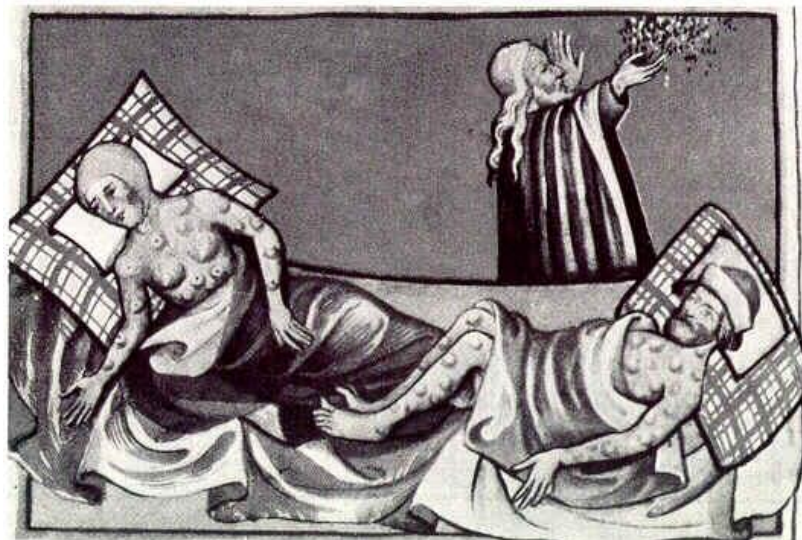
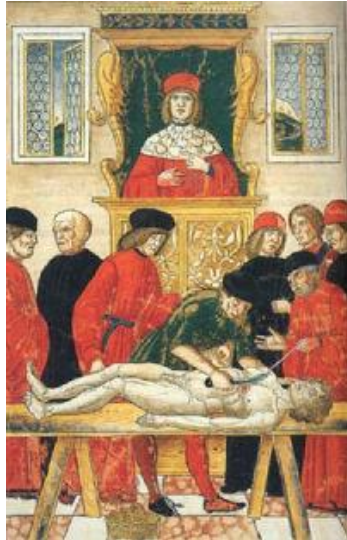
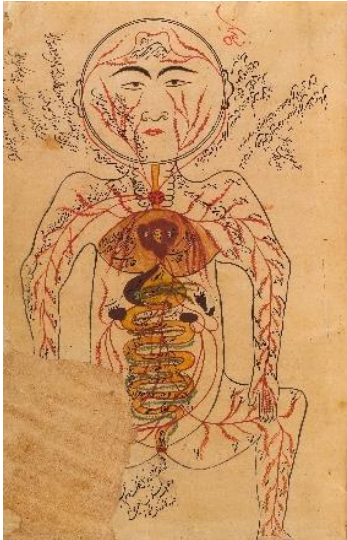


History retrieval practice booklet

Year 10

Britain, Health, and the People – The Middle Ages



Name: _____

History teacher: _____

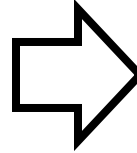
Tutor group/room: _____

Homework day: _____

How we complete home study



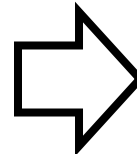
1. Complete the retrieval activity which you have been set on scrap paper. Make sure you **cover up the answers** and the **knowledge organiser** and that you complete the answers **from memory**. Attempt **every question**.



Scientific research suggests that you can remember things better over a long period of time if you spend time retrieving them from your long-term memory without support, even if you get the answers wrong and then correct them. This is called the testing effect.



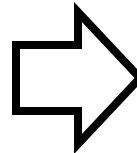
2. Mark and **correct** your answers using green pen.



You need to be aware of what you have got wrong so you don't accidentally embed misconceptions. Scientific research suggests that attempting a question, getting it wrong, and then correcting your answer is better than not attempting a question and then just reading the correct answer.



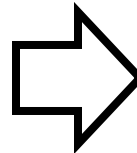
3. Go back to the **knowledge organiser** to strengthen your knowledge for any questions you answered incorrectly.



Reading the knowledge organiser after a retrieval activity will strengthen your understanding and allows you to make connections between pieces of information. This will make pieces of information easier to remember.



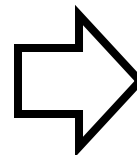
4. Fill in your score on the '**Track your scores**' page.



Tracking your scores allows you to see where you need to improve and where you have made progress. This will make it much easier for you to revise on your own and will allow teachers to easily see how they can help you.



5. Bring the scrap paper you have used with you to your Humanities lesson.



Teachers need to see that you have completed your home study and that you have completed it to a high standard. Checking your answers also allows teachers to collect information on any topics which you are finding difficult or where you might need further support.

Why we do it

Track your scores!

Use these tables to track how your retrieval of key information improves over time and to identify which areas you need to focus on.
Remember: you don't have to get 100% straight away!

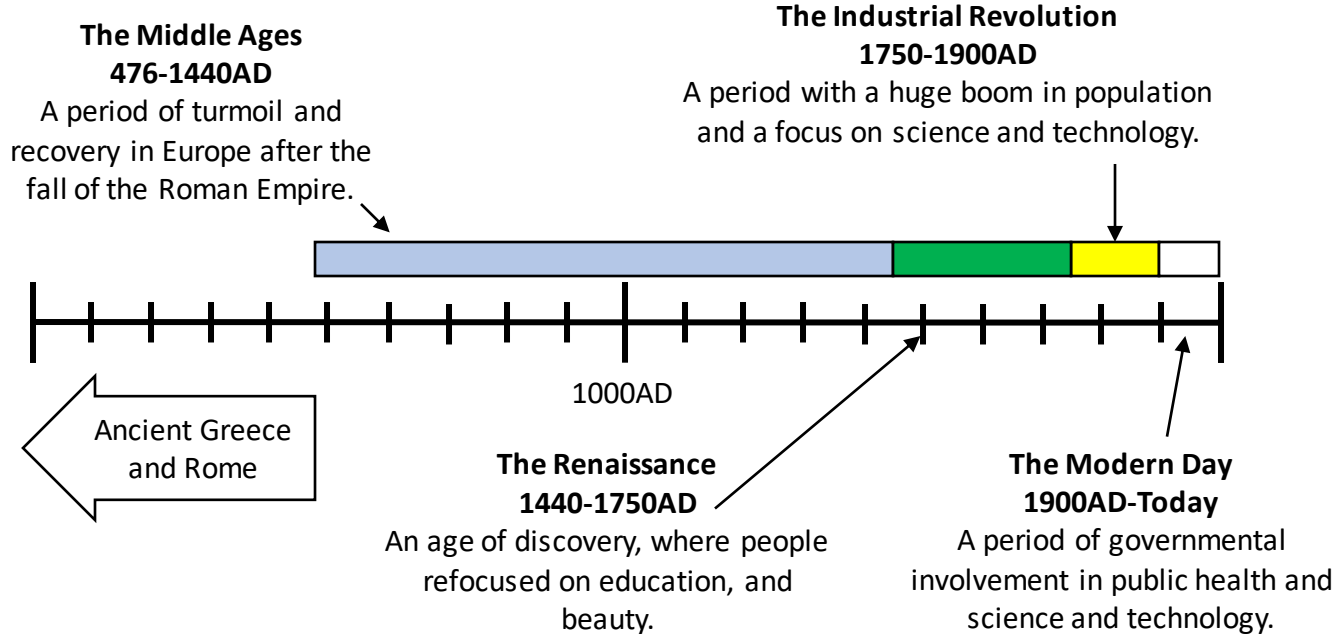
	1	2	3	4	5
1. Timeline					
a.					
b.					
c.					
2. Galen and Hippocrates					
a.					
b.					
3. The influence of Islam on medicine					
a.					
b.					
c.					
4. The influence of the Catholic Church on medicine in Europe					
a.					
b.					
c.					

	1	2	3	4	5
5. Options for medical care in the Middle Ages					
a.					
b.					
c.					
6. Beliefs about disease in the Middle Ages					
a.					
b.					
c.					
7. Surgery and Anatomy in the Middle Ages					
a.					
b.					
c.					
8. Public Health in the Middle Ages					
a.					
b.					
c.					

	1	2	3	4	5
9. The Black Death					
a.					
b.					
c.					

History Knowledge Organiser: Britain, Health and the People

1. Britain, Health, and the People Timeline:



Keywords:

turmoil:

A state of great disturbance and confusion

supernatural:

Something which is beyond science and nature

symptom:

A physical or mental sign that something is wrong with the body or mind

2. Galen and Hippocrates:

- Before the Middle Ages, two doctors had been extremely important in the empires of **Ancient Greece and Ancient Rome: Hippocrates and Galen.**
- Before Hippocrates and Galen, most people believed that diseases were **supernatural punishments from the Gods**, which could be healed through **offerings and prayer.**
- Hippocrates argued that doctors should **observe patients' symptoms** to find out what was wrong with them and then use an appropriate treatment.
- Hippocrates believed that there were **four fluids in the body**, called **humours**, which needed to be kept in balance to keep patients healthy. This could be achieved by controlling **exercise and diet.** Medicine was seen as a last resort.
- **Galen**, a Greek doctor in the Roman Empire, **built on Hippocrates' ideas** and made them **popular.**
- Both doctors wrote a huge number of **books**, many of which remained in use up to the 19th century.

Retrieval practice: 1. Britain, Health, and the People Timeline

a. Quiz questions:

1. Name two ancient civilisations which existed before the Middle Ages.
2. Approximately when did the Middle Ages begin and end?
3. Why was there a period of turmoil in Europe during the early Middle Ages?
4. Which period of history followed the Middle Ages?
5. Approximately when did the period of history following the Middle Ages begin and end?
6. Give three key themes of the Renaissance.
7. Approximately when did the Industrial Revolution begin and end?
8. Approximately when did the 'Modern Day' begin?

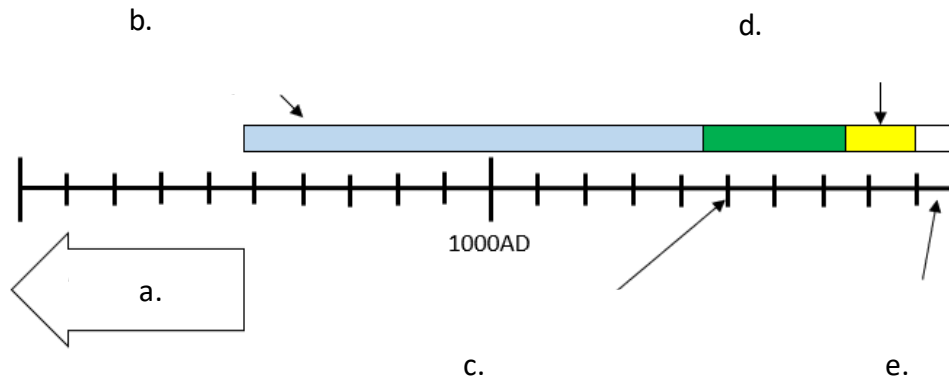
c. Chronology practice:

Put the following periods into the correct order:

- a. The Industrial Revolution
- b. The Middle Ages
- c. The Renaissance
- d. The Modern Day

b. Timeline practice:

Label the elements of the timeline. Where appropriate, include the name of the period, the dates between which the period occurred, and the key themes of that period.



