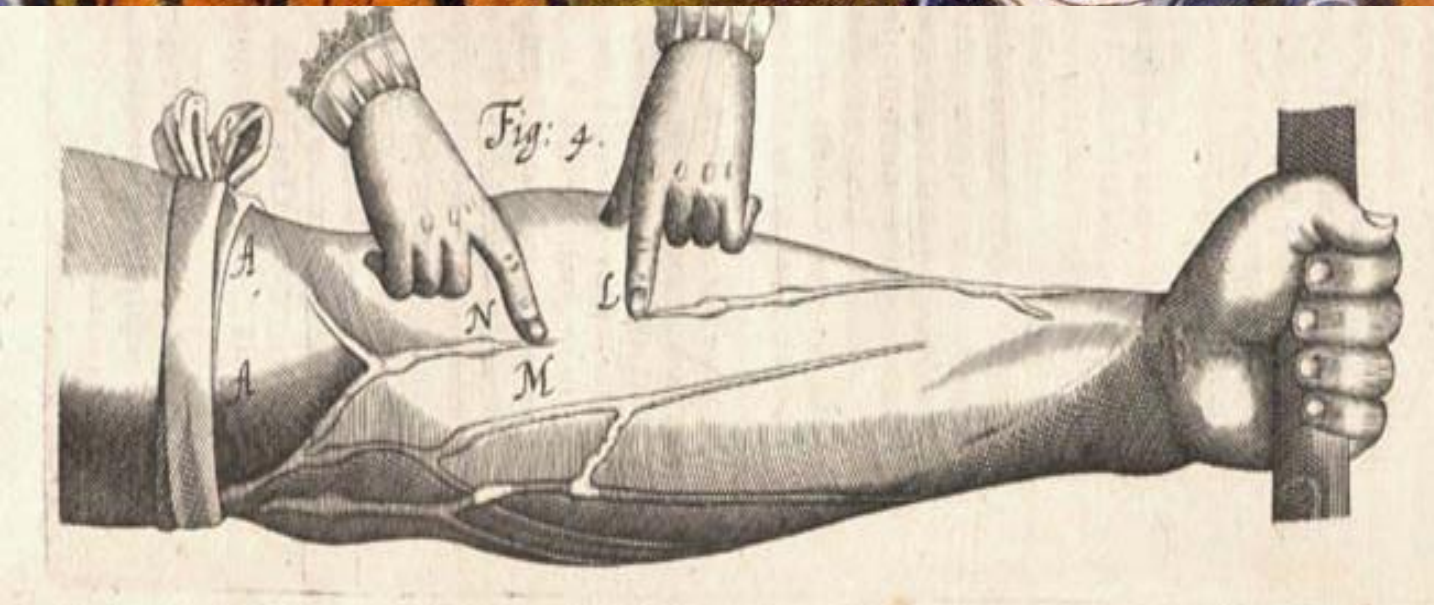




## Medicine Through Time: Medieval and Renaissance



GCSE

Year 10

Name : \_\_\_\_\_  
Class: \_\_\_\_\_  
Teacher: \_\_\_\_\_



Newton  
Abbot  
College



# HISTORY OF MEDICINE

## MEDIEVAL 1250-1500

### Cause of disease (what they believed made people sick)

People in Medieval England believed that God controlled everything that happened around them. Therefore, they believed that God must send disease as a punishment for sin. People also believed that God sent “miasma”, bad smells that caused disease. God was also responsible for the movement of the planets and the stars in the sky, therefore medieval people believed that if God put the planets in a certain alignment, it could cause disease in certain people. Medieval people did not know about germs and microbes because they didn’t have microscopes to see them with. Another theory had been passed down from Roman times by physicians: The Theory of the Four Humours. This theory suggested that disease was caused by an imbalance of the four substances that made up the body (blood, phlegm, black bile and yellow bile).

**Treatment of disease (how they tried to cure people and make them better)** Some Medieval treatments were based on the Four Humours, these involved bleeding or purging the patient to balance the humours. These treatments would be given at the correct time according to the patient’s birthday and star sign. There were also supernatural cures if you couldn’t afford to see a physician. Sick people would often visit monasteries and churches to pray to be healed. People would also go on a pilgrimage to touch one of the holy objects (relics) that were believed to cure diseases. Home remedies using herbs may also be given to the sick to help cure them. Potions (theriaca) made by Apothecaries would only work by chance or coincidence but some of the mixtures passed down by monasteries and families sometimes had ingredients, such as honey, that worked (although they didn’t know why they worked at the time).

**Prevention of disease (stopping people getting sick in the first place)** In Medieval England the prevention of disease was based on their ideas about the causes of illness. This meant that miasma could be prevented by getting rid of anything that made bad smells. Town councils would try to keep the streets clean, provide public toilets and water supplies. However, due to the animals that roamed the streets and the lack of money available to the councils, these public health measures were often very poor and ineffective. Because people believed God sent disease to punish the wicked, a way of preventing disease was to be good. People could pray, go to church, go on a pilgrimage or even punish themselves (during the Black Death) to avoid God’s anger. Medieval people would try to stay clean and healthy but often this was only possible for the rich who could afford a good diet and a bath. The Regimen Sanitatis provided advice on healthy living from physicians, this was only for the rich and it was based on the Four Humours because they believed that what you ate made the humours e.g. “black bile”.

### KEYWORDS

- Flagellants** = people that whipped themselves
- Humours** = body fluids made from digesting food
- Miasma** = bad smells believed to cause disease
- Theriaca** = potion made by an apothecary or physician

### IMPORTANT DATES

- 1123** = St Bartholomew’s Hospital opened in London
- 1167** = Oxford University opened
- 1348** = Black Death arrives in England

### Additional notes:

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## HISTORY OF MEDICINE

### RENAISSANCE 1500-1700

#### **Cause of disease (what they believed made people sick)**

The

Renaissance was a time when people began to challenge and question established ideas. The Church lost some of its power due to the Reformation and science was beginning to test theories via experiments. In 1676 a book by Sydenham called *Observationes Medicae* suggested that illness was caused by external factors and not by the Four Humours. Microscopes allowed scientists to see microbes and physicians such as Vesalius were dissecting the human body to learn more about anatomy and prove Galen wrong. The Royal Society was set up in England to test new theories and to advance science; it led to Harvey's discovery of the blood circulatory system. However, despite all of these new ideas, the majority of people still believed in the Four Humours, miasma and religious causes when people got sick. This is because there wasn't a proven alternative theory yet.

#### **Treatment of disease (how they tried to cure people and make them better)**

Most treatments remained the same from the medieval period: praying, bleeding, purging, charms and potions (theriacs). However, there were new ingredients available in the Renaissance thanks to exploration and trade in America and Asia. Chocolate and coffee was added to treatments and new metal elements were used in the new science of medical chemistry. Unfortunately, none of these new treatments were proven to work and very few were successful. Another new theory in treatments was "transference" the idea that a disease could be taken out of a sick person and transferred into an object or an animal. This led to many treatments involving amulets and goats but of course these didn't help cure the patients. Vesalius' book on anatomy in 1543 helped surgeons locate organs more effectively. Bleeding was made more effective by Harvey's discovery of the circulatory system in 1628.

#### **Prevention of disease (stopping people getting sick in the first place)**

Prevention of disease was still based on avoiding bad smells. Methods involved fines for not keeping the street clean outside your property and if that failed people would move away from smelly areas. There was still an interest in keeping clean but bathing had become less popular after syphilis seemed to increase around bath houses. People in the Renaissance tended to use linen cloths to wipe themselves down and change their clothes regularly rather than take baths. People would also stay healthy by avoiding too much of a certain type of food and drink and by avoiding bad weather. Mostly the prevention of disease was based on avoiding bad smells and extremes of diet and weather.

