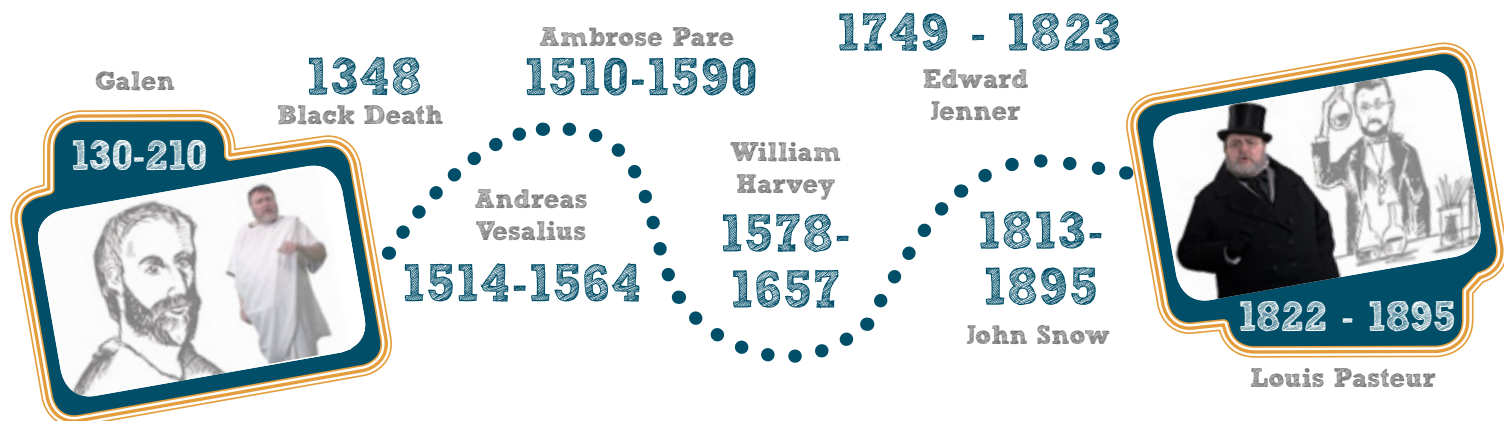


# Medicine through time

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## National Curriculum subject links

- AQA – *Health and the people: c. 1000 to the present day*
- Edexcel – *Medicine in Britain, c. 1250 to the present*
- OCR SHP – *The People's Health, c. 1250 to the present*
- EDUQAS – *Changes in Health and Medicine in Britain, c. 500 to the present day*

## Coverage and links

**A study** of the History of Medicine has been at the heart of GCSE Schools History Project specifications for many years and it has certainly pleased many teachers to see it back in one form or another in all the reformed GCSE History specifications. Whatever the starting point – Ancient Rome, the Anglo-Saxons or a point in the Middle Ages – the story of medicine in Britain is the story of people, their relationship with the Church and the development of science and industry, all through the lens of humans at their most vulnerable: when they are sick.

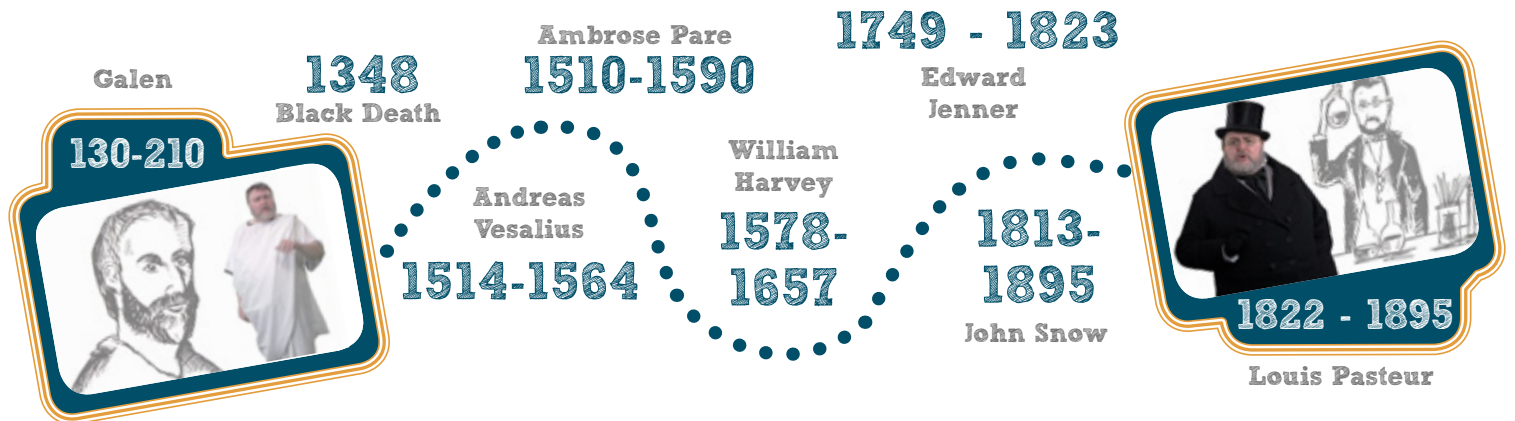
**There are several approaches** to using these films in your work on medicine, so instead of sketching out a sequence of lessons, as the other 60second histories teacher notes do, these notes will suggest three different ideas about how to use them at different points in your work on the unit. What all the approaches have in common, as do all the different specifications, is that this topic focuses on change over time. They will all ask students to consider how, when and why medicine has changed, for the better and for the worse.