Retrieval practice: 1. Britain, Health, and the People Timeline (ANSWERS)

a. Quiz questions:

1. Ancient Greece and Rome
2. 476 - 1440
3. The fall of the Roman Empire
4. The Renaissance
5. 1440 - 1750
6. Discovery, education, and beauty
7. 1750-1900
8. 1900

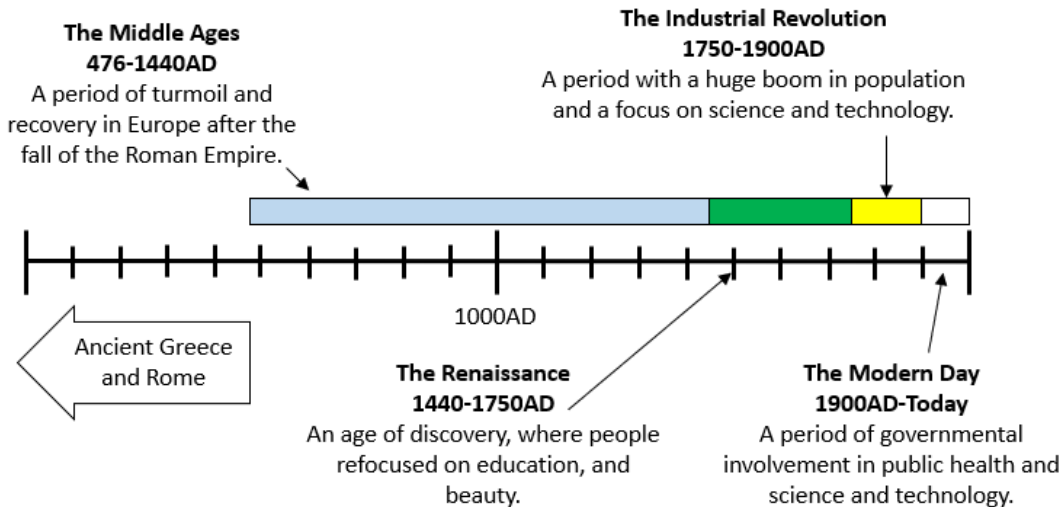
c. Chronology practice:

Put the following periods into the correct order: **BCAD**

- a. The Industrial Revolution
- b. The Middle Ages
- c. The Renaissance
- d. The Modern Day

b. Timeline practice:

Label the elements of the timeline. Where appropriate, include the name of the period, the dates between which the period occurred, and the key themes of that period.



Retrieval practice: 2. Galen and Hippocrates

a. Quiz questions:

1. Which physician lived in Ancient Greece: Hippocrates or Galen?
2. Which physician lived in Ancient Rome: Hippocrates or Galen?
3. What did most people believe was the cause of disease before Hippocrates and Galen?
4. Give two ways in which people attempted to cure disease before Hippocrates and Galen.
5. How did Hippocrates argue that physicians should determine what is wrong with their patient?
6. According to Hippocrates, what needed to happen with the four humours in order for a person to be healthy?
7. Which doctor built on Hippocrates' work?
8. Why were people able to use the work of Hippocrates and Galen long after their deaths?

c. Gap fill:

In Ancient a. _____ and Ancient _____, before the c. _____, two influential physicians developed ground-breaking theories about the causes of and treatments of disease. Before the work of these two physicians, most people believed that diseases were d. _____ from the e. _____ which needed to be treated through f. _____ and making g. _____. This theory meant that most diseases and issues were addressed in the h. _____ way.

h. _____ and i. _____ argued that diseases were j. _____ and, before deciding on a treatment, physicians should carefully k. _____ their patient's l. _____ in order to decide on the correct treatment. They believed that the body had four m. _____ which needed to be in n. _____ in order for a patient to be healthy. Hippocrates stated that this should be achieved through a balanced o. _____ and regular p. _____. q. _____ was seen as a last resort.

r. _____ built on Hippocrates' work and made it more popular.

Even though many of their theories were incorrect, many people followed the work of these two physicians until the s. _____ century. People could do so because Galen and Hippocrates had written many t. _____ which had been u. _____ throughout the centuries.

Retrieval practice: 2. Galen and Hippocrates (ANSWERS)

a. Quiz questions:

1. Hippocrates
2. Galen
3. A supernatural punishment from the gods
4. Prayer or giving offerings to the gods
5. By observing their symptoms
6. The four humours needed to be in balance
7. Galen
8. They wrote books containing their ideas.

c. Gap fill:

In Ancient a. **Greece** and Ancient **Rome**, before the c. **Middle Ages**, two influential physicians developed ground-breaking theories about the causes of and treatments of disease. Before the work of these two physicians, most people believed that diseases were d. **punishments** from the e. **gods** which needed to be treated through f. **prayer** and making g. **offerings**. This theory meant that most diseases and issues were addressed in the h. **same** way.

h. **Hippocrates** and i. **Galen** argued that diseases were j. **natural** and, before deciding on a treatment, physicians should carefully k. **observe** their patient's l. **symptoms** in order to decide on the correct treatment. They believed that the body had four m. **humours** which needed to be in n. **balance** in order for a patient to be healthy. Hippocrates stated that this should be achieved through a balanced o. **diet** and regular p. **exercise**. q. **Medicine** was seen as a last resort.

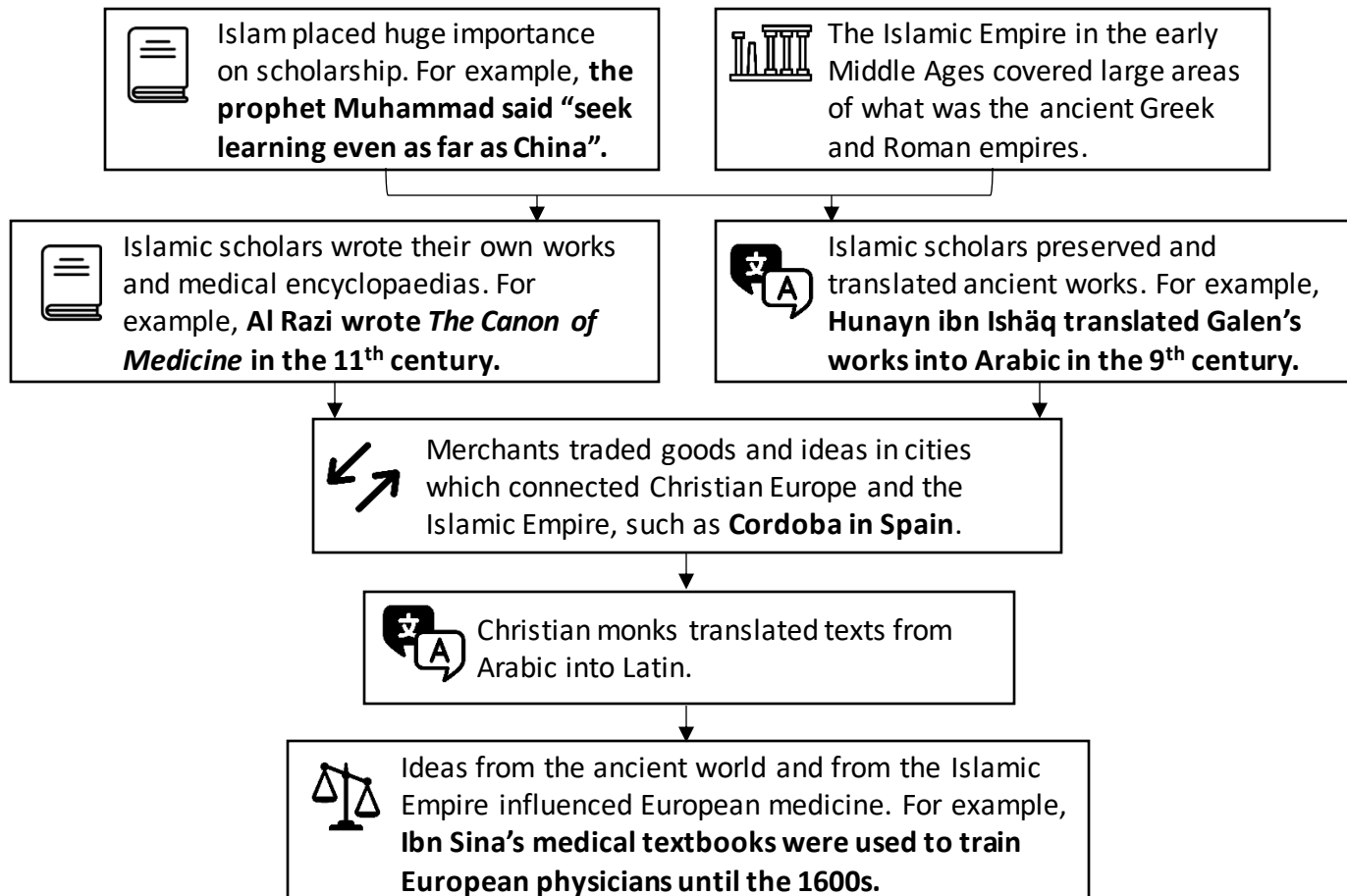
r. **Galen** built on Hippocrates' work and made it more popular.

Even though many of their theories were incorrect, many people followed the work of these two physicians until the s. **19th** century. People could do so because Galen and Hippocrates had written many t. **book** which had been u. **preserved** throughout the centuries.

History Knowledge Organiser: Britain, Health and the People

3. The influence of Islam on medicine:

- During the 7th and 8th centuries, an empire led by followers of Islam expanded across the Middle East, northern Africa, and southern Europe.
- Many of the areas controlled by this empire had been part of the empires of Greece and Rome. Therefore, Islamic scholars had access to ancient texts, including those written by Hippocrates and Galen.
- As a result, most Islamic doctors believed that disease was natural and was caused by an imbalance of the humours.
- Some Islamic scholars challenged the works of Galen, such as **Al-Razi's book, *Doubts about Galen***. However, these challenges were not popular.