#### **KEYWORDS**

**Anatomy** = study of the human body

**Padua** = university in Italy

**Reformation** = Christianity split into Catholic and Protestant

**Transference** = illness moved from a person into an object

#### **IMPORTANT DATES**

**1543** = Vesalius published his anatomy book

**1628** = Harvey identified the blood circulation system

**1676** = Sydenham published his book of diseases

#### **Additional notes:**

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# Topic Vocabulary

Word	Description	Red/ Amber/ Green
Physician	Someone who practises medicine.	
Miasma	Bad air that was believed to be filled with harmful fumes. Miasmata is plural for miasma.	
Dissection	The action of dissecting a body or plant to study its internal parts.	
Vaccination	Treatment with a vaccine to produce immunity against a disease; inoculation.	
Germ Theory	Medical theory devised by Louis Pasteur in 1861. The theory that bacteria cause infection and disease.	
Surgery	The branch of medical practice that treats injuries, diseases, and deformities by the physical removal, repair, or readjustment of organs and tissues, often involving cutting into the body.	
Sanitation	Conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal.	

## Accountable Talk

Use this page in class discussions to help you formulate your verbal responses to questions.

### Stating a new opinion:

- I think/ believe that...
- In my opinion...
- From my perspective...
- Based on..., it seems that...
- After reading... I conclude that...
- Overall, the evidence suggests...
- On the one hand... on the other hand...

### Ask for clarification

- What do you mean by...?
- Why do you think that?
- Will you explain that again?
- I have a question about...
- I don't quite understand. Can you explain it a little bit more?

### Agree, disagree, or add on

- I agree with you because...
- That answer makes sense because...
- I respectfully disagree with you because...
- I have a different point of view...
- I would like to add on...
- To expand on what.... said....
- This reminds me of...
- To piggyback on what... said...

### Paraphrase or restate your opinion

- So what you are saying is that...
- In other words, you think...
- I noticed that...
- If I understand you correctly, your opinion is that...

# Knowledge Tracker- Medieval

Lesson Question	What will I learn?	Learning Review- Confidence Checker Red – Not Confident Amber – Fairly Confident Green- Very
1. What did people think caused disease in the Middle Ages?	<ul style="list-style-type: none"> <li>• To be introduced to the Theory of the Four Humours and the role of the Church in Medieval England.</li> <li>• To understand the different influences on ideas about the cause of disease before 1500.</li> </ul>	
2. What part did religion play in understanding the cause of disease?	<ul style="list-style-type: none"> <li>• To recall the importance of the Medieval Church from Key Stage Three.</li> <li>• To explain the importance of religion in hindering medical progress.</li> </ul>	
3. What treatments were available during the Middle Ages?	<ul style="list-style-type: none"> <li>• To understand different approaches to treatment.</li> </ul>	
4. How did people prevent illness in the Middle Ages?	<ul style="list-style-type: none"> <li>• To be introduced to the work of William Harvey and Thomas Sydenham.</li> <li>• To explain their importance to the development of medical knowledge in the Renaissance Period.</li> </ul>	
5. What can a study of the Black Death tell us about Medieval medicine? <b>Case Study 1</b>	<ul style="list-style-type: none"> <li>• To understand what the Black Death was and how it affected people in England during the years 1348-49.</li> <li>• To understand the disputed causes, treatments and preventative measures used during the time of the Black Death.</li> </ul>	



# Knowledge Tracker - Renaissance

Lesson Question	What will I learn?	Learning Review- Confidence Checker Red – Not Confident Amber – Fairly Confident Green- Very
6. Why were medical ideas 'reborn' in the Renaissance? Period? 1500 -1700	<ul style="list-style-type: none"> <li>• To understand the change in medical ideas from the Medieval to Renaissance Period.</li> </ul>	
7. To what extent did the ideas about the cause of disease and illness change during the Renaissance period?	<ul style="list-style-type: none"> <li>• To understand the change in medical ideas about the cause of disease and illness.</li> <li>• To make a judgement on the extent of change.</li> <li>• To analyse the factors that may have caused change.</li> </ul>	
8. To what extent did treatments and preventions change during the Renaissance period?	<ul style="list-style-type: none"> <li>• To understand the different approaches to prevention and treatment that changed and stayed the same between c1500-c1700.</li> </ul>	
9. What care was on offer in the Renaissance?	<ul style="list-style-type: none"> <li>• To understand the different opportunities for care that changed and stayed the same between c1500-c1700.</li> <li>• To understand the impact of the Reformation on hospital care.</li> </ul>	
10. Why was Vesalius such a significant part of the Renaissance Period?	<ul style="list-style-type: none"> <li>• To be introduced to the work of Vesalius.</li> <li>• To evaluate his contribution to Renaissance Medicine.</li> </ul>	
11. How did Harvey and Sydenham contribute to medical progress in the Renaissance Period?	<ul style="list-style-type: none"> <li>• To be introduced to the work of William Harvey and Thomas Sydenham.</li> <li>• To explain their importance to the development of medical knowledge in the Renaissance Period.</li> </ul>	
12. Why was the Great Plague of 1665 not all that great? <b>Case Study 2</b>	<ul style="list-style-type: none"> <li>• To evaluate the change in approach between the Black Death 1348 to the Great Plague 1665.</li> <li>• To justify why there was improvement.</li> </ul>	

## Feedback

### Strengths:

**PT** = I have started my paragraph with a point – clear statement linked to the focus of the question

**Ev** = I have used evidence (*facts, figures, names, dates, people and places*) to support my point.

**Ex** = I have explained my evidence using *this shows that / this meant that / this led to...*

**D1** = I have tried to develop further meaning by analysing the importance, significance or impacts of the evidence.

**D2** = I have linked my paragraph to the question/I have compared all factors linking to the question.

**C** = I have written a good conclusion.

### Targets:

**PT** = I need to start my paragraph with a point – clear statement linked to the focus of the question.

**Ev** = I need to use evidence (facts, figures, names, dates, people and places) to support my point.

**Ex** = I need to explain my evidence using *this shows that / this meant that / this led to...*

**D1** = I need to develop further meaning by analysing the importance, significance or impacts of the evidence.

**D2** = I need to link my paragraph to the question/I have compared all factors linking to the question.

**C** = I need to add a conclusion.

**Structure** = I need to use the PTEEDD structure for each paragraph.

**+** = I need to work on my timing. I need to write more in order to express my response fully.

Highlighter Visual Feedback Key. You will see these colours used by your teachers.

<b>GREEN</b>	Good, Great, Grand, Glorious!	<b>PINK</b>	Re-think	<b>BLUE</b>	Add examples	<b>YELLOW</b>	Add detail
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SPaG Key. You will see and use these codes to correct and improve SPaG in your written work.

<b>Sp</b>	<b>P</b>	<b>//</b>	<b>G</b>
Spelling error	Punctuation error	New paragraph	Grammatical error

What British Values are covered in this topic?

The 5 British Values are:



1. Democracy
2. Rule of Law
3. Tolerance
4. Mutual Respect
5. Individual Respect

How will this topic link to the 9 protected characteristics?

The 9 protected characteristics are:

Age	Gender reassignment	Marriage / Civil Partnership
Pregnancy	Disability	Race
Religion or belief	Sex	Sexual Orientation



How will this topic support my cultural capital?



How will this topic support my disciplinary literacy?



How will this topic reflect our school values?



How will this topic link to us being a sustainable school?







**Listen as your teacher gives an overview of the content you'll be covering during this topic.** Complete notes on the topic content below when asked to do so.

Why this?



**How does this topic lead on from and build upon your previous learning?** Which work is it linked to in previous cycles or years?

Why now?



**How will this topic be built upon in future learning?** Which topics will require a good understanding of this work?

Why now?



