

<p>Lesson Title and number: 1</p> <p>a) How do we know about Diseases? b) What was the Theory of the Four Humours?</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>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>Other Curriculum Objectives:</p> <p>Functional skills</p> <p>English</p> <ul style="list-style-type: none"> communicate effectively, adapting to a range of audiences and contexts explain information clearly and succinctly 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 and evaluating their usefulness, for example in a real life problem make an oral presentation or write a report contribute to discussions and use speech and writing collaboratively to agree actions and conclusions <p>ICT</p> <ul style="list-style-type: none"> use ICT to find, select and bring together information develop, interpret and exchange information for a purpose <p>Citizenship</p> <p>2.1 Critical thinking and enquiry</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> engage with and reflect on different ideas, beliefs and values when exploring topical and controversial issues and problems research, plan and undertake enquiries into issues and problems using a range of information 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 writing communicate an argument, taking account of different viewpoints and drawing on what is known
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	<p>5. Pupils should be taught to:</p> <p>a) recall, prioritise and select historical information</p> <p>b) accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise 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>	<p>learnt through research, action and debate</p> <ul style="list-style-type: none"> justify their argument, giving reasons to persuade others to think again, change or them represent the views of others, with which 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 health can be affected by diet, drugs and
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	Starter Activity	Introduction	Development
<p>Purpose: The purpose of this initial lesson is to get pupils thinking about how we now know how disease are spread contrasted with what they believed in the 18th century. This will serve as a prelude to looking at the medical works in the Tomlinson Collection which date from the late 17th to the middle of the 18th century.</p>	<p>Ask the pupils to study the backs of their hands. Can they see anything moving?</p> <p>Tell them to focus on about one square inch. Did they know that about 60,000 micro-organisms can be found there? Are all these micro-organisms harmful?</p>	<p>But how can we prove it?</p> <p>Collect thoughts and ideas - use of microscopes to identify their presence.</p> <p>Develop their understanding - In pairs, attempt to come up with a fair test to prove micro-organisms exist. (5 mins).</p> <p>Use the example of food going bad.</p>	<p>1. Fact File - Anton van Leeuwenhoek was the first person to observe microorganisms, using a microscope of his own design. (See attached information sheet)</p> <p>What prevented his invention from being further used for the study of microorganisms?</p> <p>What did people in the 18th century believe caused diseases?</p> <p>2. Activity - The Theory of the Four Humours Choose 5 pupils for the activity. One pupil is the patient who is lying in the middle surrounded by 4 pupils who represent one of the Four humours. One humour stands up, the patient's health is out of balance. How can the health be restored?</p> <p>3. Fact File - Galen and Hippocrates Background information on the lives of two influential physicians whose theories of the Four Humours persisted into the 18th century.</p>

		nineteenth century.
Additional material	Websites www.teachnet-uk.org.uk » www.schoolhistory.co.uk/gcse/links/medicine/medicineworksheets/whyfourhumours	