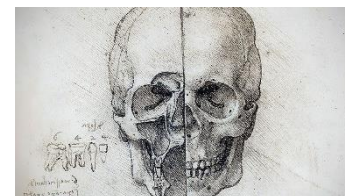
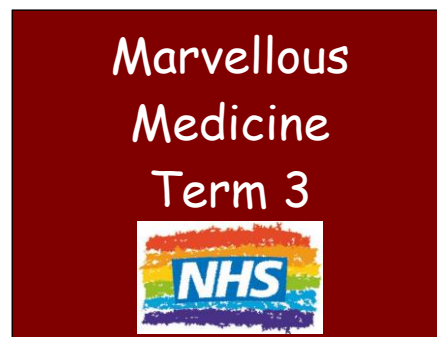


## Theme: Medicine Through Time Term 3

### Lesson Breadth:



#### As writers:

- Understand the features and style of an adventure story.
- Understand the purpose, features and style of a newspaper report.
- Engage the reader using a variety of written techniques.
- Use the passive form accurately.
- Use a range of sentence types.
- Use a range of punctuation accurately.
- Write from a first person narrative, using descriptive features effectively to portray and describe emotions and settings.
- Portray atmosphere and mood in my writing.
- Use relative clauses.
- Use a range of features to describe a setting and character.
- Assess the effectiveness of my writing and make improvements.
- Punctuate direct speech correctly.

#### Texts:

**Key Text:** The Barnabus Project - The Fan Brothers

**Non Fiction:** A short Illustrated History of Medicine

#### As Historians

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Use dates and terms accurately in describing events.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Use sources of evidence to deduce information about the past.
- Use appropriate historical vocabulary to communicate.
- Give a broad overview of life in Britain from ancient through to medieval times, the Tudor and Stuart times and beyond.
- Understand the changes within and between time periods.
- Understand how some changes take centuries whilst others are more rapid and give examples with evidence.
- Explore different medical practices and advancements through different periods in history e.g. Egyptians, Romans, Medieval, Tudor and Victorian times.
- Explore medicine advancement in the 20<sup>th</sup> and 21<sup>st</sup> century

#### As Mathematicians:

##### Measures

- Metric measures- convert and calculate.
- Miles and kilometres.
- Imperial measures.

##### Ratio

- Using ratio language and the ratio symbol.
- Ratio and fractions.
- Scale drawing and scale factors.
- Ratio and proportion problems.

##### Algebra

- 1 and 2 step function machines.
- Form expressions.
- Substitution.
- Formulae.

#### As scientists:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Build on learning about the main body parts and internal organs to explore and answer questions that help to understand how the circulatory system enables the body to function.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

<p><b>As readers:</b></p> <ul style="list-style-type: none"> <li>• Understand and explore the meaning of words in context.</li> <li>• Ask questions to improve understanding</li> <li>• Draw inferences.</li> <li>• Make predictions from what is stated and implied.</li> <li>• Summarise ideas.</li> <li>• Justify ideas.</li> <li>• Participate in book talk.</li> <li>• Discuss and evaluate how writers use language, considering the impact on the reader.</li> <li>• Compare and contrast ideas accurately.</li> </ul> <p><b>Class reader:</b> Pig Heart Boy  <b>Guided reading:</b> Greenling- Levi Pinfold  A Short Illustrated History of Medicine</p>	<p><b>As computer Experts:</b></p> <p><b>Web page evaluation and creation-</b></p> <ul style="list-style-type: none"> <li>• Review and explore existing websites and consider their structure.</li> <li>• Discuss the different types of media used on websites.</li> <li>• Know that websites are written in HTML.</li> <li>• Draw a web page layout that suits my purpose.</li> <li>• Consider the ownership and use of images (copyright).</li> <li>• Describe what is meant by the term 'fair use'.</li> <li>• Recognise the need to preview pages.</li> <li>• Add content to my own web page.</li> <li>• Evaluate what my web page looks like and suggest and make edits.</li> </ul>	<p><b>As musicians:</b></p> <ul style="list-style-type: none"> <li>• Identify and move to the pulse with ease.</li> <li>• Think about the message of songs.</li> <li>• Identify how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• Identify different ways of writing music down - e.g. staff notation, symbols</li> <li>• Recognise that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> </ul>	<p><b>As citizens (PSHCE):</b>  <b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Set challenging but realistic goals for myself.</li> <li>• Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</li> <li>• Identify problems in the world that concern me and talk to other people about them.</li> <li>• Work with other people to help make the world a better place.</li> <li>• Describe some ways in which I can work with other people to help make the world a better place</li> <li>• Know what some people in my class like or admire about me and can accept their praise</li> <li>• Give praise and compliments to other people when I recognise their contributions and achievements</li> </ul>
<p><b>Being physically active:</b></p> <ul style="list-style-type: none"> <li>• To use the correct technique in a variety of circuit exercises aimed to strengthen the core muscles</li> <li>• To understand the core muscles of the body and their importance</li> <li>• To use the correct technique in a variety of circuit exercises and improve on previous results</li> <li>• To understand the importance of cardiovascular training.</li> <li>• Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, linking skills.</li> </ul>	<p><b>As artists</b></p> <ul style="list-style-type: none"> <li>• Name a significant period in history where artists have been interested in anatomy.</li> <li>• Summarise why artistic representation of anatomy has been considered important throughout history.</li> <li>• Use appropriate shapes needed to build bodies.</li> <li>• Use several different techniques to refine sketching.</li> <li>• Experiment with the correct proportions.</li> <li>• Explore shading techniques.</li> </ul>	<p><b>Religious Education:</b>  <b>Theme:</b>  Beliefs and Meaning  <b>Concept:</b> Salvation  <b>Key Question:</b>  Is anything ever eternal?  <b>Religion:</b> Christianity</p> <ul style="list-style-type: none"> <li>• Start to show an understanding of the concept of eternity.</li> <li>• Describe what a Christian might learn about life after death from a Bible story.</li> <li>• Ask important questions about eternity.</li> </ul>	<p><b>As linguists (French):</b></p> <ul style="list-style-type: none"> <li>• Use a variety of weather phrases in French and respond to the question <i>quel temps fait-il?</i></li> <li>• Use prepositions to talk about the weather in different parts of the country.</li> <li>• Extend sentences with conjunctions</li> </ul>

<b>Key Vocabulary:</b>	Civilisation, medicine, medicinal, ailments, primary and secondary evidence, medical culture, viruses, influenced, plague, artefact, diseases, compare, National Health Service, hypothesis, reliable, analyse, diversity, continuity, change, influential, advancements, muscles, cardiovascular, proportions, dissection, anatomist, cadaver, physician, generalisation, blood pressure, circulatory system, heart, veins, arteries, capillaries, nutrients, transportation, dream, hope, goal, achievement, empathy, compliment, recognition.
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<b>Curriculum Drivers:</b>	<b>Curiosity:</b>	<b>Knowledge of the wider world:</b>	<b>Aspirations:</b>
	<p>How has medicine changed throughout time?</p> <p>How has the development of medicine and healthcare changed the life of people?</p> <p>What was life like in the past?</p> <p>How can I lead a healthy lifestyle?</p> <p>What could affect my health?</p>	<p>Understanding of the NHS and what that means for me. Understanding of changes in social history and medical breakthroughs which have led to the world I live in today.</p> <p>Understanding of peer pressure and strategies to manage this.</p>	<p>Introduction of job opportunities in the medical profession.</p> <p>How can I lead a healthy, active lifestyle to benefit my future?</p>