Keywords:

empire:

A group of countries ruled by a single government

scholar:

Someone who studies something in great detail

physician:

A university educated medical professional who does not generally perform surgery

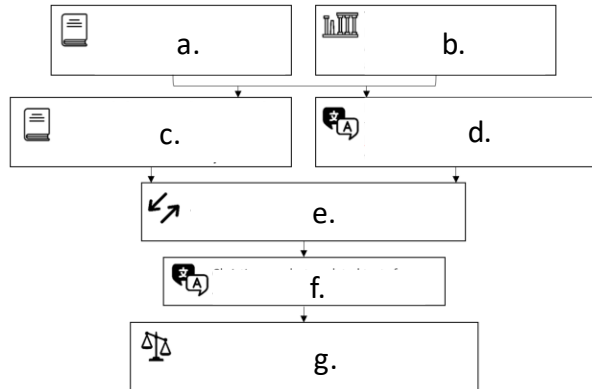
Retrieval practice: 3. The influence of Islam on medicine

a. Quiz questions:

1. Give three areas which the Islamic Empire covered in the 7th and 8th centuries.
2. Territory from which two fallen empires did the Islamic Empire control?
3. What did most Islamic scholars believe was the main cause of disease?
4. Give an example of an individual in the Islamic Empire who challenged the ideas of Galen.
5. Why did Islamic scholars believe that they had a duty to preserve and discover knowledge?
6. Give an example of an Islamic scholar who preserved a text from the ancient world.
7. Give an example of an Islamic scholar who wrote a medical encyclopaedia.
8. In which European city were many ideas and products traded between people from the Islamic Empire and people from Christian Europe?
9. Give an example which demonstrates the influence of Islamic scholars on European medicine.

b. Diagram practice:

Complete the diagram. (Use the letters!)



c. Gap fill:

By the 7th and 8th centuries, the a. _____ Empire had become extremely powerful in b. _____ Europe, c. _____ Africa and the d. _____. This empire covered much of the territory which had previously part of the ancient e. _____ and f. _____ empires. As a result, scholars in the Islamic Empire had access to texts from ancient writers, such as g. _____ and h. _____.

Islam also teaches that Muslims have an obligation to seek out i. _____. As a result, Islamic scholars j. _____ the works of many ancient writers and wrote their own medical k. _____, such as *The Canon of Medicine* by l. _____ in the m. _____ century.

These ideas and texts reached Europe via n. _____ routes between the Islamic and Christian worlds. A key point of trade was the city of o. _____ in Spain, a waypoint between the influence of p. _____ Christianity and Islam.

Once these ideas and texts had reached Europe, they were translated into q. _____ by Christian r. _____. They were then taught in European s. _____ and used by European t. _____. A good example of one of these texts is the textbook written by u. _____, an Islamic physician. This text was used to train European physicians until the v. _____.

Retrieval practice: 3. The influence of Islam on medicine (ANSWERS)

a. Quiz questions:

1. Southern Europe, northern Africa, and the Middle East
2. Ancient Greece and Rome
3. An imbalance of the humours
4. Al-Razi
5. Islam placed huge importance on scholarship.
6. Hunayn ibn Ishāq translated Galen's works into Arabic in the 9th century.
7. Al Razi wrote The Canon of Medicine in the 11th century.
8. Cordoba in Spain
9. Ibn Sina's medical textbooks were used to train European physicians until the 1600s.

c. Gap fill:

By the 7th and 8th centuries, the a. **Islamic** Empire had become extremely powerful in b. **southern** Europe, c. **northern** Africa and the d. **Middle East**. This empire covered much of the territory which had previously part of the ancient e. **Greek** and f. **Roman** empires. As a result, scholars in the Islamic Empire had access to texts from ancient writers, such as g. **Galen** and h. **Hippocrates**.

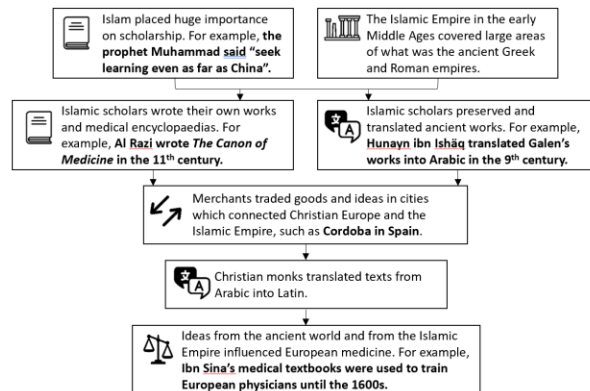
Islam also teaches that Muslims have an obligation to seek out i. **knowledge**. As a result, Islamic scholars j. **preserved** the works of many ancient writers and wrote their own medical k. **encyclopaedias**, such as *The Canon of Medicine* by l. **Al Razi** in the m. **11th** century.

These ideas and texts reached Europe via n. **trade** routes between the Islamic and Christian worlds. A key point of trade was the city of o. **Cordoba** in Spain, a waypoint between the influence of p. **Catholic** Christianity and Islam.

Once these ideas and texts had reached Europe, they were translated into q. **Latin** by Christian r. **monks**. They were then taught in European s. **universities** and used by European t. **physicians**. A good example of one of these texts is the textbook written by u. **Ibn Sina**, an Islamic physician. This text was used to train European physicians until the v. **1600s**.

b. Diagram practice:

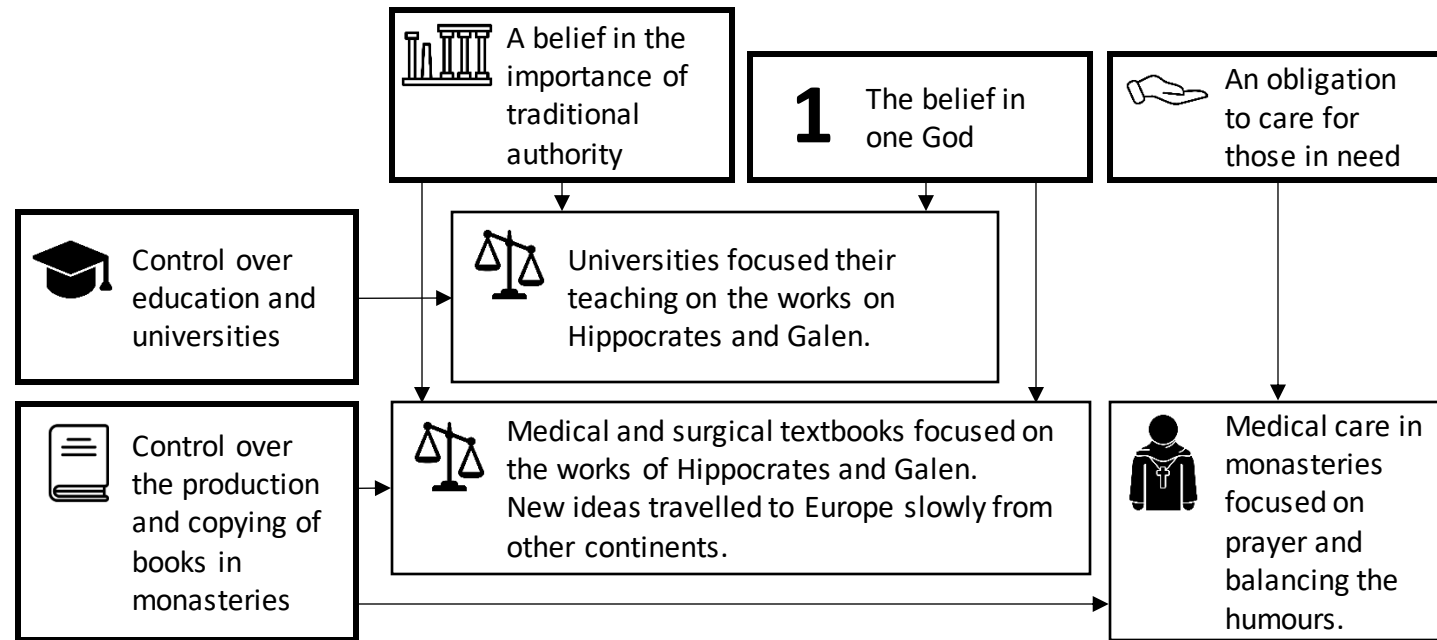
Complete the diagram. (Use the letters!)



History Knowledge Organiser: Britain, Health and the People

4. The influence of the Catholic Church on medicine in Europe:

- After the fall of the Roman Empire, the **Catholic Church** became extremely powerful in Europe.
- The Catholic Church had tight control over **education, knowledge**, and the development of medicine.
- In Ancient Rome (before the Middle Ages), Galen had said that there must only be one God because he believed all parts of the human body worked perfectly together.
- As a result of Galen's belief in one God, the Catholic Church supported and encouraged his ideas. They also **persecuted** those who disagreed with them.
- Because the Church also controlled **education and universities**, almost all physicians also supported Galen's ideas and methods.
- The Catholic Church also believed that they had an obligation to care for anyone in need. As a result, **monasteries** often contained **hospitals**. However, these hospitals did not just care for the sick; they also cared for the old, the poor, and travellers who needed a place to stay.



Keywords:

to persecute:

To attack someone because of their beliefs or an aspect of their identity

monastery:

A building where monks live and work

traditional authority:

A form of leadership where power or respect is linked to tradition

obligation:

Something which people feel they have to do

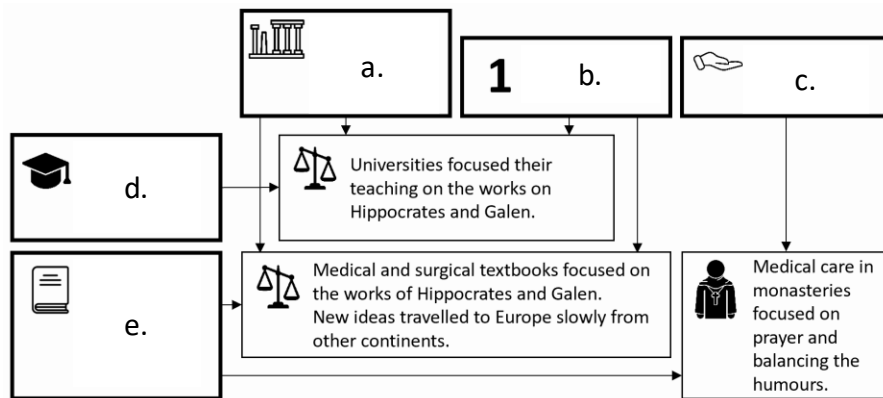
Retrieval practice: 4. The influence of the Catholic Church on medicine in Europe

a. Quiz questions:

1. Which organisation became more powerful after the fall of the Roman Empire?
2. Why did the Catholic Church support the ideas of Galen?
3. Give two things which the Catholic Church did as a result of their support of Galen's ideas.
4. Why did almost all physicians in Europe support Galen's ideas?
5. Where were most hospitals in medieval Europe?
6. Why did the Catholic Church provide hospitals in the Middle Ages?
7. Give three groups which medieval hospitals cared for besides from the sick.
8. Who controlled the production and preservation of books in medieval Europe?

b. Diagram practice:

Complete the diagram. (Use the letters!)



c. Gap fill:

After the fall of the a. _____ Empire, the b. _____ became extremely powerful in c. _____. The Church was able to exert significant power over medicine as they had control over d. _____ and therefore most academic e. _____.

