

# History Lesson Plan – Medical Science

**Subject content from the National Curriculum 2014 (content in bold can be met through this topic)**

**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 medical science.**

**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 (aims in bold will be met during this day)**

- 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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<b>Cross-Curricular Links</b>	
<b>Science</b> <ul style="list-style-type: none"><li>♣ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li><li>♣ 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</li><li>♣ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li></ul>	
<b>Learning Objectives</b>	
<ul style="list-style-type: none"><li>• Put periods of history in chronological order</li><li>• Identify similarities and differences between items today and the past</li><li>• Explain how medical practice shows the cultural and physical differences in the lives of people in the past</li><li>• Explain how an aspect of British society has changed over time</li></ul>	

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## The Church

### Fill in the blanks

The \_\_\_\_\_ taught that \_\_\_\_\_ was sent by God as a \_\_\_\_\_ for sin, therefore the cures for diseases were also \_\_\_\_\_. Tudor treatment for disease and illness included both \_\_\_\_\_ as well as \_\_\_\_\_. Some religious treatments included saying \_\_\_\_\_ and incantations, paying for a \_\_\_\_\_, fasting and going on healing \_\_\_\_\_.

Medical treatment	disease	pilgrimages
punishment	prayers	Church
Religious treatment	supernatural	Special mass

Look at the picture below and fill in the boxes with the different religious treatments you can see happening.



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Pilgrimages were very important to the Church as the sick would bring money with them to spend. This meant the Church would gain more money to look after the sick but also to keep the Church running but prayers did not always work. There were many other treatments available to people in the Tudor period, but the Church did not approve of them.

**Complete your table about the different treatments available. Explain what there were and how they “healed” the sick.**

Treatment	Description – What it was	How it helped treat the sick	Problems
Astrology	People believed that sickness was caused by the misalignment of the planets.	Physicians consulted star charts to determine and diagnose illnesses. A horoscope was created and remedies were prescribed depending on the planets' alignment.	This did not work and was based on superstition.
Blood-letting or Phlebotomy			
Purging			
Herbal remedies			
Bathing			

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*Pomander*

## Prevention of disease

People in the Tudor period knew that treatment of diseases was sometimes very ineffective. There was a big push, therefore, in ensuring the prevention of disease and illness in the first place.

### Match the description to the correct prevention

The Church	This was important because Tudor people believed that bad air or miasma caused people to become ill. It was important to keep the air from miasma by spreading herbs like lavender and carrying around flowers to ward off bad smells. People would also bathe; poor people would bathe in the rivers as owning a bath was only available to the very wealthy.
Purifying the air	This was a loose set of instructions that were provided by physicians. These rules would tell people how to maintain good health. It was first started by Hippocrates but soon became common. The rules were based on the theory of the Four Humours. Only the rich could really afford these rules because it took a very long time to write.
Regimen Sanitatis	The Theory of the Four Humours mean that what people ate was very important to prevent disease. People in the Tudor period believed it was extremely important to maintain a balanced diet, according to the Four Humours. If people felt they had eaten too much, often they would force themselves to purge.
Diet	Most people believed that the most important and the best way of preventing disease was to lead a life free of sin. People would regularly confess their sins to the Church hoping this would allow them to heal. Alongside this people would also offer tithes. The people thought that by doing this their sins could be forgiven. The Church encouraged this as it allowed them to gain money and kept the people in control.

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Show what you have learned. Explain how a wealthy Tudor noble might prevent himself getting ill by using the information above. Explain what he should do with his diet, hygiene, home, and his religious life.

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## Tudor ‘medics’

There were three types of medics available during Tudor Times, the physician, the apothecary and the barber surgeon, but usually most people were treated at home by women.

Explain why most people were treated at home.

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Look at the three pictures below and write down which medic they are.

Match the job to the correct medic. Using three different colours highlight which of the following roles belonged to: a physician; a barber surgeon; or an apothecary.



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<p>The consultation period happened in three stages.</p> <ol style="list-style-type: none"> <li>1. A sample of urine, blood and faeces would be collected.</li> <li>2. Astrological charts were consulted.</li> <li>3. A course of treatment would be created based on the Four Humours.</li> </ol>	<p>Were the least qualified medic out the three.</p>	<p>Studied herbal manuals like Materia Medica to get a better understanding of plants.</p>	<p>Their main role was to diagnose illnesses. They were rarely involved in the treatment of patients.</p>
<p>Had great knowledge of the healing powers of herbs and plants.</p>	<p>Were trained at universities like Oxford and Cambridge for many years before they qualified.</p>	<p>Also worked as hairdressers or barbers.</p>	<p>Many were also alchemists and provided charms which went against the Church and made them rivals with physicians.</p>
<p>Were not bound by the Hippocratic oath so did not always do the best for their patients. They did not just mix medicines but also sometimes mixed poisons.</p>	<p>Since they had sharp knives and steady hands were regularly performing surgeries, such as pulling teeth or blood-letting.</p>	<p>Would mix the remedies that were prescribed by the doctor. Did not diagnose illnesses.</p>	<p>Were cheaper than physicians and so lost of people would see them before going to the doctor.</p>
<p>Some were highly qualified because some physicians were encouraged to learn about surgery but there were not many like this.</p>	<p>Were also taught about the healing powers of plants and herbs from their families.</p>	<p>Were mainly made up of clergymen or churchmen so were very religious and forbidden from performing surgeries.</p>	<p>Were very expensive so only the rich could afford to see them. The royal family employed one full time.</p>