**Cross-curricular.** How might the learning from this topic be linked to learning in your other subjects across school?



**Which careers might be linked to this topic?**



**Skills Builder:** Which skills will we have the chance to develop during this topic?



You need to be able to use centuries, time periods and simple dates, so learn the following information:

### Century Dates

13<sup>th</sup> → 1st January 1200 – 31<sup>st</sup> December 1299

14<sup>th</sup> → 1st January 1300 – 31<sup>st</sup> December 1399

15<sup>th</sup> → 1st January 1400 – 31<sup>st</sup> December 1499

16<sup>th</sup> → 1st January 1500 – 31<sup>st</sup> December 1599

17<sup>th</sup> → 1st January 1600 – 31<sup>st</sup> December 1699

18<sup>th</sup> → 1st January 1700 – 31<sup>st</sup> December 1799

19<sup>th</sup> → 1st January 1800 – 31<sup>st</sup> December 1899

20<sup>th</sup> → 1st January 1900 – 31<sup>st</sup> December 1999

21<sup>st</sup> → 1st January 2000 – 31<sup>st</sup> December 2099

Medicine in Medieval England  
(aka The Middle Ages)  
c 1250 - c 1500

The Medical Renaissance in  
England  
c 1500 - c 1700

Medicine in eighteenth and  
nineteenth century Britain  
c 1700 - c 1900

Medicine in modern Britain  
c 1900 - present

The British sector of the  
Western Front, 1914-18:  
surgery and treatment



## What did people think caused disease in the Middle Ages?



**Do Now:** Answer the following questions:

1. What civilisation invaded Britain AD43?
2. What battle did William the Conqueror win in AD1066?
3. When was the Middle Ages?
  - a) 400BC - AD400
  - b) AD1066 - AD1485
  - c) AD1700 - AD1900?
4. Which of the following are accurate facts about England in the Middle Ages?
  - A) Most people lived in towns and cities
  - C) People didn't live very long (the average life expectancy was 30 years old)
  - D) Most people lived in the countryside and farmed the land



Your teacher will read the text below to you. Create a sub-heading and image for each section.

<p>Give this paragraph a title.</p>	<p>Medieval England was not an easy place to live in. Most of England's population worked in the fields, growing and harvesting crops for wealthy landowners. Poor nutrition, particularly at times of famine when food was scarce, and hard physical labour, meant that sickness and disease were never that far away. Some people lived in towns and cities but this was not much better than the country: the crowded streets and lack of drains meant disease spread quickly. Homes were heated by open fires, and being exposed to smoke every day meant lung diseases were common. Nearly half of the population died before reaching adulthood.</p> <p>There was not much specific knowledge in Medieval England. In fact, there were not many people looking to science to cure diseases and ailments at all. Instead, the Catholic Church used ancient texts, written by leading doctors and physicians such as Hippocrates and Galen, to explain why people caught diseases - or they said it was God's will when somebody became ill. People believed God could send disease as a punishment for sinful behaviour.</p> <p>Most of the time, this explanation was enough. Only in times of terrible disease, such as the Black Death in 1348, did people start to question the authority of the Catholic Church on matters of medicine.</p>	<p><b>Summarise</b> the paragraph in 2/3 points.</p>
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**Why do you think there will be such little progress in medicine during the Medieval period?**

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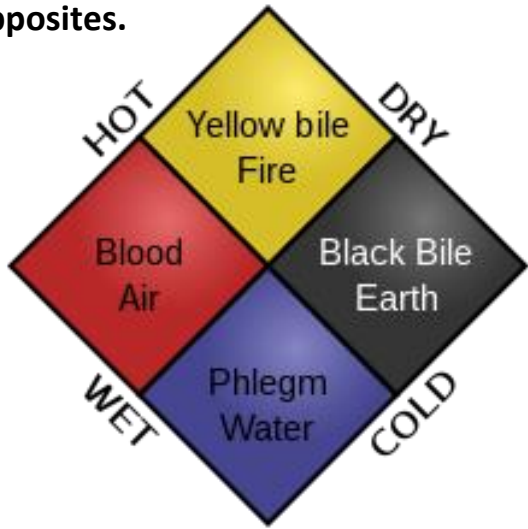
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# The Theory of the Four Humours

The Greek doctor Hippocrates created the Theory of the Four Humours in c450BC and this was developed by the Roman doctor Galen in c150AD who developed the Theory of Opposites.



The theory was based on the idea that there were four liquids that made up the human body, and these were made from what a person ate and drank.

To remain healthy, these “humours” had to be balanced. If a person was unwell, the humours were out of balance and one needed to be removed (purged) or another increased.

**Treatments to restore the Humours:**

- Diarrhoea reduces the **Black Bile Humour**
- Vomiting reduces the **Yellow Bile Humour**
- Removing snot / mucus reduces the **Phlegm Humour**
- Bloodletting (bleeding) reduces the **Blood Humour**



Complete the table using the information above.

Humour:	Condition:	Element:	Symptom:
Black Bile	Cold & dry		Constipated
<b>Yellow Bile</b>		Fire	Fever
<b>Phlegm</b>			Coughing
<b>Blood</b>	Hot & wet		Sweating / vomiting



Write a paragraph to **summarise** the ideas of Hippocrates and how this was developed by Galen.

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Answer these questions using pages 18-21 in the *Medicine Through Time* textbook

1. Who copied out and reproduced Hippocrates' and Galen's books?

2. Name two other writers that medieval physicians were meant to study as well as Galen.

3. Give three reasons why Galen's books and ideas continued to be important.

4.

Why and how did the Church promote Galen's ideas?

5.

What made people think a medieval physician was a good one?

6. Why were Galen's ideas not proven wrong by dissections in the Middle Ages?

7. What was "miasma"?

8.

Why was incense burnt in churches?

9

. What did physicians check to work out if a patient's humours were in balance?

10

. What belief about the planets and stars became more widespread in the Middle Ages?

1

2. What organisation controlled medical learning and resisted change?

1

3. Who had preserved Hippocrates' and Galen's books before being translated into Latin?

14. What was there a lack of during the Middle Ages which limited new ideas?



**Knowledge Retrieval**

1. Who developed the Theory of the Four Humours? \_\_\_\_\_
2. How did Galen build on this theory? \_\_\_\_\_
3. What years does the Medieval period cover? \_\_\_\_\_

**Do Now:** Fill in the Frayer Model for the term **Religion**.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>

Religion



Watch the video [clip](#) about the story of Job. Use the space below to summarise what happen in the story.

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This picture is taken from a 12th century manuscript. In the image Satan is infecting Job.

Task: **Analyse** the source.

1. **Describe** what you can see.

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1. This picture is taken from a 12th century manuscript. What do you think the purpose of this source is?

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What can you learn from the story of Job about the importance of the Medieval Church?

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Read the information about the Medieval Church.

The Medieval Church was the most powerful organisation in the country after the King and his government. The Church's power came from its control over who went to Heaven and who went to Hell. At a time when 99% of England believed in Christianity and when the average life expectancy was 30 years, it was very important to know where you were going after you died. The Church was also very rich as it owned lots of land and people gave donations for forgiveness and when visiting churches.

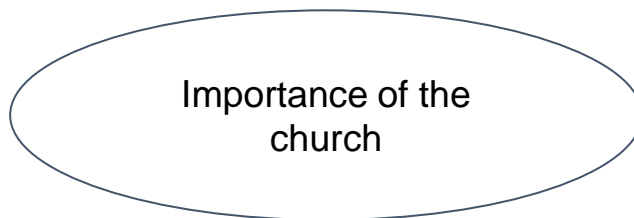
The Church supported the care of the sick because Jesus Christ had healed the sick in the Bible. The Church had monasteries (estates where monks and nuns lived and worked) across England and these provided free hospitals. At these hospitals, people could receive food, a bed, and clean conditions. The treatments offered were more spiritual, with a lot of praying and hearing the Bible read in Latin; although some of the monks had a herb garden and knew some plants that helped reduce pain.