**Before starting** to teach any unit on Medicine, you will probably already have a set of textbooks or other resources appropriate to the specification you have chosen. In the notes there are indications of where it might be useful to use them with your students. Pupils will begin to see that historians piece together their story from the evidence available.

**Many links** can be made to English learning through the use of questions and question marks, hot seating and role play to explore language and interview structure, report writing, newspaper articles, researching and debating different viewpoints.

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## Suggested learning outcomes

*By the end of these lessons, pupils will be able to...*

- Describe the key features of medicine in Britain at several points in the last 2000 years
- Comment on the periods when medicine changed the most
- Explain the extent to which key ideas about medicine and public health have continued over long periods of history.

## Pre-lesson homework

**Students could prepare** for this unit by keeping a health diary for a period of a week or a month. They should record when they or other members of their family have any contact with medicine or health professionals – visits to the doctor or nurse, taking everyday or specific medicine, seeing public health posters or TV advertisements. This can be used to build a whole-class picture of where medicine is today.

## Approach 1 – An introduction to the History of Medicine

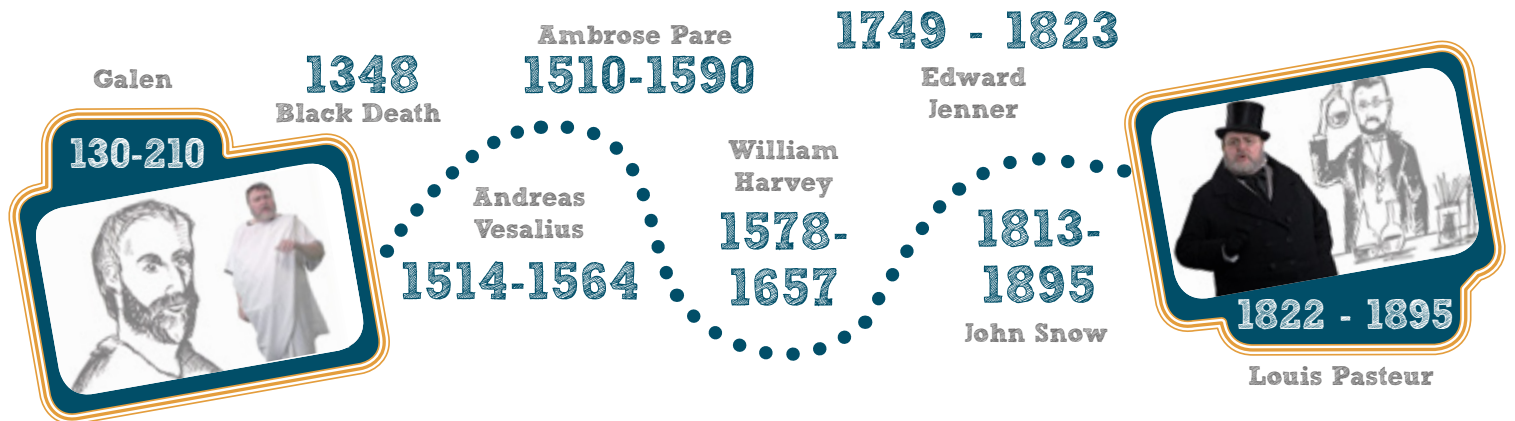
Films to use

- **Galen the physician**
- **Herophilus and Erasistratus**
- **Galen and Hippocrates**
- **Galen and the Four Humours**
- **The Black Death: Eyewitness account**
- **Andreas Vesalius: The Fabric of the Human Body**
- **William Harvey: Circulation**
- **Edward Jenner: Smallpox**
- **Louis Pasteur: Germ theory**

