Year Group 9

|  |  |  |
| --- | --- | --- |
| Number of Hours | Half term | Topic |
|  | 1 | Medieval medicine |
|  | 2 | Medicine in the Renaissance |
|  | 3 | Enlightenment medicine |
|  | 3 | Modern Medicine |
|  | 4 | Historic Environment |
|  | 5 | Anglo-Saxon module up to week 6 by end of year |
| \*all timings are approx. Teaching staff are given detailed SOL with breakdown objectives and overarching objectives. As long as these are adhered to then the number of hours given to topics can be interpreted. | \*all timings do not include feedback lessons or key assessment lessons. All planned to be flexible for split classes. Very few teaching staff have sole teaching responsibility of a KS3 group.  |
| Reasons behind order of topics |
| * Chronological understanding
* The topics are covered chronologically with reference to the themes
* We have not opted for a thematic approach as this disrupts their chronological understanding
* The topics go beyond the level of detail needed for the GCSE specification as some pupils will not take History at GCSE and so the Y9 course covers topics needed for the GCSE but is not a 3 year GCSE course
* Anglo-Saxon module at the end of this year to allow for Feb half term finish of topics by end of Y11
* Additional rationale:

Y9 study medicine through time. They follow the Edexcel course in terms of studying the development/lack of development of medical ideas from the ancient world (to provide context for medieval medicine) to modern world. The course is chronological and starts with an overview of medical progress/regress over time before moving on to study Hippocrates and Galen (and Aristotle amongst others) whose ideas became the basis (alongside Christian beliefs) of medieval medicine. Y9 go on to study how Renaissance scientists challenged these ideas and how this led to progress. They study early modern medical progress next and move on to study modern medical breakthroughs. Chronologically speaking the course in Y9 starts back where the Y7 scheme began. However, the focus is now not exactly the same. Pupils’ understanding by this point (and their competency with history skills) should have improved. Therefore the programme of study follows the more complex (in terms of level of knowledge and understanding and skills) Edexcel Medicine course. Similar themes (to Y7 and Y8) are stressed here i.e. the idea of progress and regress (and the reasons for this) over time are studied. Pupils also consider who was powerless in history in the sense they lacked medical resources or understanding. Pupils explore the reasons for this powerlessness. Therefore, the theme of those in power versus those not in power is explored again (like in Y7/Y8) but with added focus/difficulty, (this should be appropriate by this point in Y9). Pupils also study how people gradually gained greater access to medical resources and how this led to greater equality i.e. NHS. Again, this is progression and builds on from the foundational understanding of fighting for equality focused on towards the end of Y8. This feeds directly into KS4 as pupils go onto study more Edexcel components with a secure grounding in terms of knowledge and exam skills developed in Y9. |