The Church also supported the education of doctors and the two English universities (Oxford and Cambridge) were run by the Church. Therefore, the books taught to the medical students were chosen by the Church (and these were usually Galen's books).

There wasn't any way of printing books or text in the medieval period, so all books had to be copied by hand. This work was done by monks who spent hours copying out text in beautiful handwriting. Once finished, a book was valuable (thousands of pounds in today's money) due to the time taken to make it. As a result, books were very respected and the knowledge inside was precious too. Not many of the English people could read (about 10%) and most of the people who could read were in the Church (like monks and pries).



Complete the spider diagram below about the importance of the Medieval church. Use Pages 13-14 in the textbook to help with this task.





Study the image. What do you think is being shown in it?

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Along with the role of God, the alignment of the planets and stars was also considered very important when diagnosing illness. A physician would consult star charts, looking at when the patient was born and when they fell ill, to help identify what was wrong.

Traditionally, the Church frowned upon the idea of using astrology in diagnosing illness, as it seemed only one step away from predicting the future, or fortune telling. However, after the Black Death arrived, astrology became more popular and the Church became more acceptant of it. Many people believed the Black Death was caused by a bad alignment of the planets. Astrology was a supernatural explanation for disease.



Over the last two lessons, you have been learning about what people in the Medieval period believed caused disease. Complete the summary table below.

Cause	Example	How did this cause disease?
Religious		
Rational		
Supranatural		
Miasma		

**Read Pages 20-21. Why did the ideas about the cause of disease see little progress during the Medieval period?**

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What treatments were available during the Middle Ages?



Knowledge Retrieval

1. Give an example of a rational cause of disease? \_\_\_\_\_
2. Name the Ancient Greek doctor who created the Theory of the Four Humours? ? \_\_\_\_\_
3. What centuries does the Medieval period cover? \_\_\_\_\_

Do Now: Fill in the Frayer Model for the term **treatment**.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>
<b>Treatment</b>	



Watch the video [clip](#) about Medieval Treatments. Make a note of any treatments you hear about.

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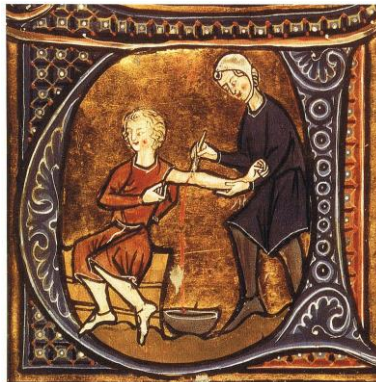


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Think, Pair, Share. How do these images link to the clip you have just watched.



Why do you think Medieval treatments were so different to what we use today?

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 Read the information across Pages 22-25 and complete the table below.

Type	Examples	Rationale	Effectiveness
Religious			
Supernatural			
Humoural			
Remedies			



Using your table, highlight:

- a) Treatments that only the rich would have had access to
- b) Treatments that everybody would have access to
- c) Which do you think would be the most effective? Why?

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## Exam Skills: Source Analysis

This exam paper requires you to analyse a source for utility. Sources are pieces of information from the time (primary source) and are helpful to historians who are investigating the past. All sources are useful and are used to help us learn about the past.

When completing a source skills exam question, you need to think about:

1. The source's **strengths** (usefulness) – the source shows/tells/describes. What does the source include (content)? How is it helpful?
2. The source's **provenance** – the caption

**Nature:** What type of source it is - does this affect its usefulness?

**Origins:** Who/ where has it come from, do they have good knowledge of the topic?

**Purpose:** Why was it produced? How might this affect its reliability?

1. **Own knowledge** – to consider the **accuracy** and **typicality** of the source. Does it support what you already know?

We can use the acronym **COP** (Content, Own Knowledge, Provenance) to help us remember how to structure this question.



Task: **Analyse** Source A below.

What is useful from the provenance?

***Advice from John of Gaddesden's medical book, the Rosa Anglica. John, a very well-respected English physician, wrote this very popular medical text in the 14th century. He is explaining how to cure lethargy (extreme tiredness).***

It is necessary for lethargics that people talk loudly in their presence. Tie their extremities lightly and rub their palms and soles hard; and let their feet be put in salt water up to the middle of their shins, and pull their hair and nose, and squeeze the toes and fingers tightly, and cause pigs to squeal in their ears; give them a sharp clyster [an enema] at the beginning...and open the vein of the head, or nose, or forehead, and draw blood from the nose with the bristles of a boar. Put a feather, or a straw, in his nose to compel him to sneeze...

What is useful from the content?

Is there anything from your own knowledge that helps you to explain the usefulness of the content / provenance?







Knowledge Retrieval

1. What is meant by the term provenance? \_\_\_\_\_
2. All sources are useful because... \_\_\_\_\_
3. Give one cause of illness in the Medieval period \_\_\_\_\_

Do Now: Fill in the Frayer Model for the term **prevention**.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>

Prevention

How do we prevent disease and illness in the 21st century?

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Read the *Regimen Sanitatis*.

1. Label the advice that Medieval physicians were giving to prevent disease and illness?
2. How similar is this advice to today?  
Complete the table below.

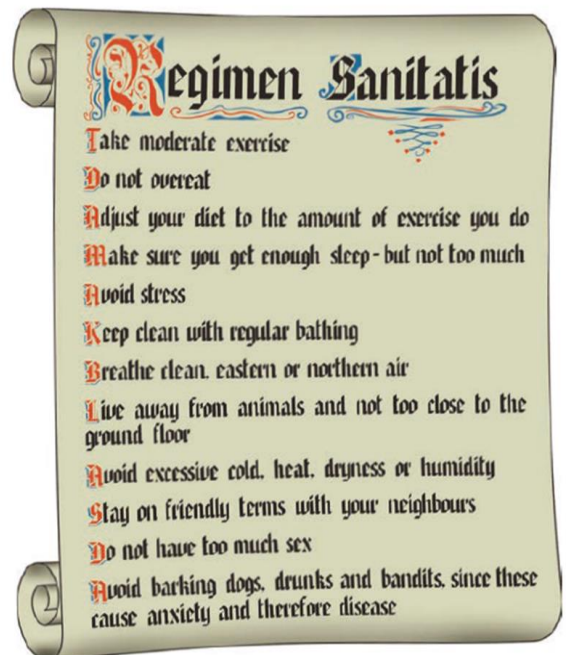


Figure 1.6 Advice given in the *regimen sanitatis*.



Similarities	Differences



Read the information across Pages 26-27 and complete the table below.

Method	What did people do to follow this method?	Why did they think it would work?
Follow the Church teachings		
Regimen Sanitatis		
Bathing		
Diet		
Purifying the air		

If preventions did not work and you got sick in the Middle Ages, your choice of medic depended on your wealth.

Using Pages 27-28, create four images to help you remember who the Medieval medics were.

Women	Physicians
Apothecaries	Surgeons

Using your images:

- 1) Place the symbol £ next to the medics which were only accessible to the rich
- 2) Place the symbol + next to the medics that required qualifications.



Use Page 27 to add more detail to the spider diagram below.

# Medieval Physicians

Study the image. This is a picture of a Medieval hospital.



Describe what you can see:

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Read Pages 29-30. Make notes on how Medieval people were cared for.

Hospitals	Home

Why was the church so important in medical care?




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**Knowledge Retrieval**

1. Name two Medieval universities? \_\_\_\_\_
2. How did a Medieval physician train? \_\_\_\_\_
3. What is a primary source? \_\_\_\_\_

Do Now: Annotate what you can see in the source.



These people are suffering from the Black Death. What can you learn about Black Death symptoms and treatments?