**This approach** would use the clips to build up an overview of the entire course. In one or two lessons, pupils watch the clips and add detail to a timeline (there is an example of a blank timeline in **Appendix 1**).

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## Approach 1 – An introduction to the History of Medicine ...continued

**Though** Greek and Roman medicine don't feature in the new specifications, it's almost impossible to do a study of change and continuity without acknowledging this starting point, so they should be shown at the start of the unit. Pupils should add details to their timeline of important beliefs the Romans had about medicine. They won't necessarily be date-specific, but period specificity is enough here. They will certainly note details of the Four Humours, Galen's knowledge of anatomy and the importance of Hippocrates' teachings about what doctors do.

**Then show *The Black Death: Eyewitness account*.** Note the date the Black Death arrived on the timeline. After that, ask lots of detail and inference questions: what does it suggest about medicine then that one in three people died of the disease? Why did people blame God? You might show the other Black Death films here too, but this one gives enough sense of the period in medicine to then move on.

**Take a similar approach** to the other films mentioned above. Each gives some details about the state of medical knowledge and thinking in different time periods. Vesalius and Harvey explain about the progress in expert knowledge made in the Renaissance; Edward Jenner and Louis Pasteur do the same for the Industrial Revolution.

**After** you have shown all the films, or as you end each time period, you might then use your textbooks as a resource for pupils to research into other key dates and turning points in the story of medicine in Britain.

## Approach 2 – Supporting the entire unit

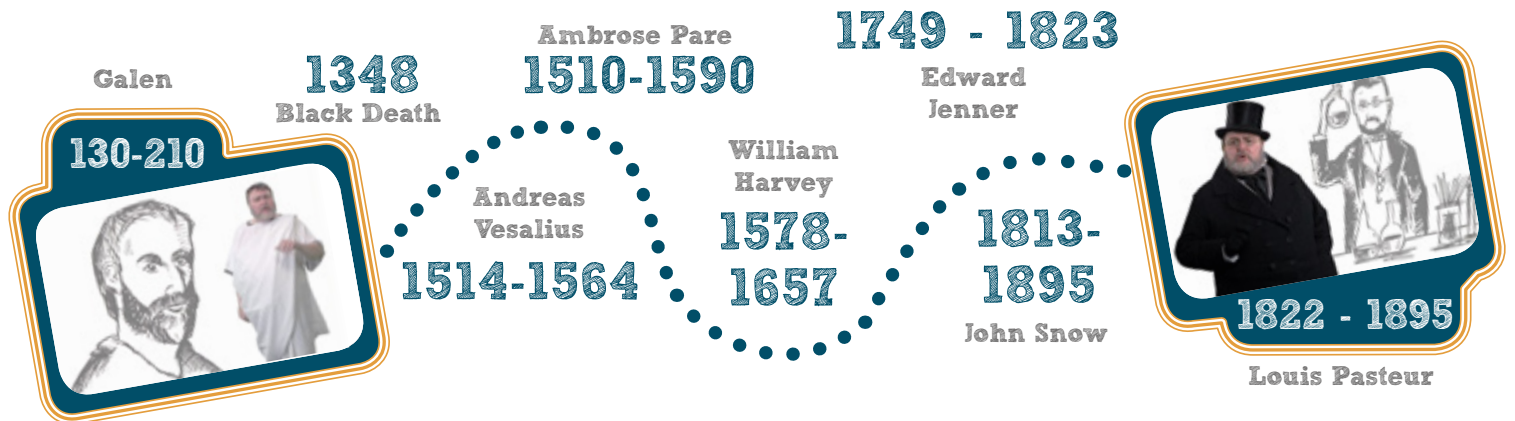
Films to use

**All the clips that would apply to your version of the course**

**In this approach,** the films become support for each enquiry in your chosen specification. There are several things you could do with them at each stage, but here are some ideas.

