

Learning Organiser: How have historic medical breakthroughs affected our lives today?

Key objective

Identify and explain the significance of medical progress in Britain during the past 250 years.

Important things I will know, understand and do

What the term 'life expectancy' means.

Why life expectancy in Britain remained low until the 1800s

The cause of the Great Bubonic Plague of 1665.

How people at the time felt the plague could be prevented and treated.

Why the plague spread so rapidly.

The significance of what Edward Jenner discovered in 1796.

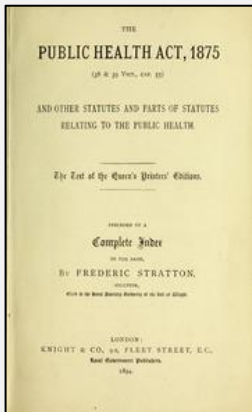
Why many people opposed the use of smallpox vaccinations.

The major medical milestones of the last 250 years.

Create a timeline to show these milestones.

Decide which of these developments were the most significant.

Important Acts of Parliament I will know about



Public Health Act 1875

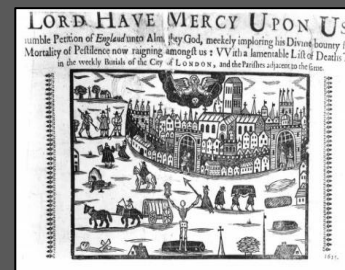
Important historical sources I will use

- Diaries
- Sketches
- Engravings
- Paintings
- Pamphlets
- Posters
- Flow charts
- Multiple line graphs
- Newspaper reports

Timeline of some significant vaccines

1796	Smallpox
1896	Typhoid
1905	Cholera
1942	Diphtheria
1953	BCG (Tuberculosis)
1956	Polio
1957	Whooping cough
1961	Tetanus
1968	Measles
1970	Rubella (German measles)
1988	MMR (Measles, mumps and rubella combined)
1999	Meningococcal B and ACWY (Meningitis and sepsis)
2000	Influenza (flu)
2004	Pneumococcal (pneumonia, sepsis, meningitis)
2008	HPV (Human papillomavirus)
2013	Rotavirus (highly infectious stomach bug)
2017	Hexavalent six in one – diphtheria, tetanus, whooping cough, polio, influenza, hepatitis B
2019	HPV universal
2020	Coronavirus

Important historical events I will understand



The Great Bubonic Plague 1665



The National Health Service 1948

Important subject vocabulary I will learn

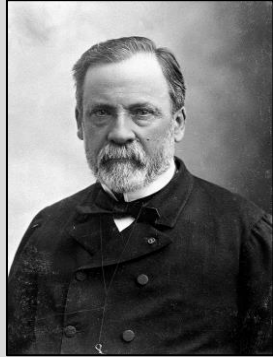
Disease	an illness or sickness with symptoms that prevent the body functioning
Sanitation	having clean drinking water and a system of disposing of sewage safely
Hygiene	cleanliness to maintain health and prevent disease
Epidemic	an infectious disease that spreads over a very wide area
Bacteria	microscopic germs that can cause disease
Virus	microscopic parasites that cause disease and are not killed by antibiotics
Antiseptic	something that kills or prevents the growth of bacteria.
Antibiotic	a medicine that will search out and destroy bacteria in the body.
Vaccination	creating immunity to disease through injecting someone with a weakened or killed bacteria or virus
Life expectancy	the average number of years that a person is likely to live for
Superstition	a belief based more on fear of the unknown than factual information
Infant mortality	the number of children who die before their first birthday
Maternal mortality	the number of mothers who die during or immediately after childbirth

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Important people whose work I will understand



Edward Jenner



Louis Pasteur



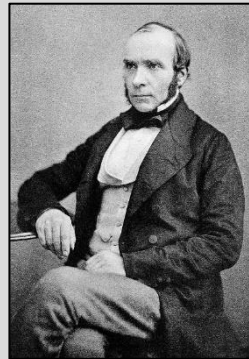
Alexander Fleming



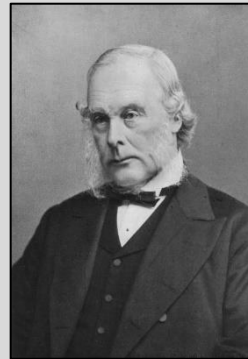
Marie Curie



Florence Nightingale



John Snow



James Lister

Important historical concepts I will understand

Change	the process or actions by which something or someone becomes different
Causation	the connections between events where one thing happens as a result of another
Significance	identifying events, sources, people, places or ideas which are most important
Sources	evidence that is used to gather information and reach judgements
Chronology	arranging historical events in their correct time order
Empathy	placing yourself in another's position to better understand their actions
Society	a community of people who share a common way of life
War	armed conflict between different countries or people within a country (civil war)
Conflict	a struggle or clash between opposing forces, interests or ideas
Agriculture	growing crops and rearing animals on farms
City	a large and densely populated human settlement
Religion	a set of beliefs and convictions about life usually involving the worship of a god or gods
Public Health	the efforts governments make to keep people fit and well
Parliament	an assembly of people who make the laws for a country

Disciplinary thinking skills I will use to understand what I learn

Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).
Informed conclusion	A knowledgeable summing up of the main points or issues about something.
Reasoned judgement	A personal view or opinion about something supported by factual evidence.
Justify	Give reasons to show or prove what you feel to be right or reasonable.
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence.
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.