The Catholic Church supported the works of f. _____ as he had argued that, because all parts of the body worked together, there must only be g. _____. As a result, h. _____ theories were taught in universities to i. _____ and the Church j. _____ those who challenged traditional authority.

Almost all texts in the Middle Ages were k. _____ by l. _____ in m. _____. These were usually texts which had to be n. _____ from other languages. Because the Church controlled these institutions, they were able to control which books were copied and preserved, ensuring that they were in line with the Church's

o. _____.

Christians also believe they have an obligation to p. _____ for q. _____. As a result, the Catholic Church offered beds and care to people in r. _____ in s. _____. However, these facilities were not just used by the sick, but also by the t. _____, the u. _____ and anyone who needed somewhere to stay.

The treatments for the sick in these institutions focused on v. _____ and w. _____.

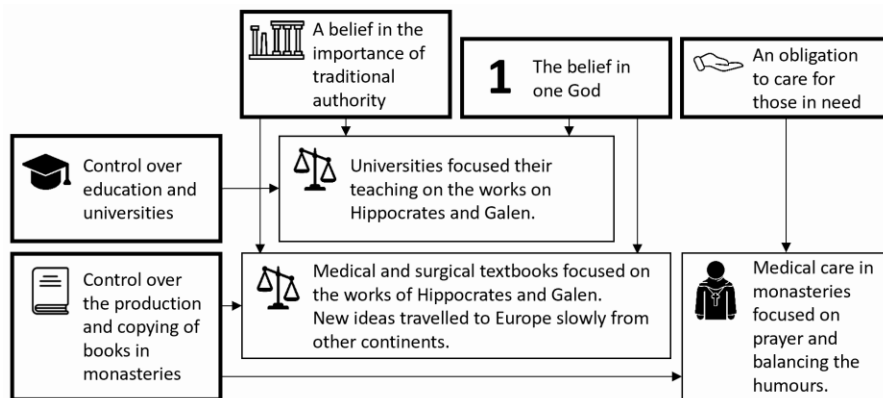
Retrieval practice: 4. The influence of the Catholic Church on medicine in Europe (ANSWERS)

a. Quiz questions:

1. The Catholic Church
2. Galen believed that there was only one God, a belief which was in line with the Catholic Church's beliefs.
3. Focused university teaching on Galen's ideas and preserved textbooks with Hippocratic and Galenic teaching.
4. The Catholic Church controlled universities and education.
5. In monasteries
6. Christians believe they have an obligation to care for those in need.
7. The old, the poor, and people who needed somewhere to stay
8. The Catholic Church

b. Diagram practice:

Complete the diagram. (Use the letters!)



c. Gap fill:

After the fall of the a. **Roman Empire**, the b. **Catholic Church** became extremely powerful in c. **Europe**. The Church was able to exert significant power over medicine as they had control over d. **education** and therefore most academic e. **knowledge**.

The Catholic Church supported the works of f. **Galen** as he had argued that, because all parts of the body worked together, there must only be g. **one God**. As a result, h. **Galenic** theories were taught in universities to i. **physicians** and the Church j. **persecuted** those who challenged traditional authority.

Almost all texts in the Middle Ages were k. **hand-written** by l. **monks** in m. **monasteries**. These were usually texts which had to be n. **translated** from other languages. Because the Church controlled these institutions, they were able to control which books were copied and preserved, ensuring that they were in line with the Church's o. **beliefs**.

Christians also believe they have an obligation to p. **care** for q. **those in need**. As a result, the Catholic Church offered beds and care to people in r. **hospitals** in s. **monasteries**. However, these facilities were not just used by the sick, but also by the t. **old**, the u. **poor** and anyone who needed somewhere to stay.

The treatments for the sick in these institutions focused on v. **prayer** and w. **balancing the humours**.

History Knowledge Organiser: Britain, Health and the People

5. Options for medical care in the Middle Ages:

- In the Middle Ages, people **had to pay** for most types of medical care.
- Most people could not afford to visit a physician. However, even though physicians were respected, well-educated, and expensive, their treatments were usually ineffective.
- Many people would use **herbal remedies** which had been made by apothecaries or wise women. These treatments often made people **feel better** but would not treat the actual cause of disease.

Keywords:

spiritual:

Relating to the human spirit or soul

physician:

A university educated medical professional who does not generally perform surgery

apothecary:

A person who made and sold medicines (in the past)

quack:








An unqualified person who claims medical knowledge

wise woman:

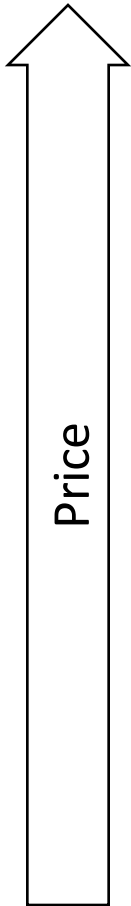
A woman who is respected for their knowledge of herbal and folk medicine

pilgrimage:

A journey to somewhere with religious significance

Medical care:	Training:	(Usual) treatments:
 Physicians	University (which was usually heavily influenced by the Catholic Church)	Balancing the humours
 Apothecaries	Apprenticeships with other apothecaries	Herbal remedies (which <i>could</i> relieve symptoms)
 Barber-surgeons	Apprenticeship with other barber-surgeons	Bloodletting to balance the humours
 Quacks	No formal training	'Magical' cure-alls
 Wise women	Informal apprenticeships and education from other wise women	Herbal remedies (which <i>could</i> relieve symptoms) Spiritual remedies and charms
 Monks in monasteries	Reading in monasteries	Prayer and bed rest
 Pilgrimage		Miraculous cure

Price



Retrieval practice: 5. Options for medical care in the Middle Ages

a. Quiz questions:

1. Give three reasons why the wealthy opted to get medical care from physicians.
2. Give two people from which people could buy herbal remedies during the Middle Ages.
3. Give one advantage of many herbal remedies.
4. Give two medical practitioners who would attempt to balance their patients' humours.
5. Give three options for medical care which were based on spiritual or supernatural treatments.
6. Which type of medical practitioner sold magical cure alls?
7. How did people believe that pilgrimages would cure disease?

c. Gap fill:








People in the Middle Ages had many different options for medical care. However, they had to a. ____ for most of them. Most wealthy people would pay for b. _____ to give them medical care as they were well c. _____. However, their treatments were usually based on the e. _____ and were e. _____.

Most ordinary people would buy f. _____ from g. _____, h. _____, or i. _____, would have their j. _____ by barber surgeons, or would seek out spiritual cures from k. _____ in l. _____ or from going on m. _____.

n. _____ could also offer people spiritual remedies, such as amulets or o. _____.

b. Diagram practice:

Complete the diagram (use the letters!)

	Medical care:	Training:	(Usual) treatments:
↑ n	 Physicians	a.	b.
	 c.	d.	Herbal remedies (which <i>could</i> relieve symptoms)
	 Barber-surgeons	e.	f.
	 g.	No formal training	h.
	 Wise women	i.	j. k.
	 Monks in monasteries	Reading in monasteries	l.
 m.		Miraculous cure	

Retrieval practice: 5. Options for medical care in the Middle Ages (ANSWERS)

a. Quiz questions:

1. Physicians were respected, well-educated, and expensive.
2. Apothecaries, quacks, or wise women
3. Herbal remedies often relieved symptoms.
4. Physicians and barber surgeons
5. Wise women, monk in monasteries, or pilgrimages
6. Quacks
7. Through miraculous healing

c. Gap fill:

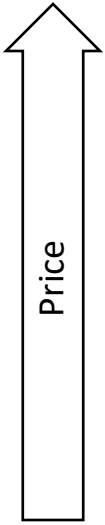







People in the Middle Ages had many different options for medical care. However, they had to a. **pay** for most of them. Most wealthy people would pay for b. **physicians** to give them medical care as they were well c. **educated** and d. **respected**. However, their treatments were usually based on the e. **four humours** and were e. **ineffective**.

Most ordinary people would buy f. **herbal remedies** from g. **wise women**, h. **quacks**, or i. **apothecaries**, would have their j. **humours balanced** by barber surgeons, or would seek out spiritual cures from k. **monks** in l. **monasteries** or from going on m. **pilgrimages**.

n. **Wise women** could also offer people spiritual remedies, such as amulets or o. **charms**.

b. Diagram practice:

Complete the diagram (use the letters!)

	Medical care:	Training:	(Usual) treatments:
	 Physicians	University (which was usually heavily influenced by the Catholic Church)	Balancing the humours
	 Apothecaries	Apprenticeships with other apothecaries	Herbal remedies (which <i>could</i> relieve symptoms)
	 Barber-surgeons	Apprenticeship with other barber-surgeons	Bloodletting to balance the humours
	 Quacks	No formal training	'Magical' cure-alls
	 Wise women	Informal apprenticeships and education from other wise women	Herbal remedies (which <i>could</i> relieve symptoms) Spiritual remedies and charms
	 Monks in monasteries	Reading in monasteries	Prayer and bed rest
	 Pilgrimage		Miraculous cure

History Knowledge Organiser: Britain, Health and the People

6. Beliefs about disease in the Middle Ages:

- Most people in Europe the Middle Ages believed that disease was directly or indirectly caused by God.
- The Catholic Church also supported the theories of the Ancient Greek and Roman physicians **Hippocrates and Galen**, who believed that the body contained **four fluids** (humours) which needed to remain in **balance** for people to be healthy.
- People believed that there were many reasons why humours may become imbalanced.
- Depending on which humour was believed to be out of balance, patients may have been encouraged to **vomit, change their diet or temperature**, or they may have had some **blood taken** through **bloodletting**.
- Physicians may also have timed their treatments according to the time of year and **alignment of the planets**.
- People also used **spiritual** methods to prevent or cure disease, such as **prayer** or going on a **pilgrimage**.

