















<p>UNIT 1: THE EARLY SETTLEMENT OF THE WEST, C1835–C1862</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • Social and tribal structures, ways of life and means of survival on the Plains. • Beliefs about land and nature and attitudes to war and property. • The factors encouraging migration, including the Oregon Trail from 1836, the belief in Manifest Destiny, and the California Gold Rush of 1849. • Early migration to c1850, including the experiences of the Donner Party and the Mormon migration, 1846–47. • The development and problems of white settlement. • Reasons for tension with Plains Indians, including US government policy and the Permanent Indian Frontier. The significance of the first Fort Laramie Treaty (1851). The Indian Appropriations Act (1851). • Lawlessness in early towns and settlements, including attempts to tackle lawlessness. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Plains Indian</td> <td>Mormon</td> </tr> <tr> <td>Great Plains</td> <td>Pioneer Band</td> </tr> <tr> <td>Nomadic</td> <td>Donner Party</td> </tr> <tr> <td>Tipi</td> <td>Gold Rush</td> </tr> <tr> <td>Shaman</td> <td>Permanent Indian Frontier</td> </tr> <tr> <td>Chief</td> <td>Fort Laramie</td> </tr> <tr> <td>Oregon Trail</td> <td>Indian Appropriations</td> </tr> <tr> <td>Manifest Destiny</td> <td></td> </tr> <tr> <td>Sod</td> <td></td> </tr> </table>	Plains Indian	Mormon	Great Plains	Pioneer Band	Nomadic	Donner Party	Tipi	Gold Rush	Shaman	Permanent Indian Frontier	Chief	Fort Laramie	Oregon Trail	Indian Appropriations	Manifest Destiny		Sod	
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<p>UNIT 2: DEVELOPMENT OF THE PLAINS, C1862–C1876</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • The significance of the railroads; the Pacific Railroad Act (1862) and the completion of the First Transcontinental Railroad (1869) and the spread of the railroad network. • The impact of the Homestead Act (1862). Attempts at solutions to problems faced by homesteaders: the use of new methods and new technology; the impact of the Timber Culture Act (1873). • Introducing law and order in settlements, including the roles of law officers and increases in federal government influence. • The cattle industry and factors in its growth, including the roles of Iliff, McCoy and Goodnight, the significance of Abilene and of the increasing use of the railroad network. • The changing role of the cowboy, including changes in ranching. Relations between ranchers and homesteaders. • The impact of railroads, the cattle industry and gold prospecting on the Plains Indians. • The impact of US government policy towards the Plains Indians, including the continued use of reservations. The second Fort Laramie Treaty (1868). • Conflict with the Plains Indians: Little Crow’s War (1862) and the Sand Creek Massacre (1864), the significance of Red Cloud’s War (1866–68). 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Transcontinental</td> <td>Joseph McCoy</td> </tr> <tr> <td>Homestead</td> <td>John Iliff</td> </tr> <tr> <td>Timber Culture</td> <td>Charles Goodnight</td> </tr> <tr> <td>Ranching</td> <td>Cattle Trail</td> </tr> <tr> <td>Windmill</td> <td>Reservations</td> </tr> <tr> <td>Sodbuster</td> <td>Fetterman’s Trap</td> </tr> <tr> <td>Abilene</td> <td>Open Range</td> </tr> </table>	Transcontinental	Joseph McCoy	Homestead	John Iliff	Timber Culture	Charles Goodnight	Ranching	Cattle Trail	Windmill	Reservations	Sodbuster	Fetterman’s Trap	Abilene	Open Range				
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<p>UNIT 3: THE EARLY SETTLEMENT OF THE WEST, C1835–C1862</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • Changes in farming: the impact of new technology and new farming methods. • Changes in the cattle industry, including the impact of the winter of 1886–87. The significance of changes in the nature of ranching. The end of the open range. • Continued settlement: the Exoduster movement and Kansas (1879), the Oklahoma Land Rush of 1893. The closure of the Indian Frontier. • Dealing with law and order, including sheriffs and marshals, including the significance of Billy the Kid, Wyatt Earp, the OK Corral (1881). • The range wars, including the Johnson County War of 1892. • Conflict with the Plains Indians: the Battle of the Little Big Horn (1876) and its impact; the Wounded Knee Massacre (1890). • The hunting and extermination of the buffalo. • The Plains Indians’ life on the reservations. • The significance of changing government attitudes to the Plains Indians, including the Dawes Act (1887). 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Sodbuster</td> <td>Custer</td> </tr> <tr> <td>Barbed Wire</td> <td>Little Bighorn</td> </tr> <tr> <td>Ranching</td> <td>Wounded Knee</td> </tr> <tr> <td>Open Range</td> <td>Ghost Dance</td> </tr> <tr> <td>Exoduster</td> <td>Extermination</td> </tr> <tr> <td>Land Rush</td> <td>Reservation</td> </tr> <tr> <td>Billy the Kid</td> <td>Dawes Allotment</td> </tr> <tr> <td>Wyatt Earp</td> <td></td> </tr> <tr> <td>OK Corral</td> <td></td> </tr> </table>	Sodbuster	Custer	Barbed Wire	Little Bighorn	Ranching	Wounded Knee	Open Range	Ghost Dance	Exoduster	Extermination	Land Rush	Reservation	Billy the Kid	Dawes Allotment	Wyatt Earp		OK Corral					