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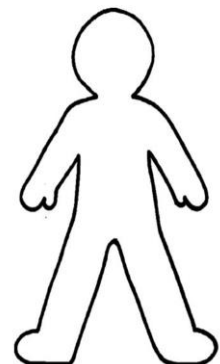
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Use Page 32 to complete the gap fill:

In \_\_\_\_\_ a new disease reached the shores of England. It head spread from the \_\_\_\_\_ along trade routes arriving in Sicily in 1347, quickly spreading across the whole of Europe. The \_\_\_\_\_ as it eventually became to be known, was a new \_\_\_\_\_ that was unfamiliar to the ordinary people of England, as well as English physicians. Within \_\_\_\_\_, it had spread the length and breadth of England, killing \_\_\_\_\_ of people.

The Black Death was an outbreak of the \_\_\_\_\_. The bacteria were carried in the digestive system of fleas who arrived in England on \_\_\_\_\_ carried by merchant ships. It was probably spread by \_\_\_\_\_, although some recent evidence suggests that it was also spread in the air.

Look at the diagram on Page 33. Annotate your Medieval person with the symptoms of the Black Death.





Read Pages 33-35 and complete the table below.

Believed Cause	Description of cause	Treatments	Preventions
Religious and supernatural			
Natural			
Common beliefs			



Read the statement below and come up with some arguments that agree and disagree with it.

**‘The main reason why the Black Death caused so many deaths was because of a lack of understanding of the cause of the disease’.**

How far do agree with this statement?

Agree	Disagree



### Knowledge Retrieval

1. Who ran most Medieval hospitals? \_\_\_\_\_.
2. Name two ways people thought the Black Death was caused: \_\_\_\_\_.
3. Name 1 symptom and 1 treatment for the Black Death: \_\_\_\_\_.



**Do Now:** Spend time completing any gaps that you have in your Medieval section of the let.



**Task:** Read the extract which outlines Renaissance Medicine.

Give this <b>paragraph</b> a title.		<b>Summarise</b> the paragraph in 2/3 points.
	<p>'Renaissance' means rebirth and this period in European history saw a rebirth of old ideas from Ancient Greece and Rome. People began to question, challenge and test assumptions. Gradually, throughout the Renaissance period, fewer people believed in supernatural or religious causes of disease.</p> <p>Renaissance is shorthand for a period in European History when Ancient Greek and Roman ideas became fashionable. European exploration in Africa and the Americas led to new attitudes and a search for knowledge.</p> <p>Meanwhile changes in religion known as the Reformation, led to a decline in the Church's authority, even though most people remained strongly religious.</p> <p>In Britain The Royal Society was set up in 1660 by educated people wishing to discuss new ideas.</p>	



**Task:** Using the information above, what changed the most between the Medieval and Renaissance periods of Medicine?

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**Task:** Which factors led to a change in the way medical theory was approached in the Renaissance Period?

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Task: Following your teacher's instructions add notes on each development to the table.

Key Development of the Renaissance Period	Notes
Governments	
Artists	
Humanism	
The Printing Press	
The New World	
New Inventions	
The Royal Society	



**Consolidation Task:** Which key development do you think was the **most significant** in leading to a change in medical knowledge and practice during the Renaissance Period? Explain your answer. \_\_\_\_\_

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To what extent did the ideas about the cause of disease and illness change during the Renaissance period?



Knowledge Retrieval

1. Name 3 key developments during the Renaissance Period: \_\_\_\_\_
2. What was a decline in during this period? : \_\_\_\_\_
3. Give two causes of the Black Death \_\_\_\_\_



Do Now: Fill in the Frayer Model for the term **Secular**.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>

Secular

People who fell ill during the period 1500-1700 were likely to believe the same things about the cause of their illness as their medieval ancestors. Very little changed in the practice of medicine during this period.

However, all across Europe, enormous shifts were taking part in other areas of daily life.



Read Pages 41-43 and then complete the table below.

Ideas that changed a lot	Ideas that changed a little	Ideas that stayed the same

The key point to note is that while the practise of medicine did not change, the ideas were starting to change.

## Exam Skills: Similarity and Difference

This exam paper requires you to be able to compare time periods to explain differences and similarities. You have to be able to explain the difference or similarity and give specific examples from each time period.

e.g. Explain one **difference** between the understanding of the cause of disease from the Medieval to the Renaissance period.

Model answer:

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Explain one **similarity** between the understanding of the cause of disease from the Medieval to the Renaissance period.

Student answer:

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<u>Change</u>		<u>Continuity</u>	
 <p><b>The Four Humours</b> Scientists such as Sydenham and Paracelsus reject the theories of Galen and Hippocrates Four Humours, saying it could not explain epidemics like the Great Plague. However..</p>	 <p><b>The Four Humours</b> Despite scientists challenging the theory of the Four Humours, <b>most physicians and people still thought the Four Humours caused disease.</b> For example King Charles II was diagnosed using them in 1685.</p>		
<p><b>Supernatural</b> Fewer people believed in supernatural causes of disease</p>  <p><b>Religion</b> With the declining power of the church in the Reformation, less people believed God caused disease and less spread of the Four Humours</p>	<p><b>Astrology</b> Jupiter and Saturn aligning in 1664 was used to blame for the Great Plague by many common people</p> <p><b>Religion</b> However, again during the Great Plague people blamed God!</p> 		
<p><b>New Scientific Thinking</b> Scientific thinking spreads, Frascatoro theories (1546) that seeds in air may spread disease. Whilst Thomas Sydenham promotes 'direct observation' of patients for diagnosis rather than using books</p>  <p>Also discoveries into the digestive system meant that physicians and scientists no longer believed urine charts</p> 	 <p><b>Miasma</b> The idea that bad smells and evil fumes caused disease still continued. During the Great Plague it was believed the main cause of disease.</p> <p><b>Medical Thinking</b> Despite huge improvements in anatomical knowledge, many physicians and healers still diagnosed using old ideas as they were respected</p> 		

 What can you now add to the previous table after reading the information above?

**Exam Practice**

Explain one way in which the ideas on the cause of disease was similar in the 13th and 17th centuries. [4 marks]

One way in which the ideas on the cause of disease was similar in the 13th and 17th centuries was because they both believed...

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In the 13th century

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In the 17th Century

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Mark \_\_\_\_/4 Feedback:



**Knowledge Retrieval**

1. What did the Humanist movement encourage? \_\_\_\_\_
2. Name the Four Humours \_\_\_\_\_
3. A definition of **secular** is: \_\_\_\_\_



Do Now: Analyse the image and answer the questions: What can you see happening in this image?




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What does this suggest about treatments in the Renaissance period?

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Task: Read Pages 49-51 and complete the table below:

Change	Continuity

Explain **one** way in which ideas about the treatment of disease were different in the 17th century and ideas in the 13th century.

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The same range of professionals offered treatment from c1500-c1700 as in the period c1250-c1500: trained physicians, apothecaries and surgeons.



Read the boxes. Highlight in one colour where you can see evidence of continuity and in another colour where you can see evidence of change.

We have already found out that there was a lot of continuity with the treatment and prevention of disease (and a few twists on old ideas!) There was lots of continuity in the medical care people received too.

## Apothecaries

- Apothecaries continued to mix remedies during this period.
- The guild system continued to be used.
- This meant men would carry out apprenticeships and then they would spend several years practising as a journeyman under the supervision of a master.
- They did this because they were not yet experienced enough to have their own business.