Keywords:

physician:

A university educated medical professional who does not generally perform surgery

bloodletting:

The process of removing blood from a person as a treatment for disease

alignment:

The arrangement of objects in a straight line

scapegoat:

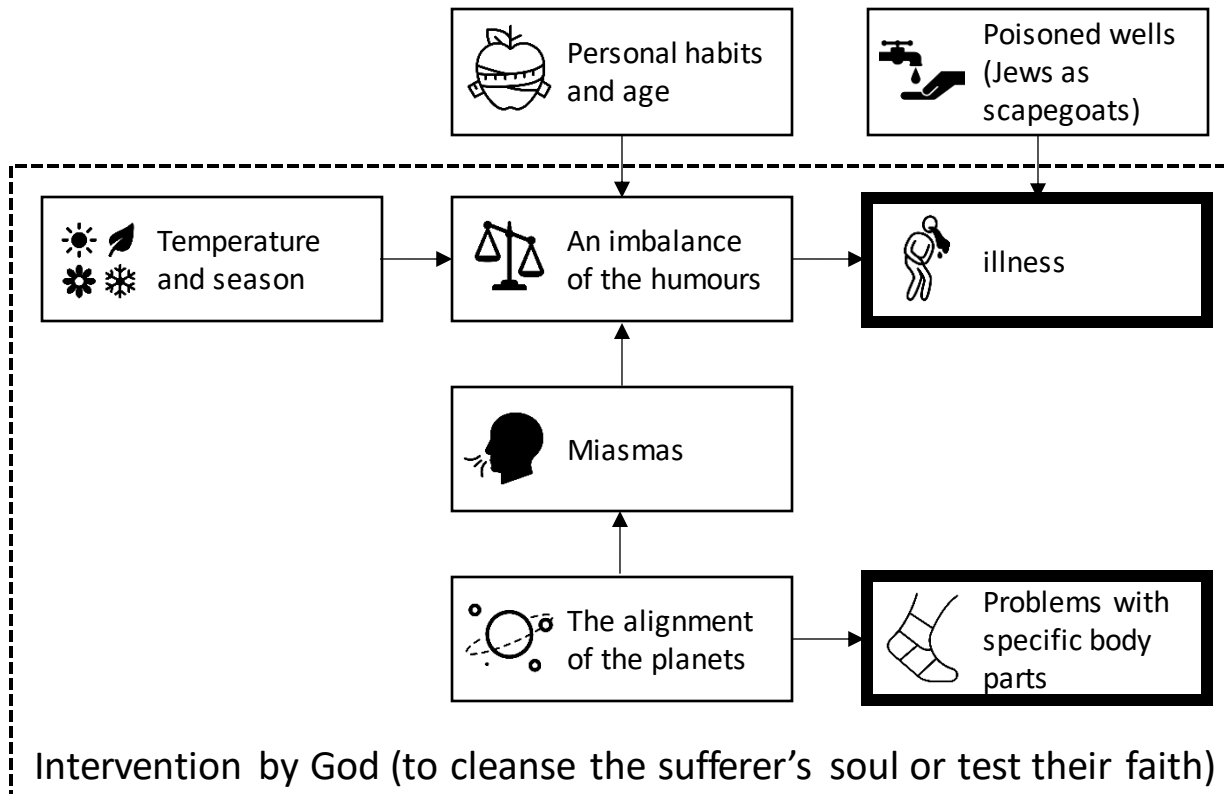
A person or group who is blamed for something which they have not done

miasma:

A bad smell or bad air which was (incorrectly) believed to cause disease

pilgrimage:

A journey to somewhere with religious significance



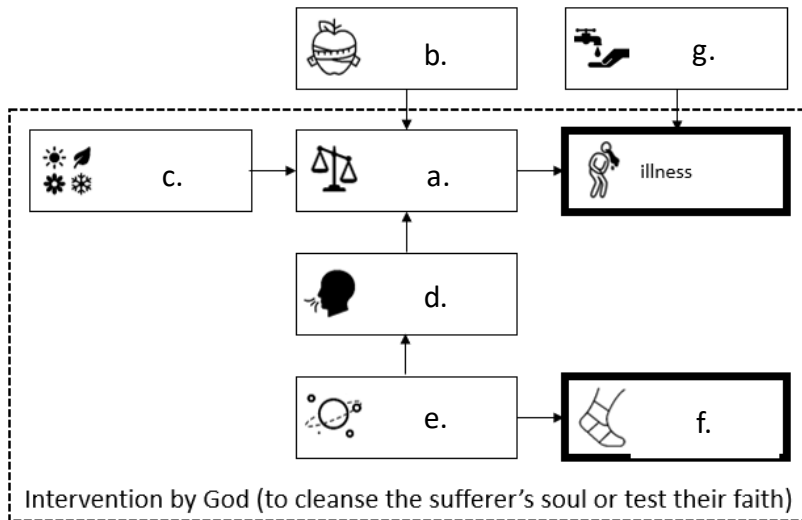
Retrieval practice: 6. Beliefs about disease in the Middle Ages

a. Quiz questions:

1. What did most people in the Middle Ages believe was the main cause of disease?
2. Give two individuals whose ideas about medicine the Catholic Church supported.
3. Give four possible treatments which people used in an attempt to balance the humours.
4. Give two reasons why a physician may choose to balance a patient's humours at particular times of the year.
5. Give two spiritual methods which people used to avoid or cure disease in the Middle Ages.
6. Give three possible reasons why people in the Middle Ages believed that their humours may have been out of balance.
7. Give two problems which people believed the alignment of the planets caused during the Middle Ages.

b. Diagram practice:

Complete the diagram below (use the letters!)



c. Gap fill:

During the Middle Ages, most people in Europe believed that a. ____ was the main cause of disease. People believed that b. ____ caused disease either to cleanse the sufferer's c. ____ or to test their d. _____.

People believed that God often caused diseases by causing an e. _____ in people's f. _____ or by creating situations in which people's g. _____ could become h. _____. People could also cause disease themselves because of their personal i. _____ or j. _____. The theory of the four humours was supported by the k. _____. However, it was originally developed by l. _____ and m. _____, physicians from ancient Greece and Rome.

People also believed that the n. _____ of the planets could lead to an imbalance of the o. _____. People believed that when the planets were in a certain p. _____, this would create q. _____, or pockets of 'bad air', which then caused people's r. _____ to become unbalanced. The s. _____ of the planets could also cause problems with specific t. _____.

Some people also blamed diseases and illness on u. _____, such as the Jews.

Retrieval practice: 6. Beliefs about disease in the Middle Ages (ANSWERS)

a. Quiz questions:

1. God
2. Hippocrates and Galen
3. Vomiting, changing diet, changing temperature, or bloodletting
4. The time of year or the alignment of the planets
5. Prayer or going on a pilgrimage
6. Personal habits, age, temperature, season, or miasmas (caused by the alignment of the planets)
7. Miasmas (leading to an imbalance of the humours) or problems with specific body parts

c. Gap fill:

During the Middle Ages, most people in Europe believed that a. **God** was the main cause of disease. People believed that b. **God** caused disease either to cleanse the sufferer's c. **soul** or to test their d. **faith**.

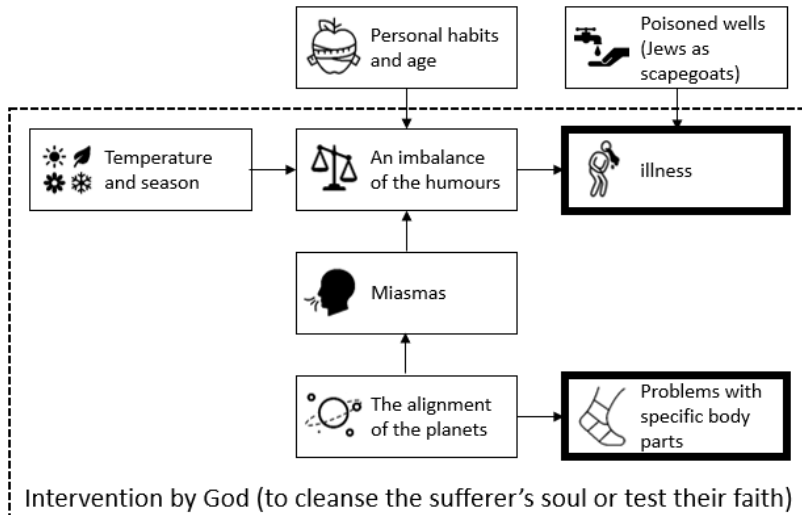
People believed that God often caused diseases by causing an e. **imbalance** in people's f. **humours** or by creating situations in which people's g. **humours** could become h. **imbalanced**. People could also cause disease themselves because of their personal i. **habits** or j. **age**. The theory of the four humours was supported by the k. **Catholic Church**. However, it was originally developed by l. **Hippocrates** and m. **Galen**, physicians from ancient Greece and Rome.

People also believed that the n. **alignment** of the planets could lead to an imbalance of the o. **humours**. People believed that when the planets were in a certain p. **alignment**, this would create q. **miasmas**, or pockets of 'bad air', which then caused people's r. **humours** to become unbalanced. The s. **alignment** of the planets could also cause problems with specific t. **body parts**.

