MEDICINE THROUGH TIME

1(a) Study Source A. What can you learn from this source about medicine in the
sixteenth century? Use the source and your knowledge to explain your
answer.

Target: AO 1, 2 and 3

Level 1   Claims the source tell us nothing relevant   (1)
               Eg "You can not learn from this because the doctors are not doing
               anything"

Level 2   Writes about the surface information in the source   (2)
               Eg "You can learn a lot from this source. It shows us they had
               medicines to help deliver children and they also had doctors on
               hand in case they were needed."

Level 3   Makes valid inference from the source about sixteenth century
               medicine   (3-4)
               Valid inferences include: role of women in medicine, the use of the
               stars by the doctors to work out the prospects for the child
               Eg "This this is useful for telling us about medicine in the
               sixteenth century. We can learn that women were used in
               medicine. This was un-unusual because they were normally not
               allowed to be involved but this shows us that they preferred to use
               women for child birth.
               "You can see from this source that the doctors think it is more
               important to look at the stars than to help with the birth of the
               child. They are looking at the stars which they thought influenced
               the life of people. They are probably working out the what kind of
               future the child might have and if he is likely to be ill in his life by
               his star sign."

Level 4   Makes two valid inferences from the source about sixteenth
               century medicine   (5)

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WJ Hussar

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Addressing Special Educational Needs and Disability in the Curriculum: History Richard Harris,Ian Luff,2017-04-11 The SEND Code of Practice 2015 has reinforced the requirement that all teachers must meet the needs of all learners This topical book provides practical tried and tested strategies and resources that will support teachers in making history lessons accessible and exciting for all pupils including those with special needs The authors draw on a wealth of experience to share their understanding of special educational needs and disabilities and show how the history teacher can reduce or remove any barriers to learning Offering strategies that are specific to the context of history teaching this fully revised edition will enable teachers to Make history education accessible and engaging to pupils of all abilities Create an inclusive classroom environment that responds to the emotional needs of the class and nurtures a culture of learning Develop inclusive practical demonstration and role play techniques to aid conceptual understanding Set assessment objectives Deploy in class support effectively An invaluable tool for continuing professional development this text will be essential for teachers and their teaching assistants seeking guidance specific to teaching history to all pupils regardless of their individual needs This book will also be of interest to SENDCOs senior management teams and ITT providers In addition to practical activities and supporting material contained in the book there are also free online resources for readers to download and use in the preparation of successful inclusive lessons for all pupils   Debates in History Teaching Ian Davies,2017-02-16 Now in its second edition Debates in History Teaching remains at the cutting edge of history education It has been fully updated to take into account the latest developments in policy research and professional practice With further exploration into the major issues that history teachers encounter in their daily professional lives it provides fresh guidance for thinking and practice for teachers within the UK and beyond Written by a range of experts in history education chapters cover all the key issues needed for clear thinking and excellent professional action This book will enable you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding Debates include What is happening today in history education What is the purpose of history teaching What do history teachers need to know What are the key trends and issues in international contexts What is the role of evidence in history teaching and learning How should you make use of ICT in your lessons Should moral learning be an aim of history education How should history learning be assessed Debates in History Teaching remains essential reading for any student or practising teacher engaged in initial training continuing professional development or Master s level study   *Independent Schools Yearbook 2012-2013* none,2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS   13+ History Mark Scheme (Spring Term 2013) Iseb Iseb,2012-12-01   **13+ History Mark Scheme (Summer Term 2013)** Iseb Iseb,2013-03-21   *13+ History Mark Scheme (Autumn Term 2013)* Iseb Iseb,2013-09-26

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