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<p>UNIT 4: c1250–c1700: MEDICINE IN MEDIEVAL AND RENAISSANCE ENGLAND</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • Supernatural and religious explanations of the cause of disease. • Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen. • Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. • New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. • Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. • Continuity and change in explanations of the cause of disease and illness. A scientific approach, including the work of Thomas Sydenham in improving diagnosis. The influence of the printing press and the work of the Royal Society on the transmission of ideas. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Four Humours</td> <td>Herbal Remedies</td> </tr> <tr> <td>Fatalism</td> <td>Prevention</td> </tr> <tr> <td>Physician</td> <td>Hospital</td> </tr> <tr> <td>Apothecary</td> <td>Change</td> </tr> <tr> <td>Barber Surgeon</td> <td>Continuity</td> </tr> <tr> <td>Bloodletting</td> <td>Sydenham</td> </tr> <tr> <td>Purging</td> <td>Vesalius</td> </tr> <tr> <td>Transference</td> <td>Harvey</td> </tr> <tr> <td>Astrology</td> <td>Black Death</td> </tr> <tr> <td>Anatomy</td> <td>Great Plague</td> </tr> <tr> <td>Dissection</td> <td>Church</td> </tr> </table>	Four Humours	Herbal Remedies	Fatalism	Prevention	Physician	Hospital	Apothecary	Change	Barber Surgeon	Continuity	Bloodletting	Sydenham	Purging	Vesalius	Transference	Harvey	Astrology	Black Death	Anatomy	Great Plague	Dissection	Church
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<ul style="list-style-type: none"> • Continuity in approaches to prevention, treatment and care in the community and in hospitals. • Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius. • Key individual: William Harvey and the discovery of the circulation of the blood. • Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread. 																								
<p>UNIT 5: c1700-PRESENT: MEDICINE IN INDUSTRIAL AND MODERN BRITAIN</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. • The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. The impact of anaesthetics and antiseptics on surgery. • New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875). • Key individual: Jenner and the development of vaccination. • Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump. • Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. • Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors. • The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high-tech medical and surgical treatment in hospitals. • New approaches to prevention: mass vaccinations and government lifestyle campaigns. • Key individuals: Fleming, Florey and Chain's development of penicillin. • The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action. 	  	<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Miasma</td> <td>Cancer</td> </tr> <tr> <td>Germ Theory</td> <td>Genetics</td> </tr> <tr> <td>Smallpox</td> <td>Lifestyle</td> </tr> <tr> <td>Vaccination</td> <td>Magic Bullet</td> </tr> <tr> <td>Edward Jenner</td> <td>Antibiotics</td> </tr> <tr> <td>Cholera</td> <td>Penicillin</td> </tr> <tr> <td>John Snow</td> <td>Florey & Chain</td> </tr> <tr> <td>Antiseptic</td> <td>Diagnosis</td> </tr> <tr> <td>Anaesthetic</td> <td>CAT/MRI</td> </tr> <tr> <td>Public Health</td> <td>Transfusion</td> </tr> <tr> <td>Nursing</td> <td></td> </tr> </table> <p>How is this unit being assessed?</p> <ul style="list-style-type: none"> • Ongoing Assessment • Formal End of Unit Assessment <p>Knowledge Organiser Link</p> <p>Medicine Knowledge Book</p>	Miasma	Cancer	Germ Theory	Genetics	Smallpox	Lifestyle	Vaccination	Magic Bullet	Edward Jenner	Antibiotics	Cholera	Penicillin	John Snow	Florey & Chain	Antiseptic	Diagnosis	Anaesthetic	CAT/MRI	Public Health	Transfusion	Nursing	
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<p>UNIT 6: THE BRITISH SECTOR OF THE WESTERN FRONT, 1914–18: INJURIES, TREATMENT AND THE TRENCHES</p> <p>By the end of this unit of learning all students will understand:</p> <ul style="list-style-type: none"> • The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure. 		<p>List the Keywords that all students will be able to define by the end of this unit:</p> <table border="0"> <tr> <td>Western Front</td> <td>Triage</td> </tr> <tr> <td>Ypres</td> <td>Dressing Station</td> </tr> <tr> <td>Somme</td> <td>Casualty Clearing</td> </tr> <tr> <td>Arras</td> <td>X-Ray</td> </tr> <tr> <td>Cambrai</td> <td>Thomas Splint</td> </tr> <tr> <td>Wound</td> <td>Transfusions</td> </tr> <tr> <td>Shrapnel</td> <td>Plastic Surgery</td> </tr> <tr> <td>Gas</td> <td></td> </tr> <tr> <td>RAMC</td> <td></td> </tr> <tr> <td>FANY</td> <td></td> </tr> </table>	Western Front	Triage	Ypres	Dressing Station	Somme	Casualty Clearing	Arras	X-Ray	Cambrai	Thomas Splint	Wound	Transfusions	Shrapnel	Plastic Surgery	Gas		RAMC		FANY	
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<ul style="list-style-type: none"> • Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks. • The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras. • The significance of the Western Front for experiments in surgery and medicine: new techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai. • The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood. 		<p>Knowledge Organiser Link</p> <p style="text-align: center;">Medicine Knowledge Book</p>																				