

History GCSE Knowledge Organiser: Britain: Health and the people: C1000 to the present day

Part One: Medicine stands still C1000-1485

Essential Knowledge Storage	Key Terms	Example Exam Question
<p>Famine and war were the main killers in this period.</p> <p>There was little understanding of the causes of disease.</p> <p>There is however, evidence of some effective medical care e.g. herbal remedies. Many did not have easy access to medical advice or treatment.</p> <p>Much emphasis was placed on the works of Hippocrates and Galen in particular on the idea of balancing the Four Humours.</p> <p>Muslim medical care was advanced compared to that in the West.</p> <p>People had a wide range of beliefs about the causes of illness. In particular; God, bad smells, everyday life, the supernatural and the four humours.</p> <p>Some like John of Arderne were beginning to take a more scientific approach to sickness.</p> <p>The church was a dominant force at this time and had both positive and negative impacts on medicine.</p> <p>Public health was worse in towns, action was sporadic when disaster threatened e.g. the Black Death of 1348-9.</p>	<p>The theory of the Four Humours.</p> <p>Hippocratic Oath – an oath taken by new doctors agreeing to do no harm to patients.</p> <p>Apothecary – someone who would sell medicines, herbs and spices.</p> <p>Mortality – death rate</p> <p>Almshouses – houses provided for the old or sick by a charity.</p> <p>Epidemic – a sudden, widespread occurrence of an infectious disease.</p> 	<p>Explain the significance of Hippocratic and Galenic medicine after c1000 AD. [8 marks]</p>  <p>Explain two ways in which surgery in the Middle Ages and surgery at the time of John Hunter were similar. [8 marks]</p> 

Part Two: The beginnings of change 1485-1800

Essential Knowledge Storage	Key Terms	Example Exam Question
<p>The Renaissance began a rebirth in ideas and began a more 'scientific method'. This led to new ideas about diagnosing and treating illness. It was aided by new inventions e.g. the microscope and the printing press.</p> <p>Key individuals made important breakthroughs that challenged accepted (and often incorrect) ideas. In particular: Vesalius, Pare, Harvey and Hunter.</p> <p>Some supported the new ideas while others opposed them and stuck closely to Galen's teachings.</p> <p>It is difficult to see the impact on health and the people at the time.</p> <p>Surgery remained risky but more people survived.</p> <p>Edward Jenner discovered a vaccination for smallpox which, with government backing virtually eliminated the killer disease.</p>	<p>The Renaissance – a time when ideas in science, technology and how the world was viewed were being challenged.</p> <p>Ligature – a cord used to tie something very tightly to stop bleeding.</p> <p>Vaccination – Injection of a mild form of disease to stop you getting a more dangerous version.</p> 	<p>Has the role of the individual been the main factor in developing the treatment of box disease in Britain? Explain your answer with reference to the role of the individual and other factors. Use a range of examples from across your study of Health and the people: c1000 to the present day. [16 marks] [SPaG 4 marks]</p> 

Part Three: A revolution in medicine 1800-1900

Essential Knowledge Storage	Key Terms	Example Exam Question
<p>The industrial revolution saw huge social and economic change in Britain that brought new pressures and opportunities for medicine. Germ theory provided the link between germs and disease. First developed by Pasteur in 1861 then developed by Koch and Ehrlich. Vaccines and then treatments in the form of 'magic bullets' dramatically reduced the impact of some diseases. Infant mortality remained high. Florence Nightingale transformed nursing and hospitals. Surgery too became firstly less painful – Simpson and chloroform 1847, then safer with the development of anti-septic then aseptic surgery pioneered by Lister in 1871. Public health grew worse as cities grew. The arrival of cholera forced governments to act as individuals such as Chadwick and Snow highlighted the link between ill-health and poverty.</p>	<p>Spontaneous generation - the hypothetical process by which living organisms develop from non-living matter.</p> <p>Anaesthetic – a substance that stops a patient feeling pain.</p>  <p>Aseptic – sterile or totally free from contamination by viruses or disease spreading organisms.</p>	<p>Compare surgery and anatomy during the Renaissance with surgery and anatomy in the 19th century. In what ways were they similar? Explain your answer with reference to both periods. [8 marks]</p> <p>Study Source A in the Sources Booklet. How useful is Source A to an historian studying public health in the 19th century? Explain your answer using Source A and your contextual knowledge. [8 marks]</p> 

Part Four: Modern medicine 1900 - present day

Essential Knowledge Storage	Key Terms	Example Exam Question
<p>Medicines became more mainstream with the development of penicillin – the first anti-biotic. Some drugs had harmful side-effects which led some to turn to alternative treatments. War played a huge role in developing surgery with technological strides in x-ray units and blood transfusions now possible. Plastic surgery and recognition of shell-shock were also breakthroughs that impacted into peacetime too. Technology has also seen development in surgery more recently including transplant surgery, keyhole surgery and improved diagnosis. A more pro-active government also saw significant progress being made in public health, notably the Liberal government of 1906-14 and the post-WW2 welfare state including the NHS. Not all have been without controversy and set-back.</p>	<p>Orthodox medicine – conventional medicine including use of pharmaceutical drugs.</p> <p>Holistic medicine – Looking at and treating the body as a whole.</p> <p>Welfare state – where government looks after people, takes responsibility for education, medicine etc. Paid for out of taxes and introduced by the Labour government after WW2.</p> 	<p>Explain the significance of penicillin in the development of medicine. [8 marks]</p> <p>How useful is Source A to an historian studying the work of the National Health Service? Explain your answer using Source A and your contextual knowledge.</p> 