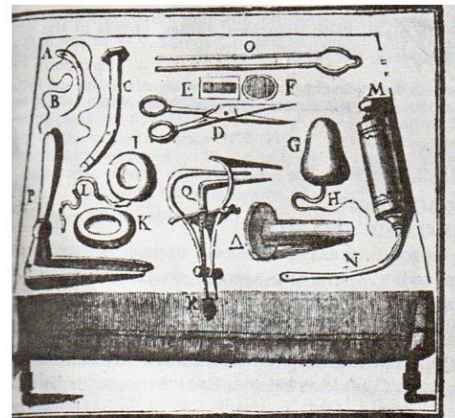


- Apothecaries education continued to grow during this time. They were required to know more but despite their increased knowledge they were still cheaper than a physician.
- Also, iatrochemistry meant that new ingredients began to be used.
- To be an apothecary you had to have a licence.



## Surgeon

- Surgeons continued to carry out minor surgeries in barber surgeries
- Surgeons also became journeymen like the Apothecaries
- The level of education required to be a surgeon also increased.
- Surgery became more and more important during this period due to the wars being fought.
- New technologies of war created new injuries on the battlefield and surgery was often required.
- Surgeons also had to have a licence to practise surgery.



- A. L'aiguille courbe pour coudre la fourchette.  
 B. Le fil qui est passé.  
 C. La canule dont on doit se servir.  
 D. Les ciseaux pour couper le fil.  
 E. La compresse pour mettre sous les points de l'aiguille.  
 F. L'emplâtre nécessaire.  
 G. Pessaires qui a la figure d'un œuf.  
 H. Le fil qui y est attaché.  
 I. Pessaires rond & percé.  
 K. Pessaires ovale aussi percé.  
 L. Cordon pour le tenir.  
 M. Seringue à femme.

# Physician

- Physicians continued to be educated at universities and training courses changed very little.
- The new ideas were taught but they took a long time to take effect.
- There were some new subjects on the curriculum e.g. iatrochemistry and anatomy
- But most learning was from books and not practical experience.
- Lectures continued to be in Latin
- However, in the 17<sup>th</sup> Century independent investigations became more prominent and observations became a greater part of the course.



- Training still wasn't particularly practical.
- Dissection had been illegal because of the influence of the church but it became legal during this time.
- However, there was a serious lack of corpses and most universities didn't have an anatomy theatre. (They still didn't think it was a priority - they thought it was more useful for surgeons)

- Luckily, trainee doctors did have better access to medical textbooks and there were more books than ever before.
- Artists were no longer required by the Church (England was a protestant country and churches weren't to be decorated) so they drew detailed anatomical drawings instead.
- Fugitive sheets of individual drawings became available for those who couldn't afford a textbook.



To what extent did approaches to treatment and prevention change during the Renaissance period?

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**Knowledge Retrieval**

1. Name one Medieval treatment. \_\_\_\_\_
2. What does the word useful mean? \_\_\_\_\_
3. Who provided medical care in the Middle Ages? \_\_\_\_\_

**Do Now:** Fill in the Frayer Model for the term **Reformation**.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>

**Reformation**



Task: **Analyse** the picture of Glastonbury Abbey. Describe what you can see:

\_\_\_\_\_

\_\_\_\_\_

What can you recall from Year KS3 History about why monasteries were closed down during the Tudor period?

\_\_\_\_\_

\_\_\_\_\_

How might this impact hospital care?



**Impact of the dissolution of the Monasteries**

When Henry split from the Catholic Church, he closed monasteries, convents and confiscated their lands which had a negative effect on hospital care



As most hospitals were attached to the church, very few were able to stay open, hundreds vanished around the country, only St. Bartholomew's survived!



As a result, smaller charity run hospitals sprung up, with more of a focus on cure not care. But, it still took until the 1700s time for numbers of hospitals to increase

Saint Bartholomew's hospital in London, which was founded in 1123, only survived because Henry VIII re-founded it himself in 1546.







Sort these cards into: **TREATMENTS PREVENTIONS HOSPITALS CARE**

<p>People still followed the <i>Regimen Sanitatis</i> to avoid disease but they also tried to avoid certain weather conditions that were believed to cause illness.</p>	<p>The same range of professionals offered medical advice to their patients: trained physicians, apothecaries and surgeons.</p>	<p>Education and training improved for Apothecaries and surgeons. Warfare provided surgeons with new wounds as gunpowder had made more terrible weapons available.</p>	<p>Steps were taken to avoid miasma in the air. Homeowners were fined for not cleaning the street outside their house. Bogs and swamps were drained too.</p>	<p>Some physicians carried out dissections to learn about the human body but this was still frowned upon and a supply of corpses was difficult to secure.</p>
<p>Apothecaries and surgeons were organised into guild systems. This meant they would have to work as apprentices, then journeymen and lastly become masters.</p>	<p>New chemical treatments included Mercury (for syphilis) and Antimony for making the patient sweat (and thus cooling the body down). Many of these compounds were poisonous.</p>	<p>Cleanliness was still important as it removed bad smells (miasma). However bathing became less common as syphilis seemed to spread through the public baths.</p>	<p>Treatments based on the Four Humours continued during the Renaissance. These included bleeding, purging and sweating to remove excess humours in the body.</p>	<p>The guild system meant people knew how experienced their apothecary or surgeon was and they also required licences to work in England.</p>
<p>Some hospitals were paid for by charities but it took many years to undo the damage caused by Henry VIII's closure of monastic hospitals in 1536.</p>	<p>New hospitals called "pest houses" or "plague houses" opened to care for contagious patients. These hospitals provided care for patients turned away from other places.</p>	<p>Being too lazy was considered bad for you and so exercise would prevent someone getting sick. Also, if a baby was born small or weak they believed they would be sickly for life.</p>	<p>After 1600, physicians began to be trained to observe their patients more carefully and new courses in anatomy and chemistry started.</p>	<p>Chemical cures were increasingly used as treatments. A list of different compounds was produced in the book "<i>Pharmacopoeia Londinensis</i>" in 1618.</p>
<p>Hospitals had improved by the early Renaissance years. A patient in an English hospital could expect a good diet, a visit from a physician and medication.</p>	<p>Superstitions and spiritual methods of preventing illness continued. Regular praying and the wearing of talismans (lucky charms) were still used to avoid disease.</p>	<p>Physicians continued to be trained at universities in the period c1500-c1700. This training remained mostly academic (book work and lectures) and wasn't practical.</p>	<p>Herbal remedies continued to be popular in the Renaissance. The ingredients became more exotic as exploration of the planet discovered new plants e.g. chocolate and tobacco.</p>	<p>The printing press improved the supply of books and artists created accurate diagrams of the human body for physicians to use to learn from.</p>
<p>A new type of treatment was <b>transference</b>. This was the idea that diseases could be passed from a person onto an object or an animal, therefore curing the original host.</p>	<p>In 1536, Henry VIII closed the monasteries in England. As the majority of hospitals were staffed by monks and nuns, this drastically reduced the number of hospitals in England.</p>	<p>Apothecaries had new products due to new herbs and plants being discovered in America and Asia as well as new compounds created from alchemy (chemistry).</p>	<p>Most care for the sick still took place in the home and was carried out by women. The College of Physicians fined many women for giving medical care without a licence!</p>	<p>To avoid disease people were told to avoid excesses and to try and live in moderation (in all aspects of their life). Too much alcohol, rich food, exhaustion and cold were bad.</p>



Use the previous activity and the page number below to complete the table:

	Evidence of continuity	Evidence of change
Apothecaries and Surgeons (P.52)		
Physicians (P.52)		
Hospitals (P.55)		
Pests Houses (P. 56)	.	
Community Care (P. 56)		



To what extent was there change in care during the Renaissance? What were the causes of change?

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# Why was Vesalius such a significant part of the Renaissance Period?