Some people also blamed diseases and illness on u. **scapegoats**, such as the Jews.

b. Diagram practice:

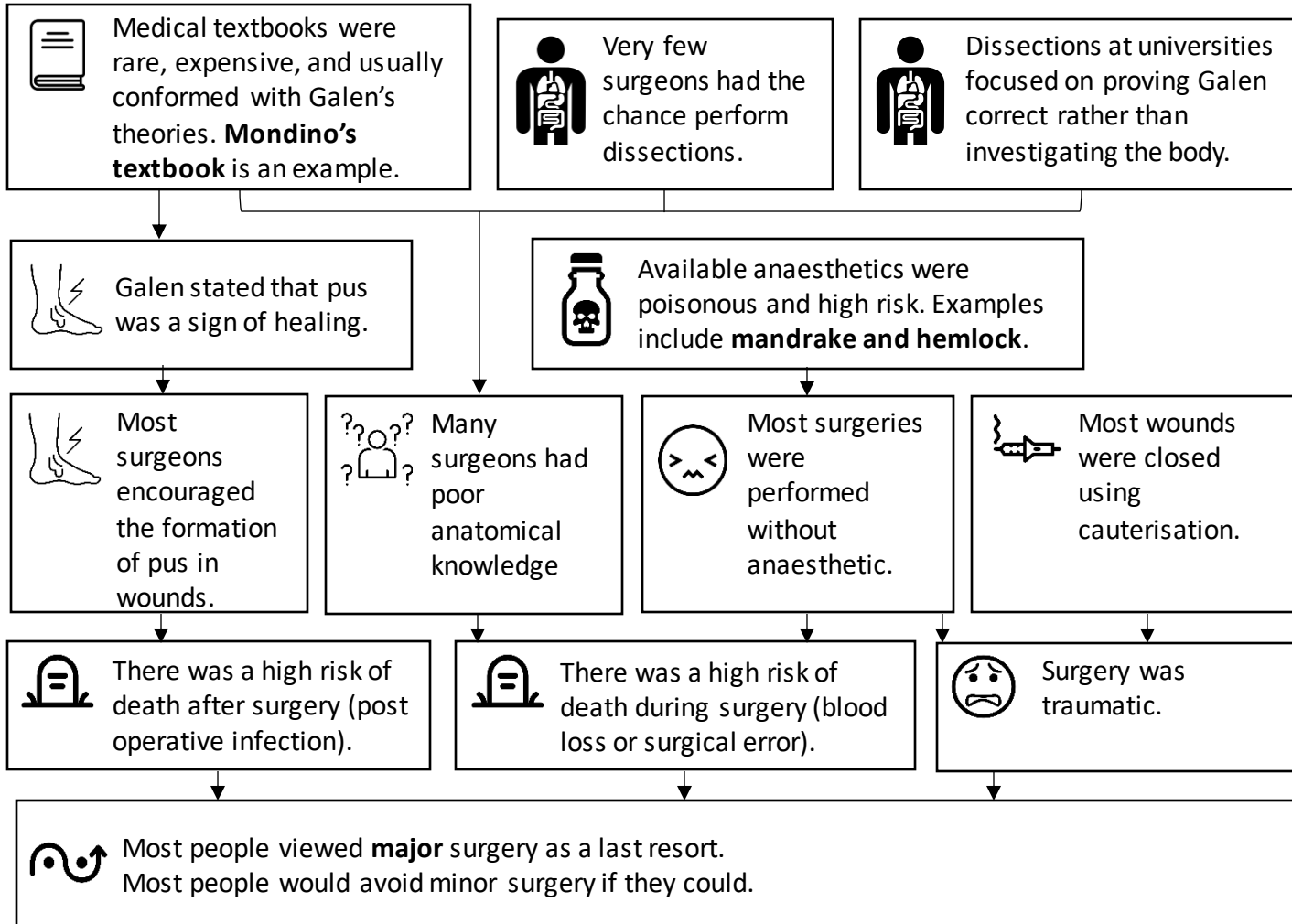
Complete the diagram below (use the letters!)



History Knowledge Organiser: Britain, Health and the People

7. Surgery and Anatomy in the Middle Ages:

- Most major operations were performed on the battlefield by field surgeons. These operations often involved amputation.
- The frequent war in the Middle Ages meant that many field surgeons developed new methods and tools.
- Minor operations, such as removing boils or relocated dislocated limbs, were usually performed by barber-surgeons who learned their trade through apprenticeships.



Keywords:

field surgeon:

A surgeon who works on the battlefield

amputation:

Removing a limb

dissection:

Cutting up something which is dead in order to learn about its structure and how it works

anaesthetic:

A substance which numbs pain during surgery

cauterisation:

Burning a wound shut

anatomy:

The study of the structure of living things

traumatic:

Deeply disturbing or distressing

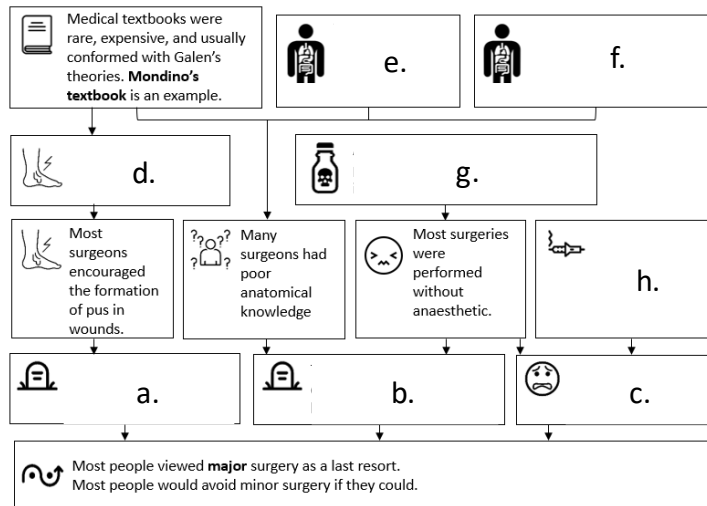
Retrieval practice: 7. Surgery and Anatomy in the Middle Ages

a. Quiz questions:

1. Where were most major operations performed during the Middle Ages?
2. Who performed most minor operations during the Middle Ages?
3. Why did field surgeons develop new methods and tools during the Middle Ages?
4. How did barber surgeons train during the Middle Ages?
5. Give two reasons why there was a high risk of death **during** surgery in the Middle Ages.
6. Why did many surgeons encourage the formation of pus in wounds in the Middle Ages?
7. Give three reasons why many surgeons had poor anatomical knowledge in the Middle Ages.
8. Give two reasons why surgery in the Middle Ages was often traumatic.
9. Give one reason why many people avoided anaesthetics during the Middle Ages.

b. Diagram practice:

Complete the diagram below (use the letters!)



c. Gap fill:

During the Middle Ages, most people viewed surgery as a a. _____. This was because there was a high risk of death b. _____ and c. _____ surgery and surgery was often extremely d. _____. Most major operations were e. _____ which were performed on or near the battlefield by f. _____.

Post operative g. _____ were common in patient's wounds after operations because operations were often performed in unclean environments and many surgeons actively encouraged the formation of h. _____ in wounds, which is actually a sign of i. _____. Many surgeons encouraged this because j. _____ believed it was a sign of healing and most surgeons and physicians studied k. _____ which conformed with Galenic ideas.

Death during surgery was also a risk because many surgeons had poor l. _____ knowledge. This was because surgeons had poor access to anatomical m. _____, rarely had the opportunity to perform n. _____ and, when they observed other people performing dissections, these dissections were usually about proving o. _____ correct rather than making new discoveries.

During the Middle Ages, most people also avoided using the available p. _____, such as mandrake or hemlock, because they were poisonous in the wrong dose. Not using q. _____ during surgery not only made surgery extremely painful but increased the risk of r. _____ or s. _____ when the patient struggled in response to t. _____.

Stopping blood loss from surgery was also extremely u. _____ as surgeons commonly used cauterisation to seal wounds by v. _____ them shut.

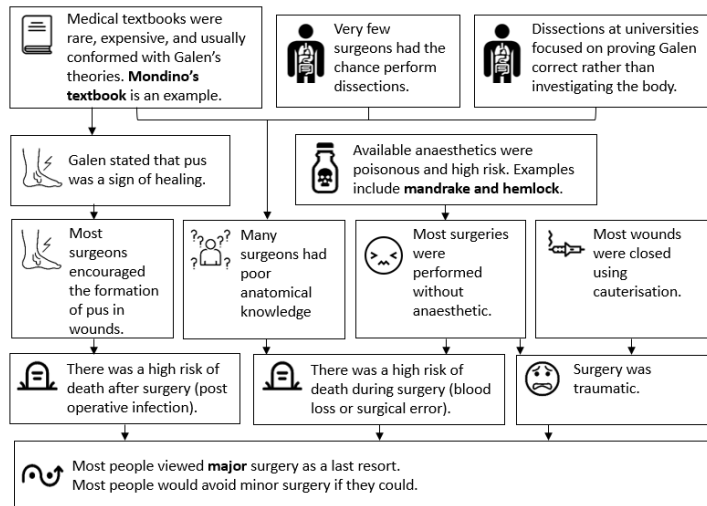
Retrieval practice: 7. Surgery and Anatomy in the Middle Ages (ANSWERS)

a. Quiz questions:

1. On or near the battlefield
2. Field surgeons
3. Frequent war gave field surgeons chances to experiment and innovate
4. Apprenticeships
5. Blood loss and surgical error
6. Galen stated that pus was a sign of healing
7. Textbooks were rare, expensive, and often incorrect, very few surgeons had the chance to perform dissections, and dissections at universities focused on proving Galen correct
8. Most surgeries were performed without anaesthetics and cauterisation was used to stop blood loss
9. Most available anaesthetics during the Middle Ages were poisonous in the wrong dose

b. Diagram practice:

Complete the diagram below (use the letters!)



c. Gap fill:

During the Middle Ages, most people viewed surgery as a a. **last resort**. This was because there was a high risk of death b. **during** and c. **after** surgery and surgery was often extremely d. **traumatic**. Most major operations were e. **amputations** which were performed on or near the battlefield by f. **field surgeons**.

Post operative g. **infections** were common in patient's wounds after operations because operations were often performed in unclean environments and many surgeons actively encouraged the formation of h. **pus** in wounds, which is actually a sign of i. **infection**. Many surgeons encouraged this because j. **Galen** believed it was a sign of healing and most surgeons and physicians studied k. **textbooks** which conformed with Galenic ideas.

Death during surgery was also a risk because many surgeons had poor l. **anatomical** knowledge. This was because surgeons had poor access to anatomical m. **textbooks**, rarely had the opportunity to perform n. **dissections** and, when they observed other people performing dissections, these dissections were usually about proving o. **Galen** correct rather than making new discoveries.

