

History Lesson Plan – The Barber Surgeon

Subject content from the National Curriculum 2014

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

[non-statutory examples]

- **Changes in an aspect of social history, such as medicine**
- The changing power of monarchs

A local history study [non-statutory examples]

- **a study over time tracing how several aspects of national history are reflected in the locality**
- **a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**

Aims of the National Curriculum 2014

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. (KS2)**
- **Know and understand significant aspects of the history of the wider world:** the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; **achievements and follies of mankind.**
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.**
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. (KS2)**
- **They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (KS2)**
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- **They should understand how our knowledge of the past is constructed from a range of sources. (KS2)**
- **Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

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Cross-Curricular Links	
<p>Spiritual</p> <ul style="list-style-type: none"> • Experience enjoyment and fascination in learning about others and the world around them. • Use imagination and creativity in learning. <p>Moral</p> <ul style="list-style-type: none"> • Investigate, and offer reasoned views about, moral and ethical issues. <p>Social</p> <ul style="list-style-type: none"> • Show interest in, and understanding of, the way communities and societies function at a variety of levels. <p>Cultural</p> <ul style="list-style-type: none"> • Show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage • Be willing to participate in, and respond to artistic, technological, scientific and cultural opportunities. 	<p>Science</p> <p>develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</p> <ul style="list-style-type: none"> ♣ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ♣ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Barber-Surgeon

A barber surgeon was a person who could perform surgical procedures including bloodletting, cupping therapy, pulling teeth and amputation.

Barbers could also bathe, cut hair, shave or trim facial hair and give enemas. They were originally used by the military.



Tudor doctors were very expensive and they could do little about illness partly because they did not know what caused disease. They had little idea of how the human body worked. Doctors thought the body was made up of four fluids or 'humors'. They were blood, phlegm, choler or yellow bile, and melancholy or black bile. In a healthy person, all four humors were balanced but if you had too much of one you fell ill. The Barber-Surgeon was not as expensive or as prestigious as a doctor but could perform operations, unlike the wise woman of the village (the person the poorest would turn to for help) who could offer medicine and wise words

Medical Practise

If you had too much blood you would be bled either with leeches or by cutting a vein. Too much of other humors would be treated either by eating the right diet or by purging (taking medicines to cause vomiting or diarrhoea).



Tudor doctors also thought infectious disease, like the plague, was caused by poisonous 'vapors', which drifted through the air and were absorbed through the skin. One of the main ways of diagnosing sickness was uroscopy (examining urine) by its appearance, its smell, or even by its taste!

Astrology also played a part in Tudor medicine. Most doctors believed that different zodiacal signs ruled different parts of the body. In Tudor times many people died in epidemics of sweating sickness (possibly influenza). Many others died of smallpox. (Queen Elizabeth I almost died of it. However she was given the most advanced medical treatment for smallpox - she was wrapped in red cloth). Even if you survived smallpox it could leave you with scars called pockmarks or blind.



Barber-Surgeon



What do the different colours on the Barbers-Pole represent?

Red represents _____

White represents _____

Blue represents _____

EUROPE, 1000–1745

A LITTLE OFF THE TOP, PLEASE

FROM HAIRCUTS TO AMPUTATIONS

For centuries, if you needed a boil lanced, a tooth pulled or a bone set, you went to the same place that you had your hair cut. This sort of dirty work was considered beneath scholarly physicians and was left to barbers, who already had sharp implements to hand.

USE WITH CAUTION!

The barber-surgeon had all kinds of tools at his disposal to perform his various medical operations. These would include combs, syringes, pliers, a bone saw for nasty amputations and, of course, jars of leeches, ready for any bloodletting services required.

CLEAN IT UP

A barber-surgeon needed to keep a large stock of linen to wipe up shaving soap or double as bandages after minor operations. The red and white pole, which is still used to identify a barber's shop, may have meant to indicate the blood and napkins used to clean up during bloodletting.

IF THE HAT FITS...

In a chest of barber-surgeon's belongings recovered from the Mary Rose, Henry VIII's beloved warship, there was a black velvet coif that sometimes was worn under a flat cap. Rather than being worn out of any concern for hygiene, the hat was a standard part of a Tudor tradesmen's uniform, intended to keep hair out of their eyes.

A CLOSE SHAVE

A good barber-surgeon was never without his tool of choice, a straight razor. This blade could be used to shave a customer's beard in one instance and then used to lance a boil in the next!

BARBER'S TOOL BELT

According to Randle Holme, a historian writing in Stuart England, a barber-surgeon could not "be termed a Barber till his Apron be about him." The apron would serve to keep the barber-surgeon's clothes clean and may have had a pocket for keeping tools close at hand, but its unlikely it would have been changed between operations or even washed regularly.

MARK OF THE TRADE

In the 13th century, physicians adopted long robes to distinguish themselves from barber-surgeons. Barbers were nicknamed "surgeons of the short robe." While the doctors were university educated, barber-surgeons learnt their skills on the job as apprentices.

Can you put the words in the correct place?