**Knowledge Retrieval**

1. Name 3 key developments during the Renaissance Period: \_\_\_\_\_
2. Name 2 Renaissance treatments. \_\_\_\_\_
3. Name some of the new inventions in the Renaissance Period: \_\_\_\_\_

**Do Now:** Fill in the Frayer Model for the term **Dissection**.

<b>Definition:</b>	<b>Characteristics:</b>	
<b>Examples:</b>	<b>Dissection</b>	<b>Non-Examples:</b>



Task: **Analyse** the picture of Vesalius' *On the Fabric of the Human Body*, 1543.

Who do you think would taken offence to his work? Why?

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Why do you think Vesalius' practice encouraged and inspired others to carry out further discoveries?

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What invention allowed his work to spread rapidly?

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Task: Read the extract which outlines Vesalius' contribution to Renaissance Medicine.

<b>Give this paragraph a title.</b>		<b>Summarise</b> the paragraph in 2/3 points.
	<p>The most anatomist of this period was Andreas Vesalius. He studied medicine in Paris in 1533. Paris was the centre of a new humanist movement, a group with a love of learning and willing to challenge existing ideas.</p> <p>From Paris he went to Padua, which had a very famous university, where he became a lecturer in surgery. Vesalius had a deep interest in the human body and was keen to share his discoveries with the rest of the world.</p>	

His first publication in 1537, *Six Anatomical Tables*, showed the different parts of the human body. Six years later, in 1543, Vesalius published the book for which he is most famous: *De Humani Corporis Fabrica*, or *On the Fabric of the Human Body*.

Vesalius encouraged doctors and students to compare what Galen had said with what they were seeing with their own eyes during dissections. Vesalius noted that Galen had made some errors in his original theory of the human body. He put this down to the fact that Galen dissected animals and not humans. In total, Vesalius found around 300 mistakes in Galen's work.

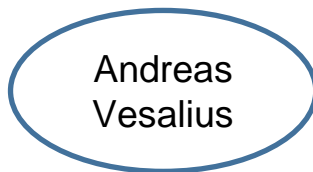
Vesalius went to an awful lot of trouble himself to get hold of a complete skeleton. In 1536 he travelled to where an executed criminal had been hung just outside Louvain. He took the legs and arms home and then returned over a number of days in order to smuggle the rest of the cadaver (corpse) into the city. Having a skeleton such as this, seeing how the joints moved and how they were joined together, would prove invaluable when putting together *On The Fabric of the Human Body*.

By the time of Vesalius, Church Laws had been relaxed and limited dissections were permitted. This allowed for a much more comprehensive and accurate picture to be formed of human anatomy and physiology (how the body works).

Vesalius also encouraged debate amongst anatomists, doctors and students. He maintained that students of medicine should explore the body and use their own eyes to describe what they see.



Task: Using the reading and the [clip](#), create a spider diagram of Vesalius.



**Consolidation Task:** Explain the significance of Vesalius in progressing medical knowledge and practice during the Renaissance Period. Use Page 54 to help you.

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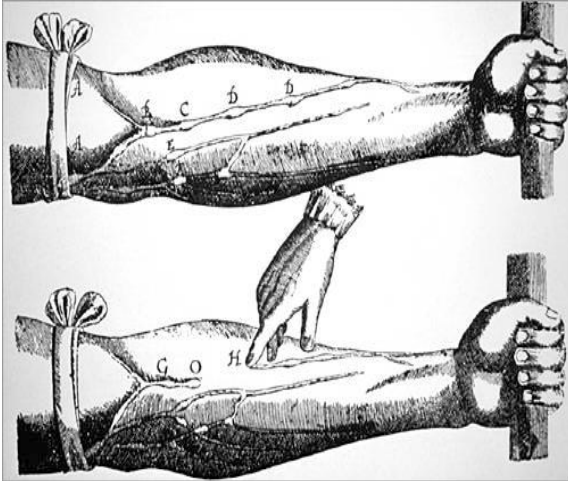


**Knowledge Retrieval**

1. Vesalius published his book called On The F \_\_\_\_\_ of the \_\_\_\_\_ in \_\_\_\_\_.
2. A love of learning is also known as \_\_\_\_\_.
3. The \_\_\_\_\_ was invented by Johannes Gutenberg in \_\_\_\_\_.



Do Now: Analyse the image and answer the questions.:



What medical process is Harvey attempting to prove in this diagram? \_\_\_\_\_

What key developments do you think contributed to his work? \_\_\_\_\_

Which King do you think Harvey became a physician to? \_\_\_\_\_

What do you think Harvey dissected on first before humans? \_\_\_\_\_


Harvey published *An anatomical account of the Motion of the Heart and Blood in animals*, 1628.



Task: Read the extract which outlines Harvey and Sydenham's contributions.

Give this paragraph a title.		Summarise the paragraph in 2/3 points.
	<p><b>William Harvey</b> was born Born in 1578. He studied Medicine in Cambridge and Padua and worked as a doctor in London. Harvey was the doctor of King Charles I.</p> <p>By 1616, Harvey had dissected 80 species of animals, concentrating on the blood vessels. Harvey noted that the valves joining the heart's two upper and lower chambers permitted blood flow in one direction only.</p> <p>He proved it by demonstrating it by pumping blood into veins. He dissected small lizards (cold blooded) with slower heartbeats. He showed that the heart was a muscle which acted like a pump and blood moved one-way in a closed loop. He also disproved Galen by stating that veins carries blood around the body.</p> <p>He proved this theory in a number of ways. Firstly, he dissected live cold blooded animals whose hearts beat slowly.</p>	

Give this paragraph a title.		Summarise the paragraph in 2/3 points.
	<p>Like Vesalius, he practiced his trade by dissecting human bodies. In doing so, he managed to prove that the body has a one-way system for the blood by pumping liquid past the valves – it wouldn't go. He also calculated the amount of blood going into the arteries each hour was three times the weight of a man. This showed it was the same blood being pumped around the body.</p> <p>His theories were only gradually accepted – doctors did not like that he contradicted Galen. Harvey's discoveries did not make anybody any better. Actually few patients came to him and many thought him mad! However, Harvey's discoveries were necessary for further developments such as surgery.</p> <p><b>Thomas Sydenham</b> worked as a doctor in London during the 1660s and 70s. His book <i>Observationes Medicae</i> (1676) outlined his theories and observations. He was instrumental in the 'new idea' that a disease had nothing to do with the nature of the person who had it. He became known as the 'English Hippocrates' due to his influence on doctors (mostly after his death). He stated that the Four Humours was completely wrong and that God did not cause illness.</p> <p>Sydenham contributed to the progress of medicine by making detailed descriptions of many illnesses, including the first description of scarlet fever. He also believed in allowing the body to fight the illness by itself. He was also the first to normalise checking for a pulse.</p>	

 Task: Watch the [clip](#) and add any more notes for both Harvey and Sydenham.


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 **Consolidation Task:** Explain the contributions of both Harvey and Sydenham to the development of medicine.

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 Knowledge Retrieval


1. What medical process did Harvey discover? \_\_\_\_\_
2. Why was he largely unpopular? : \_\_\_\_\_
3. Who was known as the English Hippocrates and why? \_\_\_\_\_

 Do Now: Analyse the nursery rhyme – what does each line mean?

Ring-a-ring of roses,	
A pocketful of posies,	
Atticho, Atticho, We all fall down!	

 Task: Read the text that outlines the Great Plague of 1665.


Give this paragraph a title.		Summarise the paragraph in 2/3 points.
	<p>This was the worst outbreak of plague in England since the black death of 1348. London lost roughly 15% of its population. While 68,596 deaths were recorded in the city, the true number was probably over 100,000. Other parts of the country also suffered.</p> <p>The earliest cases of disease occurred in the spring of 1665 in a parish outside the city walls called St Giles-in-the-Fields. The death rate began to rise during the hot summer months and peaked in September when 7,165 Londoners died in one week.</p> <p>Charles II and his courtiers left London in July for Hampton Court and then Oxford. Parliament was postponed and had to sit in October at Oxford, the increase of the plague being so dreadful. Court cases were also moved from Westminster to Oxford.</p> <p>There are three types of plague. Most of the sick in 1665-6 had bubonic plague. They had a 30% chance of dying within two weeks. This type of plague spread from a bite caused by a black rat flea that carried the <i>Yersinia pestis</i> bacteria.</p> <p>Worse still was pneumonic plague, which attacked the lungs and spread to other people through coughing and sneezing, and septicaemic plague.</p>	

 Task: Watch the [clip](#) and add any more more for the Great Plague 1665.

