

<b>Unit Title</b>	<b>Why did the development of medicine and surgery change so slowly?</b>				
<b>Subject group and discipline</b>	<b>IY - History</b>	<b>MYP year</b>	<b>2 (8)</b>	<b>Unit duration (hrs)</b>	<b>19</b>

### Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global contexts</b> <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Change	Innovation and revolution	Scientific and technical innovation The impact of scientific advances on communities
<b>Statement of inquiry</b>		
Innovation and revolution led to scientific advances which impact communities and cause change.		
<b>Inquiry questions</b>		
<p><b>Factual: How has medicine and surgery changed over time?</b></p> <p><b>Debatable: Did religion help or hinder medicine?</b></p> <p><b>Conceptual: Is modernisation the same as innovation?</b></p>		
<b>Objectives</b>	<b>Summative assessment</b> <i>This does not always have to be a GRASPS task, but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	
<p><i>Learning objectives for the unit</i></p> <p>A: Knowledge and understanding</p> <p>C: Communication</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal: write a time traveller's guide to illness and sicknesses</p> <p>Role: academic historian</p> <p>Audience: the general public</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The students need to explain the challenges to people's health from prehistoric times to now. They will need to be able to explain the different reasons why health improved or regressed.</p>

	<p>Situation: you have been asked to write a sequel to the Time Traveller's guide to Tudor and Medieval England</p> <p>Purpose: to explain different challenges and improvements to people's health</p>	
<p><b>Approaches to learning (ATL) These can be listed or you could offer some explanation of how they will be developed</b></p>		
Skill category	Skill cluster	Skill indicator and description
Self management	Using appropriate strategies for organising complex information	<p>In order for students to use appropriate strategies for organising complex information</p> <p>They will need to examine how medicine and surgery have changed over time using timelines, structured paragraphs and comparative work.</p> <p>Explicitly taught through timelines, before and afters and meanwhile, elsewheres</p>
Reflection skills	Identify strengths and weaknesses or personal learning strategies (self-assessment)	<p>In order for students to identify strengths and weaknesses or personal learning strategies (self assessment)</p> <p>They will need to focus on developing historical skills such as inference and explanation</p> <p>Explicitly taught through source work, annotations and finding positives within class conversations and classwork</p>
Research skills	Makes connections between various sources of information	<p>In order for students to make connections between various sources of information</p> <p>They will need to examine a wide range of primary and secondary sources</p> <p>Explicitly taught through coloured links – repetition and constant, consistent questioning.</p>