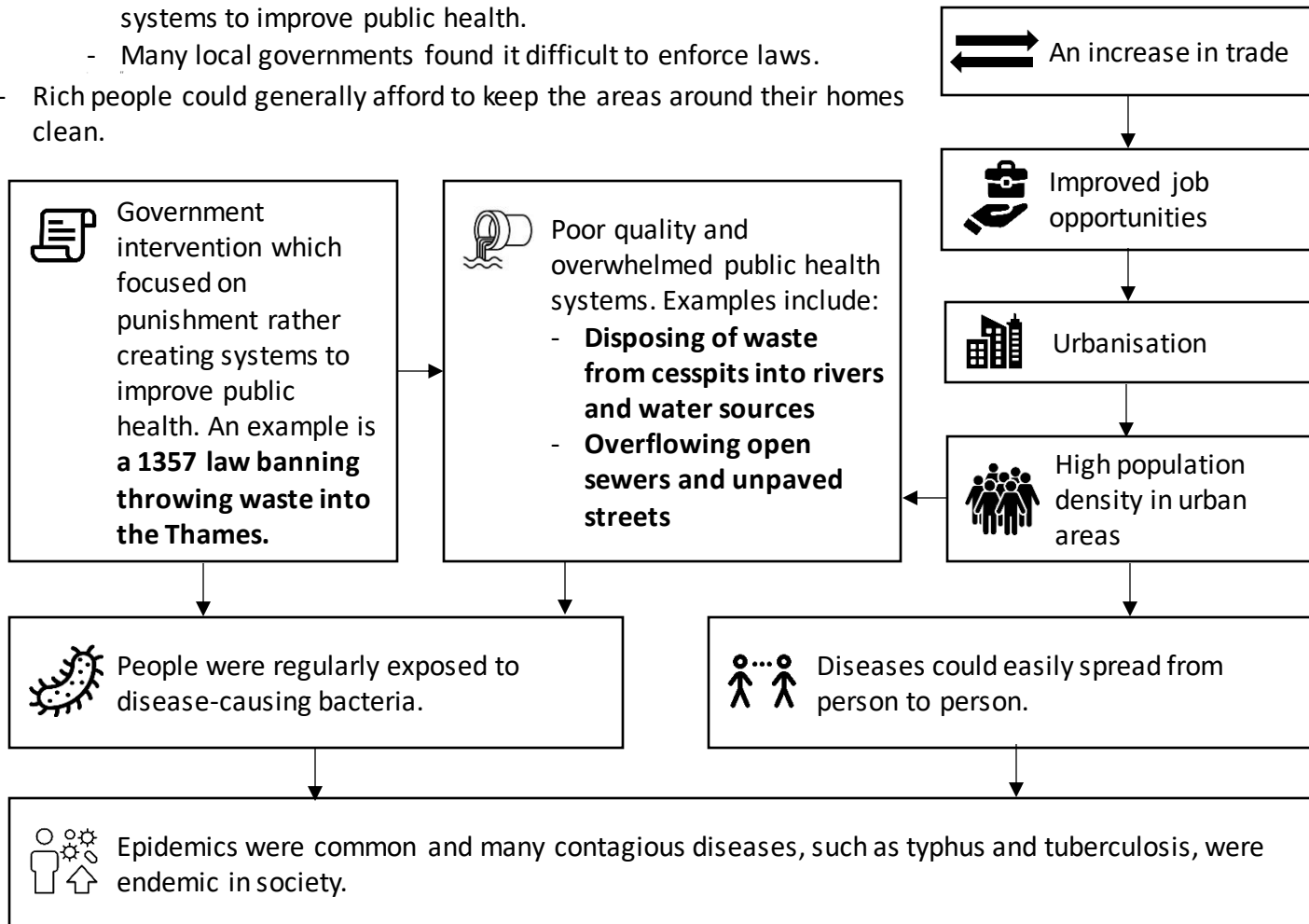
During the Middle Ages, most people also avoided using the available p. **anaesthetics**, such as mandrake or hemlock, because they were poisonous in the wrong dose. Not using q. **anaesthetics** during surgery not only made surgery extremely painful but increased the risk of r. **surgical error** or s. **blood loss** when the patient struggled in response to t. **pain**.

Stopping blood loss from surgery was also extremely u. **traumatic** as surgeons commonly used cauterisation to seal wounds by v. **burning** them shut.

History Knowledge Organiser: Britain, Health and the People

8. Public Health in the Middle Ages:

- As the Middle Ages progressed, increasing **trade** meant that an increasing percentage of people moved to **towns and cities** in order to take advantage of increased job opportunities.
- This process caused public health conditions in towns and cities to **decline** as public health systems became overwhelmed.
- Some town local governments tried to improve conditions and introduce **laws**.
 - Many laws focused on punishing people rather than creating systems to improve public health.
 - Many local governments found it difficult to enforce laws.
- Rich people could generally afford to keep the areas around their homes clean.



Keywords:

urbanisation:

When an increasing percentage of people live in towns and cities

population density:

The amount of people in an area

cesspit:

A pit where liquid waste and sewage would be stored

epidemic:

The widespread spread of a disease over a short space of time

contagious:

Capable of transmitting from one organism to another

endemic:

Regularly found among the people or animals in an area

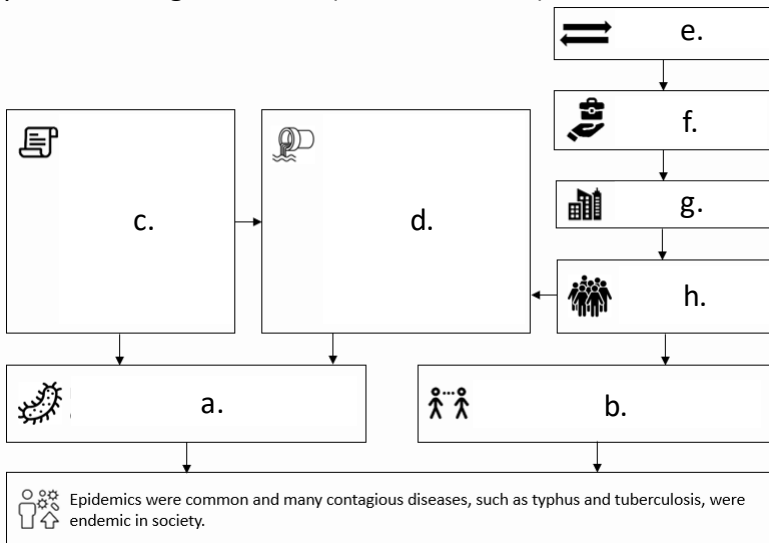
Retrieval practice: 8. Public Health in the Middle Ages

a. Quiz questions:

1. What is an epidemic?
2. What does it mean for a disease to be endemic in society?
3. Give two diseases which were common in medieval society.
4. Give two reasons why epidemics were common in medieval society.
5. What caused the population of urban areas to increase during the Middle Ages?
6. Why did increased population density in urban areas increase the likelihood of disease spreading during the Middle Ages?
7. Give an example of an overwhelmed or poor-quality public health system which was common in the Middle Ages.
8. Give one problem with government intervention into public health in the Middle Ages.
9. Give one group in society who were able to maintain good public health in the Middle Ages.

b. Diagram practice:

Complete the diagram below (use the letters!)



c. Gap fill:

During the Middle Ages, diseases which were caused by poor public health, such as a. _____ and b. _____ were c. _____ in society. d. _____ of other contagious diseases were also common.

There were three reasons why diseases associated with poor public health were common: firstly, most government intervention into public health focused on e. _____ people rather than creating systems which aimed to f. _____ public health. For example, a law in 1357 banned g. _____ rather than addressing problems with h. _____ London. This poor government intervention made it more likely that people would be exposed to i. _____.

People were also regularly exposed to this bacteria because of j. _____ or poor-quality public health systems. Examples of these systems include overflowing k. _____ in the streets or people disposing waste from l. _____ into m. _____

Diseases which passed from person to person were also common as many urban areas had a high n. _____. This occurred in the Middle Ages because a higher percentage of people began to live in o. _____ areas because of improved p. _____ in these areas. These opportunities increased because of an increase in q. _____.

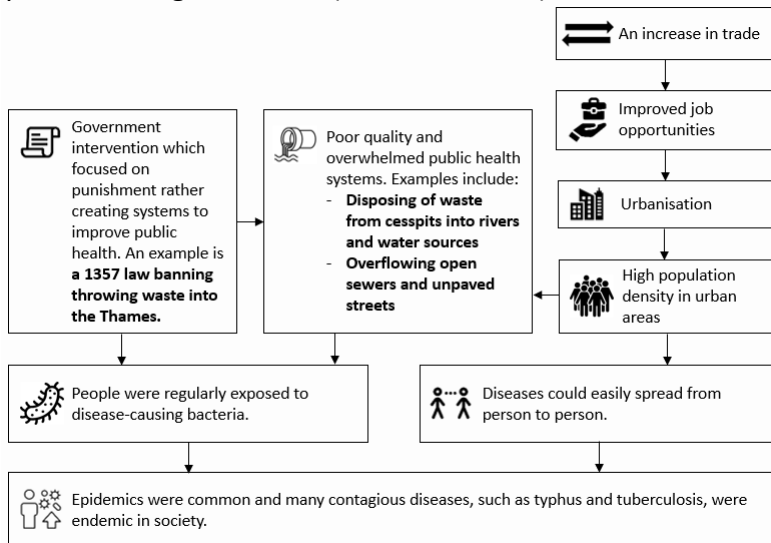
Retrieval practice: 8. Public Health in the Middle Ages (ANSWERS)

a. Quiz questions:

1. The widespread spread of a disease over a short space of time
2. When a disease is regularly found among the people or animals in an area
3. Typhus and tuberculosis
4. People were regularly exposed to disease-causing bacteria and diseases spread easily from person to person
5. Increased job opportunities because of increased trade
6. It was easier for diseases to spread from person to person
7. Waste from cesspits being disposed in rivers or overflowing open sewers
8. Government intervention focused on punishing people rather than creating systems to improve public health
9. The wealthy

b. Diagram practice:

Complete the diagram below (use the letters!)



c. Gap fill:

During the Middle Ages, diseases which were caused by poor public health, such as a. **typhus** and b. **tuberculosis** were c. **endemic** in society. d. **Epidemics** of other contagious diseases were also common.

There were three reasons why diseases associated with poor public health were common: firstly, most government intervention into public health focused on e. **punishing** people rather than creating systems which aimed to f. **improve** public health. For example, a law in 1357 banned g. **throwing waste into the Thames** rather than addressing problems with h. **waste disposal** in London. This poor government intervention made it more likely that people would be exposed to i. **disease-causing bacteria**.

