

<p>Lesson Title and number: 5 the Newcastle Infirmary</p>	<p>Learning objectives</p> <p>History Knowledge and understanding of events, people and changes in the past</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>Historical interpretation</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>Historical enquiry</p>	<p>Other Curriculum Objectives Functional skills</p> <p>Other Curriculum Objectives: Functional skills English</p> <ul style="list-style-type: none"> • communicate effectively, adapting to a range of audiences and contexts • explain information clearly and succinctly in speech and writing • express a point of view reasonably and persuasively • use ICT to communicate effectively • read and understand information and instructions, then use this understanding to act appropriately • analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem • make an oral presentation or write a report • contribute to discussions and use speech to work collaboratively to agree actions and conclusions. <p>ICT</p> <ul style="list-style-type: none"> • use ICT to find, select and bring together relevant information • develop, interpret and exchange information for a purpose <p>Citizenship</p> <p>2.1 Critical thinking and enquiry</p>	<p>Resources</p> <p>A. Illustration of the Newcastle Infirmary and the Ground plan</p> <p>B. Folder on Rules and Regulations</p> <p>C. Folder on Choosing a doctor</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>Organisation and communication</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 historical information 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>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues research, plan and undertake enquiries into issues and problems using a range of information and sources analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias <p>2.2 Advocacy and representation</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> express and explain their own opinions to others through discussions, formal debates and voting communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate justify their argument, giving reasons to try to persuade others to think again, change or support them represent the views of others, with which they may or may not agree. <p>Science</p> <ul style="list-style-type: none"> Explore contemporary and historical scientific developments and how they have been communicated conception, growth, development, behaviour and health can be affected by diet, drugs and disease 	
--	---	---	--

Lesson plan	Starter Activity	Introduction	Development	Plenary
	<p>Ask the pupils if they have visited or been in a hospital? How were the wards organised? What is the usual procedure when a patient enters the hospital to when the patient leaves?</p>	<p>A) The Newcastle Infirmary Illustration and the Ground plan 1. Show the A) illustration of the Newcastle Infirmary. What is the difference between its appearance and that of a modern hospital?</p>	<p>Explain that there was no National health Service. All money for new hospitals had to be raised by subscription. Who could afford to provide a donation and what might there motives be for doing so?</p> <p>Activities B) Folder rules and regulations- Pupils can either work through the sections individually or in pairs and summarise their findings? They must pose their own question i.e. Why were hospitals not paid for by the government through taxes?</p> <ul style="list-style-type: none"> • Setting up the infirmary – How was this achieved? • Behaviour of patients – Why did they enforce such rules for patients • Surgeons • Types of Treatment – What were some of the main forms of treatment and what success did the doctor's experience? • Rules for patients and visitors – What was the main reason for the type of rules in the Infirmary? • Matron – why was this an important 	<p>Class discussion on the Choice of Candidate for the post at the Newcastle Infirmary</p>

			<p>post in the hospitals?</p> <p>C) Choosing a doctor – All these doctors and surgeons worked at the Infirmary but imagine that they all appear for a job interview in 1751 when the Infirmary was first opened. Make notes on the candidates and choose who you think should be appointed.</p> <p>Compare your notes in a discussion with the others in your appointment group. Who do you finally settle on as the best candidate for the post?</p>	
<p>Additional material</p>				