| **TRANSITION YEAR UNITS (2023-2024)** | |
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| 1. **Title of Transition Unit** | |
| History | |
| 1. **Area of Study** | |
| Medicine Through Time | |
| 1. **Overview** | |
| Transition Year students will engage in an in-depth study of the development of medicine and healthcare throughout human history beginning in Ancient Rome and Greece and ending with 20th/21st century developments. Students will analyse progress in three specific areas: 1) understanding of the cause of disease, 2) treatment of disease and 3) prevention of disease using primary sources throughout the module.  \*\* This is a working document and will be updated and adapted as seen fit throughout the school year. | |
| 1. **Links** | |
| This modules aims to develop the following cross-curricular links:   * English * Science * Geography | |
| 1. **Summary Outline of the Unit** | |
| Students will study medicine and healthcare across the three areas outlined previously in the following periods:   * Ancient Greece and Ancient Rome * The Middle Ages * The Renaissance * The Enlightenment * 19th Century * 20th/21st Century | |
| 1. **Breakdown of the Unit** | |
| This module will consist of two lessons per week for a period of 8 weeks approximately. | |
| 1. **Aims** | |
| *This Transition Unit aims to:* | |
| * Develop and improve student knowledge concerning medicine and health throughout history and its relevance to our lives today. * Develop students’ critical thinking and analytical skills to help them make informed judgements and arguments. * Develop students’ research and investigation skills. * Further develop students’ document analysis skills. | |
| 1. **Learning Outcomes** | |
| *On completion of this unit students should be able to:* | |
| 1. List and explain key factual information regarding medicine and healthcare throughout multiple periods in history. 2. Analyse and assess progress in medicine in specific time periods. 3. Compare and contrast developments across multiple time periods and make judgements/arguments regarding progress. 4. Analyse primary and secondary source documents. | |
| 1. **Key Skills** | **How evidenced** |
| **Information Processing** | Analysing, interpreting and researching information from class materials and online sources. |
| **Critical and Creative Thinking** | Students will further develop their critical thinking skills by analysing key primary source texts, engaging in debate and reflecting on their learning. |
| **Communicating** | Students will participate in various class debates and discussions regarding subject material. Students will also present their research project. |
| **Working with Others** | Students will engage with each other during the research project process including sharing sources, asking questions and providing peer feedback. |
| **Being Personally Effective** | Students will regularly reflect on their learning and engage in self-assessment. |
| 1. **Methodologies** | |
| The following methodologies will be utilized in lessons:   * Students will enjoy a skills-based approach to teaching and learning using active learning methodologies. * Document analysis * Debating * Inquiry based learning * Group work and peer learning * Research and investigative learning. * Think/Pair/Share | |
| 1. **Assessment Methods** | |
| **Ongoing**   * scheduled homework assignments * Higher and lower order questioning. * self-assessment and peer assessment strategies. | **Cumulative**  Students will complete a research project based on their own chosen focus area related to medicine and healthcare throughout time. |
| 1. **Evaluation** | |
| Students will complete an evaluation sheet to provide feedback to the teacher in an effort to help further develop this module and student learning. | |
| 1. **Resources** | |
| The following resources will be availed of:   * iPads * Google Slides and PowerPoint * Documentaries * Primary and secondary sources. * Worksheets. | |
| 1. **Literacy** | |
| The following strategies are employed to encourage students to actively engage in the learning process and become lifelong readers and writers:   * Literacy is enhanced by the use of age appropriate reading materials and use of a key word bank. * Subject specific language is reinforced by reading and use of visual and contextual cues. * Focus on written skills including essay and paragraph writing using PQE styled utilized greatly in English. * Students are given opportunities to discuss, debate and present on a range of topics. | |
| 1. **Numeracy** | |
| * Numeracy skills are enhanced when students give oral or written presentations about case studies, statistics, and data based projects. * When engaged in reading or audio-visual comprehension exercises, their attention is drawn to relevant numerical terms which may occur. * The teacher will use every opportunity to facilitate numeracy by asking relevant questions. * Students are encouraged to use statistics and numerical information in their writing, research and discussion. | |