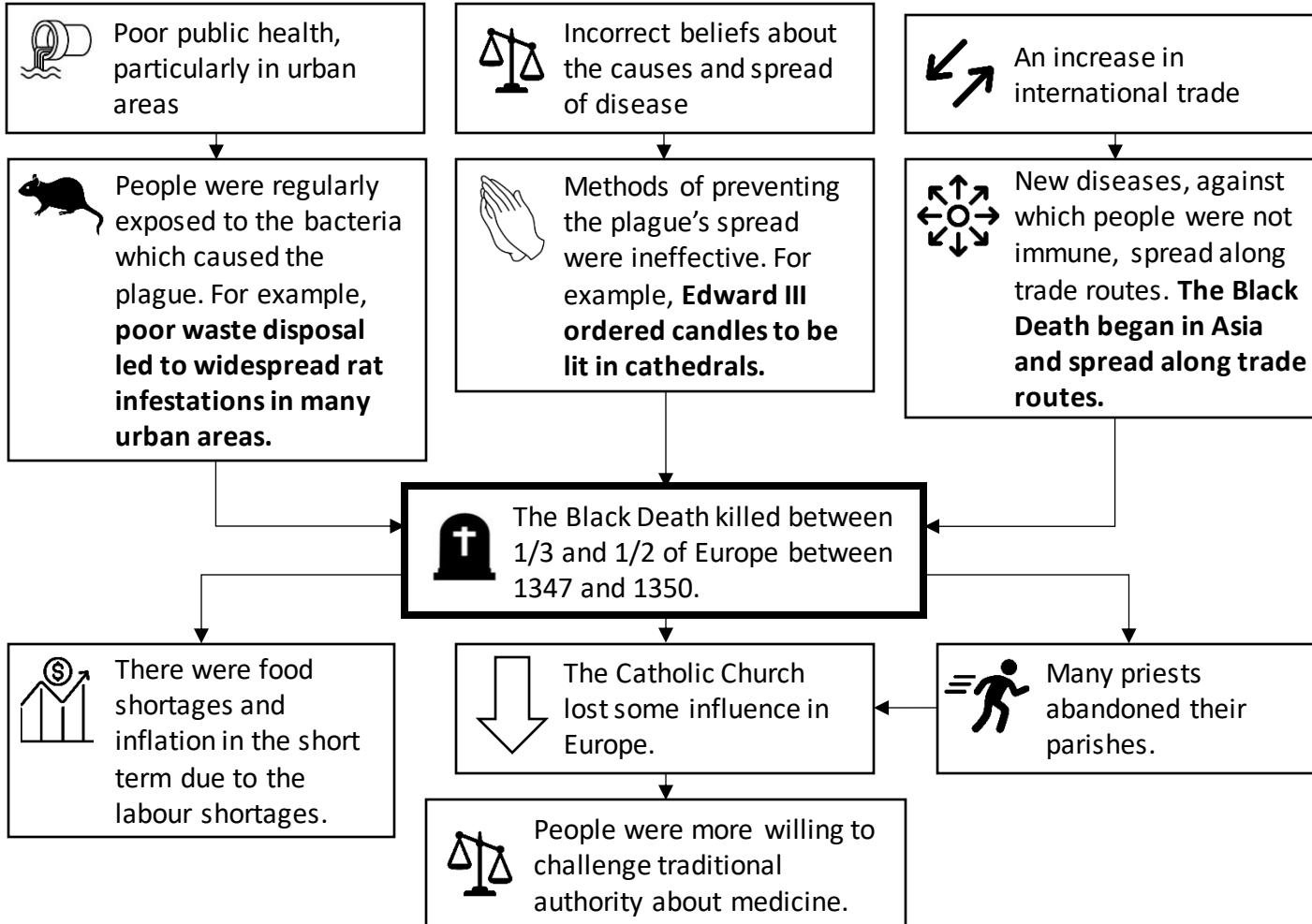
People were also regularly exposed to this bacteria because of j. **overwhelmed** or poor-quality public health systems. Examples of these systems include overflowing k. **open sewers** in the streets or people disposing waste from l. **cesspits** into m. **rivers**.

Diseases which passed from person to person were also common as many urban areas had a high n. **population density**. This occurred in the Middle Ages because a higher percentage of people began to live in o. **urban** areas because of improved p. **job opportunities** in these areas. These opportunities increased because of an increase in q. **trade**.

History Knowledge Organiser: Britain, Health and the People

9. The Black Death:

- The Black Death was a major epidemic of the bubonic and pneumonic plagues in the 14th century.
- Pneumonic plague is spread from person to person through droplets in the air.
- The bacteria which causes bubonic plague commonly grows in the stomachs of fleas. In the 14th century many of these fleas would have lived on rats and would have then transferred to humans once the rat had died.



Keywords:

epidemic:

The widespread spread of a disease over a short space of time

infestation:

The presence of an unusually large number of animals or insects in a place

urban:

Towns and cities

inflation:

The general rise in prices in an economy

labour:

Workers, particularly workers who do work with their hands

parish:

A small area which has its own church and a priest

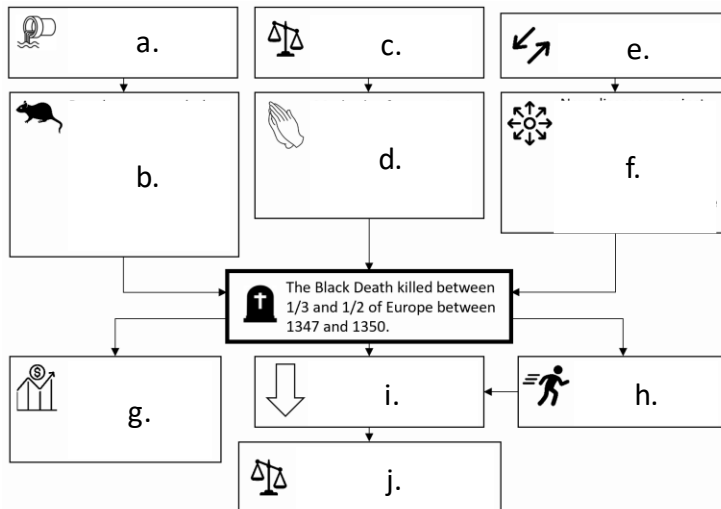
Retrieval practice: 9. The Black Death

a. Quiz questions:

1. In which century was the Black Death?
2. Approximately how many people died in Europe during the Black Death?
3. How does the pneumonic plague spread from person to person?
4. Which animal is believed to have been the main vehicle through which the bubonic plague transferred to people?
5. Give one reason why infestations of rats were common in urban areas in the Middle Ages.
6. How did incorrect beliefs about the causes of disease lead to further deaths during the Black Death?
7. How did an increase in international trade lead to further deaths during the Black Death?
8. Give two reasons why the Catholic Church lost some influence as a result of the Black Death.
9. How did the Catholic Church losing influence affect medicine?
10. Give one short term cause of the Black Death.

b. Diagram practice:

Complete the diagram below (use the letters!)



c. Gap fill:

In the mid a. ____ century, an b. _____ swept Europe called the Black Death. This epidemic was actually two diseases: the c. _____ plague, which was spread between people via droplets in the air, and the d. _____ plague, which was spread via fleas, most of which had originally lived on e. _____.

The Black Death killed between f. ____ and g. ____ of the population of Europe in an extremely short space of time. One reason for this is because of an increase in h. _____. This increase caused people to be exposed to new bacteria, against which they did not have a natural i. _____. As a result, people were much more likely to become infected when they were exposed. Poor j. _____ in urban areas also created environments in which k. _____, which helped to spread bubonic plague, could easily thrive. Methods of stopping the plagues' spread were also l. _____. For example, Edward III ordered for m. _____ to be lit in n. _____ to earn o. _____.

In the short term, the death toll from the Black Death caused a severe p. _____. This is turn led to q. _____ and higher prices due to r. _____.

The Black Death also caused the authority and influence of the s. _____ to decline; many people felt abandoned during the Black Death when many priests t. ____ their parishes in order to save their own lives. Other people questioned the Church's authority after so many had followed the Church's u. _____ and had still died.

As the Catholic Church lost some of its influence, people became more willing and able to challenge v. _____, such as the ideas of w. _____ and x. _____.

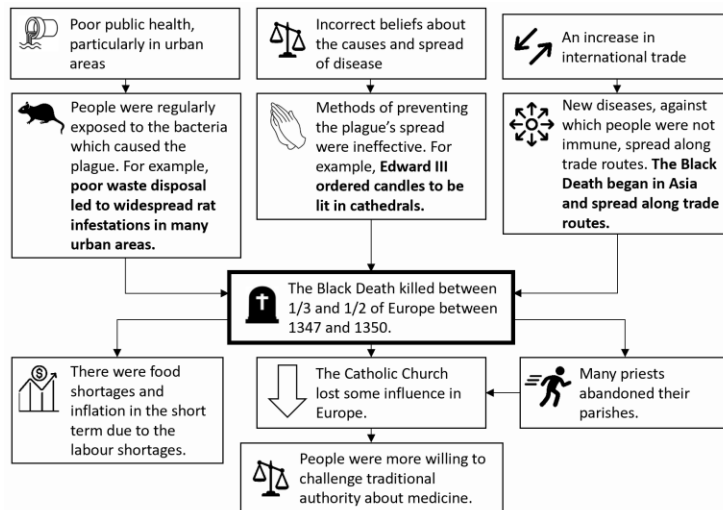
Retrieval practice: 9. The Black Death (ANSWERS)

a. Quiz questions:

1. The 14th century
2. Between 1/3 and 1/2 of the entire population
3. Droplets in the air
4. (Fleas on) rats
5. Public health was poor in urban areas, creating an environment in which rats could easily survive
6. Methods of preventing the spread of the plague were ineffective
7. People were exposed to new bacteria against which they did not have a natural immunity
8. Many priests fled their parishes and between 1/3 and 1/2 of Europe's population died despite the Church's guidance
9. People became more willing to challenge traditional authority (particularly the theories of Hippocrates and Galen).
10. Food shortages and inflation as a result of labour shortages

b. Diagram practice:

Complete the diagram below (use the letters!)



c. Gap fill:

In the mid a. **14th** century, an b. **epidemic** swept Europe called the Black Death. This epidemic was actually two diseases: the c. **pneumonic** plague, which was spread between people via droplets in the air, and the d. **bubonic** plague, which was spread via fleas, most of which had originally lived on e. **rats**.

The Black Death killed between f. **one third** and g. **one half** of the population of Europe in an extremely short space of time. One reason for this is because of an increase in h. **international trade**. This increase caused people to be exposed to new bacteria, against which they did not have a natural i. **immunity**. As a result, people were much more likely to become infected when they were exposed. Poor j. **public health** in urban areas also created environments in which k. **rats**, which helped to spread bubonic plague, could easily thrive. Methods of stopping the plagues' spread were also l. **ineffective**. For example, Edward III ordered for m. **candles** to be lit in n. **cathedrals** to earn o. **God's forgiveness**.

In the short term, the death toll from the Black Death caused a severe p. **labour shortage**. This is turned to q. **food shortages** and higher prices due to r. **inflation**.

The Black Death also caused the authority and influence of the s. **Catholic Church** to decline; many people felt abandoned during the Black Death when many priests t. **fled** their parishes in order to save their own lives. Other people questioned the Church's authority after so many had followed the Church's u. **teachings** and had still died.

As the Catholic Church lost some of its influence, people became more willing and able to challenge v. **traditional authority**, such as the ideas of w. **Galen** and x. **Hippocrates**.