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 Task: Add the Plague Doctors 'equipment to the table and make a note of its purpose.



Equipment	Purpose
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

 Task: Read the *Orders for the prevention of the plague, 1666*. Highlight key information.

1. No Swine, Dogs, Cats or tame Pigeons be permitted in places infected.
2. No stranger was allowed to enter a town unless they had a certificate of health.
3. No furniture was to be removed from an infected house.
4. There were to be no public gatherings such as funerals and all houses were to be kept clean.
5. That at the opening of each Infected house (after the expiration of the said Forty Days) a White Cross be affixed on the said door.
6. That the said house be well Fumed, Washed and Whited all over within with Lime; And that no Clothes, or household stuff be removed out of the said house into any other house, for at least three months after.
7. That each City and Town forthwith provide some convenient place remote from the same, where a pest-house, huts, or sheds may be erected.

 **Consolidation Task:** Explain the reasons why the Great Plague 1665 was contained better than the Black Death 1348. \_\_\_\_\_

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Read Pages 61-63 and complete the table below.

Believed Cause	Description of cause	Treatments	Preventions
Religious and supernatural			
Natural			
Common beliefs / Government action			



In what ways were responses to the Black Death and the Great Plague similar?

Similarities	Differences



Explain **one** way in which ideas about preventing the plague were different in the 14th and 17th centuries. [4 marks]

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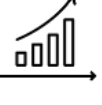



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	<p>Reflect on what you have learned this cycle: What key concepts/knowledge or skills have you learned or developed this cycle?</p>

	<p><b>How has this topic built upon previous learning?</b> Which work is it linked to in previous cycles or years? How have you developed in this cycle?</p>
<p>Why now?</p>	

	<p><b>How has this topic prepared you for future learning?</b> What have you learned in this cycle which will help your understanding of future topics?</p>
<p>Why now?</p>	

	<p><b>Celebrate and articulate your progress:</b> What piece of work from this cycle are you most proud of? What is it that makes you proud of this?</p>

	<p><b>What are you better at now as a result of this topic of work?</b></p>

	<p><b>Skills Builder:</b> Which skills we will have the chance to develop during this topic?</p>						
							

# Revision/ Independent Study

**Title:**

**Keywords, ideas and questions**

**Notes**

**Summary:**



# Revision/ Independent Study

**Title:**

**Keywords, ideas and questions**

**Notes**

**Summary:**

# Revision/ Independent Study

**Title:**

**Keywords, ideas and questions**

**Notes**

**Summary:**

# Challenge Task Space

This area is a large, empty space with horizontal ruling lines, designed for students to complete a challenge task. It is bounded by a thin black line on the top, bottom, and sides, with the top boundary overlapping the red header. The lines are evenly spaced and extend across the width of the page, providing a guide for writing or drawing.

# Challenge Task Space

A large rectangular area with horizontal ruling lines, intended for writing or drawing. The lines are evenly spaced and extend across the width of the page, leaving a small margin on the left and right sides. The entire area is enclosed in a thin black border.

# Challenge Task Space

This area is a large, empty space with horizontal ruling lines, designed for students to complete a challenge task. It is bounded by a thin black line on the top, bottom, and sides. The lines are evenly spaced and extend across the width of the page, providing a guide for writing or drawing.

# Newton Abbot College 7-Year Learning Journey -History



<b>Courses</b>	A-Levels; Politics; English; Philosophy; Sociology. Apprenticeships in Archaeology; Conveyancing and Cultural Heritage.
<b>Careers</b>	Armed Forces, Services, Law, Business, Politics, Medicine, Tourism, Archaeology, Librarian, Public Relations, Education, Writing and Civil Service.
<b>Skills</b>	Listening, Oracy, Problem Solving, Creativity, Aiming High, Leadership, Critical Thinking, Evaluation, Debate.
<b>Real World</b>	Social Responsibility, strong intellectual skills applicable to the real world, understanding of the social, economic and environmental factors that shape the world that we live in.

**Cycle 2**

- The American Dream
- Stuarts
- NEA

**Cycle 3**

- The American Dream
- Stuarts
- Exam preparation

**Cycle 1**

- The American Dream
- Stuarts
- NEA

**Year 13**

**Cycle 3**

- The American Dream
- Stuarts
- NEA

**Cycle 2**

- The American Dream
- Stuarts
- NEA

**Cycle 2: Germany 1919-1939**

- Hitler's rise to power
- Consolidation of power
- Life in Nazi Germany

**Cycle 2: Germany 1919-1939**

- Persecution of minorities
- Revision and exam preparation

**Year 12**

**Cycle 1**

- The American Dream
- Stuarts

**Cycle 1: Elizabeth I / Nazi Germany**

- Society, culture and exploration
- The Weimar Republic

**Year 11**

**Cycle 3: Elizabeth I**

- Early life and rule
- Religion
- Mary, Queen of Scots
- Catholic Plots
- War with Spain

**Cycle 2: Medicine Through Time**

- Industrial 1750-1900
- Modern 1900-Present

**Cycle 2: American West**

- Early migration
- Native American way of life
- Early US Policy
- Cattle Industry

**Cycle 3: American West**

- Law and Order
- Indian Wars
- Decline of the Cattle Industry
- End of Permanent Indian Frontier

**Year 10**

**Cycle 1: Medicine Through Time**

- Medieval 1100-1500
- Renaissance 1500-1750

**Cycle 1**

- Britain's place in the world – breadth study

**Year 9**

**Cycle 3**

- Extreme Politics
- Holocaust
- British Civil Rights
- 20<sup>th</sup> Century conflict

**Cycle 2**

- Industrial Revolution
- Changing Rights
- Female Suffrage

**Cycle 2**

- Norman Conquest
- Medieval women
- Medieval monarchs
- Medieval Mali
- Black Death
- Peasant's Revolt

**Cycle 3**

- English Reformation
- Tudor England and Monarchs
- Stuarts
- Interregnum
- 16<sup>th</sup> Century Africa

**Year 8**

**Cycle 1**

- What is History
- Transatlantic Slave Trade
- French Revolution

**Cycle 1**

- What is History?
- History baseline
- Medieval Religion
- Battle of Hastings

**Year 7**

**Year 6**

- Changes from Stone Age to Iron Age
- The Roman Empire and its impact
- The settlement of Britain by Anglo-Saxons
- The invasion of the Vikings
- Examples of British History post-1066

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"> <li>• Key Stage 3 History is taught through an enquiry-based curriculum</li> <li>• Units are sequenced in a deliberate way so knowledge is built overtime.</li> <li>• Topics are bound together by concepts and themes</li> </ul>	<ul style="list-style-type: none"> <li>• Each unit of work follows the principles outlined for Key Stage Three meaning that by the time students end Key Stage Four, students have a deep understanding of our subject.</li> <li>• They have a deep disciplinary knowledge as well as a deep understanding of the substantive concepts that underpin our</li> </ul>	<ul style="list-style-type: none"> <li>• The NEA gives students the opportunity to act as an historian putting into practice the source and interpretation skills that have been covered at KS4, but this time directing their own research.</li> <li>• Substantive concepts are developed with a breadth and depth study.</li> <li>• Students are taught explicitly how to read and write academic history</li> </ul>