

**Long  
Term Plan**

**Y11 Intent:** To investigate and explore how people's attitudes to, treatments for and response to health and health crises have changed across 100 years. To understand how the role of religion impacted early understanding of the cause, and therefore limited the treatment of, health and disease. To evaluate how the decline of religious belief led to an improved understanding of disease, evaluating the role of individuals in particular.

**Year 11: History**

Learning Cycle	Key Concepts and Themes	Vocabulary
<p><b>HT1</b></p> <p><b>The Historic Environment and Life under the Normans (1075-1100)</b></p>	<ul style="list-style-type: none"> <li>• Society</li> <li>• Power</li> <li>• Economy</li> <li>• Crime</li> <li>• Law-making</li> <li>• Hierarchy and feudalism</li> <li>• Government</li> </ul>	<p>Harrying, Northumbria, Earldom, Consolidation, Feudalism, Inheritance, Domesday, Manor, Lordship, Ordeals, Murdrum, Agricultural</p>
<p><b>The Norman Church and monasticism (1066-1100)</b></p>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Reform</li> <li>• Control</li> <li>• Conflict</li> <li>• Education</li> <li>• Language</li> </ul>	<p>Archbishop, Bishop, Cathedral, Parish, Papacy, Monastic, Abbeys, Simony, Nepotism, Pluralism, investiture, Deans, Deacons, Latin, Vernacular</p>
<p><b>HT2</b></p> <p><b>The Peoples Health: Medicine Stands Still</b></p>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Religion</li> <li>• Superstition</li> <li>• Disease</li> <li>• Attitudes</li> <li>• Public Health</li> <li>• Pandemic</li> </ul>	<p>Christianity, Diagnosis, Symptom, Humours, Supernatural, Epidemic, Arabic, Trepanning, Islamic, Anatomy, Surgery</p>
<p><b>The Peoples Health: Renaissance and change</b></p>	<ul style="list-style-type: none"> <li>• Surgery</li> <li>• Reform</li> <li>• Scientific change</li> <li>• Role of individuals</li> <li>• Society</li> <li>• Attitudes</li> <li>• Renaissance</li> </ul>	<p>Renaissance, Science, Plague, Anatomy, inoculation, Vaccination, Significance, Cauterise, Printing press</p>
<p><b>HT3</b></p> <p><b>The People's Health: A revolution in medicine</b></p>	<ul style="list-style-type: none"> <li>• Medicine</li> <li>• Hospital reform</li> <li>• Gender</li> <li>• Society</li> <li>• Investigation</li> <li>• Role of individuals</li> </ul>	<p>Germ Theory, Antiseptic, Anaesthetic, Antibiotic, Cholera, Overcrowding, Pollution, Industrialisation, Public Health</p>

<b>HT4</b>	<b>The People's Health: Modern medicine</b>	<ul style="list-style-type: none"> <li>• Medicine</li> <li>• War</li> <li>• Global change</li> <li>• Political reform</li> <li>• Technological change</li> <li>• Role of individuals</li> </ul>	Penicillin, X-Ray, Liberal reforms, AIDS, Alternative medicine, Plastic surgery
<b>HT5</b>	<b>Revision Programme</b>	<ul style="list-style-type: none"> <li>• significance</li> <li>• source analysis</li> <li>• interpretation evaluation</li> <li>• explanation</li> <li>• description</li> <li>• substantiation</li> </ul>	Because, Value, Infer, Explains , Extent, Significant, Convincing
<b>HT6</b>			

<b>Skill Development</b>	<ul style="list-style-type: none"> <li>• To how over the course of the Norman conquest there was a growth in protest and tightening of control.</li> <li>• To examine how Yorkshire is a valuable case study in investigating both the causes of, impact of and reaction to Norman methods of control.</li> <li>• To show change and continuity in terms of the lives of regular people in England as a result of Norman reform.</li> <li>• To explain how and why the Normans enacted religious reforms across both the English Church and the monasteries.</li> <li>• To be able to understand the chronological journey of the understanding of Health in Britain.</li> <li>• To exam the interplay between scientific advancement and change, and how cause and consequence are crucial in understanding the development of medicine and surgery.</li> <li>• To evaluate the consequence of religion, technology and government on developments in health.</li> <li>• To compare the picture in Britain to elsewhere, such as the Arabic world, to observe similarities/differences and patterns.</li> <li>• The evaluate significance of key events and health crises.</li> <li>• Source evaluation – to be able to examine sources, first for utility based on provenance, then for utility of their content</li> <li>• To identify and analyse key causes of both progress and stagnation in our understanding of health, disease and medicine across time.</li> <li>• To identify and explain factors that lead to change</li> <li>• To recognise long term, short term and trigger causes of major events.</li> <li>• To justify and substantiate judgements</li> <li>• To evaluate the message and accuracy of primary sources.</li> <li>• To evaluate the utility and value of sources and compare across different types of primary evidence.</li> </ul>
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