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Show what you have learned. Below are a few patients who have problems. Write do who they should visit and why.

Patient	Who they should visit	Why?
A poor man with a bad toothache.		
A rich man with a bad stomach ache.		
A rich man who has an enemy.		
The king with a urine problem.		
A patient who needs to be bled.		





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## Caring for the sick: Hospitals and the home

When people became sick, they could get cared for in both hospitals and in the home.

**Read the information below and answer the questions.**

During the Tudor period hospitals in England were on the rise and by 1500, there were as estimated 1,100 hospitals. Hospitals in the Tudor period were not made to treat the sick but instead were created to provide hospitality for travellers and pilgrims. Some hospitals, however, were made outside of the city walls to care for people suffering from leprosy, the infirm and the old.

About one-third of all hospitals in England were owned and run by the Church. These hospitals were run by monks and nuns. The rest were made through endowments. This was money left by a wealthy person after they had died. People in the Tudor period believed that it was their Christian duty to give to charity and the Church taught that charity helped to heal disease. It is not surprising that so many hospitals were created.

Tudor hospitals were good places to rest and recover because there was importance placed on ensuring that the spaces were clean. It was part of a nun's duty to regularly clean and change the bed linen. As well as caring for the sick, nuns and monks would pray for their souls. The Church believed that diseases had been sent by God and therefore the focus was not treatment because to treat a patient would be to undo God's punishment.

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Patients with terminal illnesses were often rejected by Church hospitals because they were seen as being beyond the help of prayers.

Most people were not treated in a hospital but cared for by women in the home. Women were expected to care for all of their sick relatives and therefore had good knowledge of herbal medicines and restorative foods. Women also kept their sick families clean and well-fed allowing many to recover from illness. It is also thought that some women performed minor surgeries within the home.

1. How many hospitals were there in England by 1500?

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2. What was the main role of hospitals in the Tudor period?

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3. How many hospitals were owned by the Church during the Tudor period?

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4. How were the rest funded? Why?

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5. Why were hospitals a good place to recover from illness?

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6. Why didn't the Church believe in treating illness and disease in hospital?

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7. Why were terminal patients rejected from hospitals?

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8. Where were most people in the Tudor period treated?

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9. What knowledge did 'wise women' possess?

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## The Black Death

Read the following methods that were attempted to cure or prevent the Black Death and colour code them into three categories: Religious or supernatural cures, Natural or scientific cures, Magical or superstitious cure. Next write down which of these methods were cures and which were preventions.

Self-flagellation – People would whip themselves as penance. They believed this would help them get forgiveness from God.	Some people believed that tying a shaved chicken or dried frog to the buboes would help to counteract a witch's spell.	Some physicians would soften the buboes with figs and onions and then lanced them with a hot rod until they burst. This was sometimes effective, and some people survived.
Some people were told to avoid taking baths because open pores could allow the miasma to get in.	Stopping religious preaching and processions was also considered but never enforced to prevent people catching the disease.	Many governments removed all the dead bodies and rubbish out of the area and the city walls to stop the spread of bad smelling air.
In other areas local governments stopped cleaning the streets to ensure that the miasma was 'warded' away before it got into the city walls.	In some areas all the cats and dogs were killed to prevent the disease.	Apothecaries made mixtures of sweet-smelling flowers and herbs to ward off bad smells that carry the plague.

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<p>Many people gave even more money to the Church and prayed for forgiveness for their sins.</p>	<p>Moving away from an area that had been infected was a method of prevention. People would runaway and whole towns became deserted.</p>	<p>People stopped visiting infected family members to avoid getting the plague. Some even avoided their entire house or street.</p>
<p>Some areas enforced a 40-day quarantine for all new people in an area to ensure they did not have the disease.</p>	<p>Many physicians continued to believe that the imbalance of the Humours caused the plague. Patients were bled by placing blood sucking leeches on the buboes in the hope that they would suck out the infected blood.</p>	<p>It was advised that all large crowds were to be avoided.</p>