

Islip Manor High School

Scheme of Learning Overview



This scheme of learning has been designed to ensure that you make progress, develop, and master key knowledge, skills, and ideas through academically rich content that reflects, values, and celebrates the diverse experiences, identities, and contributions of our school community.

Year group: Year 10	Term: Autumn	Unit duration: 3 weeks	Number of lessons: 6 lessons		Unit title: The British Sector of the Western Front 1914 - 1918
Unit assessment: To explain the medical challenges of the Western Front, evaluate treatments and innovations, and use sources to investigate the historic environment.				Fertile question: How did war shape medicine on the Western Front?	
Key skills/ concepts/ prior knowledge that students should have when starting this unit:				Start RAG	End RAG
An understanding of chronology and change over time in medicine Know that ideas about disease, treatment and prevention have developed across different historical periods Know basic methods historians use to study medicine, including written sources, statistics and scientific evidence					
Key skills/concepts/knowledge that students should cover				Start RAG	End RAG
1) Trench system, No Man's Land, Stretcher bearer, Terrain, Casualty Clearing Station (CCS), RAMC 2) Trench foot, Trench fever, Shell shock, Gas, Lice, Psychological 3) Regimental Aid Post, Field Ambulance, Base Hospital, CCS, Evacuation, RAMC 4) Blood transfusion, Thomas splint, X-ray, Plastic surgery, Gillies, Infection 5) Source, Utility, Provenance, Content, Context, Follow-up 6) All Western Front concepts					
Stretch. Key skills/concepts/knowledge that students should cover <ul style="list-style-type: none">Judge the extent to which war acted as a "catalyst" for medical progress.Compare continuity and change between Western Front medicine and earlier/modern approaches.Evaluate the reliability and usefulness of different sources for investigating the historic environment.Assess how far the Western Front transformed surgery and treatment methods.					
Literacy. Key vocabulary/subject terminology that students should cover: DNA Antibiotics NHS Vaccination Lung cancer Surgery					
Suggested materials teachers could/should use: PowerPoints and resources for each lesson					
Key home learning tasks students should complete: HL will be set once a fortnight					

