>Literacy</b></p> <p><b>Science</b></p> <p><b>Citizenship</b></p> <p><b>Other Curriculum Objectives:</b> <b>Functional skills</b> <b>English</b></p> <ul style="list-style-type: none"> <li>• communicate effectively, adapting to a range of audiences and contexts</li> <li>• explain information clearly and succinctly in spoken and written form</li> <li>• express a point of view reasonably and persuasively</li> <li>• use ICT to communicate effectively</li> <li>• read and understand information and instructions and then use this understanding to act appropriately</li> <li>• analyse how ideas and information are presented and evaluate their usefulness, for example in identifying a problem</li> <li>• make an oral presentation or write a report</li> <li>• contribute to discussions and use speech and writing collaboratively to agree actions and conclusions</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• use ICT to find, select and bring together information</li> <li>• develop, interpret and exchange information for a purpose</li> </ul> <p><b>Citizenship</b></p> <p><b>2.1 Critical thinking and enquiry</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• engage with and reflect on different ideas, beliefs and values when exploring topical and controversial issues</li> <li>• research, plan and undertake enquiries into issues and problems using a range of information sources</li> </ul>
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	<p>historical information</p> <p>c) communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.</p>	<ul style="list-style-type: none"> <li>analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias</li> </ul> <p><b>2.2 Advocacy and representation</b></p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>express and explain their own opinions to others through discussions, formal debates and written work</li> <li>communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</li> <li>justify their argument, giving reasons to support their views and persuade others to think again, change or agree with them</li> <li>represent the views of others, with which they may or may not agree.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>Explore contemporary and historical scientific developments and how they have been connected to the social, cultural, economic, political, religious, moral, ethical, and philosophical context in which they have taken place</li> </ul> <p>conception, growth, development, behaviour and how they can be affected by diet, drugs and disease</p>
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Lesson plan	Starter Activity	Introduction	Development
<p>This lesson takes pupils through some of the key points that led to science improving medical knowledge in the nineteenth century</p>	<p>Quick recap - The Theory of the Four humours.</p>	<p>How can we prove the Germ Theory? Doctors and scientists had begun to see there appeared to be a link between dirt and disease but were not sure what caused it.</p> <p><b>The Nineteenth century battle between the 'Theory of Spontaneous Generation or Miasma' and the 'Germ Theory' is on.</b></p> <p><b>Activity 1 Debate</b> - Pupils have been sent by Louis Pasteur who is indisposed following an experiment with anthrax. You have to explain why the theory of spontaneous generation is wrong. What experiments can you conduct to prove your point. (Do not look up the Fact File at this stage on Louis</p>	<p>A succession of scientists and their cures once Pasteur's theory was proven correct.</p> <p><b>Activity 2 - Stepping Stones</b> Fact Files on Jenner, Pasteur, Ehrlich and Domagk completed. Stepping stones activity. When you consider the turning point of the century.</p> <p><b>Activity 3 - What made it possible?</b> Discoveries were only made possible because of all the developments of the Industrial Revolution that were taking place at the time.</p> <p><b>Activity 4 - Conquering Cholera</b> Helping Dr Snow find the source of the cholera Epidemic.</p>

	Pasteur)	
<b>Additional material</b>		