

# Scheme of Learning: Changes in Health and Medicine in Britain c500 to the present day

| Topic Sequence:   |                       |                      |                   |               |              |
|-------------------|-----------------------|----------------------|-------------------|---------------|--------------|
| 1                 | 2                     | 3                    | 4                 | 5             | 6            |
| Causes of Disease | Prevention of Disease | Treatment of disease | Medical Knowledge | Public Health | Patient Care |

## Topic Overview:

Perhaps the most crucial topic of the entire unit focuses on medical knowledge. Essentially, if students can understand what people at different times believed and understood about medicine, they can explain how and why things changed. Students will learn about how, for many years, beliefs about medicine were based on the ideas of ancient ideas such as those thought up by Hippocrates and Galen. Students will trace how and why these ideas were challenged over time and the reactions to those challenges.

## Lesson Sequence:

Students begin by learning about medieval medical ideas. In particular, we will revisit the idea of the four humours and how and why many people believed this for so long. Students will learn about the role of the church in developing medical knowledge, alongside the influence of alchemy and astrology.

After this, students will learn about a critical period in challenging long held beliefs about medicine- The Renaissance. During this time, people would begin to challenge the works of Galen through scientific discovery. For example, students will learn about how Andreas Vesalius in the 16<sup>th</sup> century made many discoveries about anatomy through dissection, how Ambroise Pare in the same century made discoveries about treating wounds and how William Harvey discovered the circulation of blood. Students will then learn about the 19<sup>th</sup> century and how Pasteur and Koch challenged Miasma beliefs through the scientific discovery of Germ Theory.

Finally, students will explore how modern scanning techniques have revolutionised medical knowledge in the last 30 years or so of the 20<sup>th</sup> century, including learning about MRI and CT scans. This, combined with knowledge of DNA, make the 20<sup>th</sup> century a really interesting period for medical discovery.

| Sequence of Lessons: |  |
|----------------------|--|
| 1                    | Medieval medical knowledge                 |
| 2                    | Renaissance Medical Knowledge              |
| 3                    | John Snow                                  |
| 4                    | 20 <sup>th</sup> Century medical knowledge |
| 5                    | Question 5 practice                        |

| Topic Resources: |                                |                      |  |
|------------------|--------------------------------|----------------------|--|
| Knowledge Map:   | Module Knowledge Map: Medicine | Any other Resources: |  |

| Assessment:               |                            |
|---------------------------|----------------------------|
| Knowledge:                | 10 question knowledge test |
| Application of Knowledge: | Practice exam questions    |

| Supportive Reading:               |              |
|-----------------------------------|--------------|
| Any supported reading listed here | BBC Bitesize |
|                                   |              |
|                                   |              |