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## Approach 2 – Supporting the entire unit ...continued

The Galen films could be used together, as outlined in Approach 1, as a start to the course.

- **Galen the physician**
- **Herophilus and Erasistratus**
- **Galen and Hippocrates**
- **Galen and the Four Humours**

In the clips, Galen introduces pupils to ancient ideas about anatomy and dissection, the Four Humours as an explanation for disease, the work of Hippocrates and what it meant to be a doctor. Because the focus of all the specifications is on change over time, these films together provide a starting point from which to assess that change.

The films from the Middle Ages all look at aspects of the Black Death.

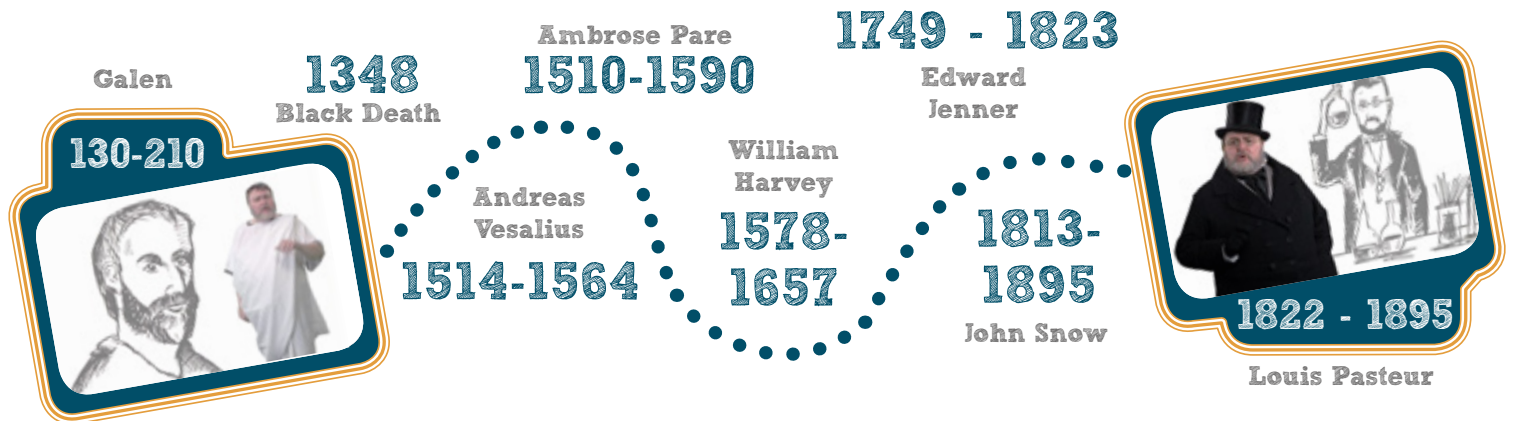
- **Black Death: Eye Witness Account**
- **Black Death: Public Reaction**
- **Black Death: Mass Burials**
- **What Was the Black Death?**
- **Black Death: Causes and Treatments**

They describe how the disease arrived in Britain, the numbers who died, contemporary explanations, symptoms, treatments, public health actions and a more recent explanation for the actual nature of the disease. Used together, the films build a picture of the state of medicine and public health during the Middle Ages. Pupils might make notes from the films under the headings above and then go to their textbooks to find further details.



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## Approach 2 – Supporting the entire unit ...continued

The **Renaissance films** might support work on the fact that the big discoveries of the period led to little practical difference in day-to-day treatments.

- **Andreas Vesalius Steals a Body**
- **The Fabric of the Human Body**
- **Andreas Vesalius Dared to Say Galen Was Wrong**
- **William Harvey: Discovery**
- **William Harvey: Circulation**

The **Vesalius and Harvey films** reveal much about their methods – dissection and experimentation – but little about where their work led. Obviously, this is because nothing changed in the short term, something that could again be supported by use of the textbooks.

The **films at the end of the period**, about Edward Jenner and Louis Pasteur, would be helpful in a short sequence about why progress was made in the Industrial Revolution. Both mention their use of scientific experimentation, for example.

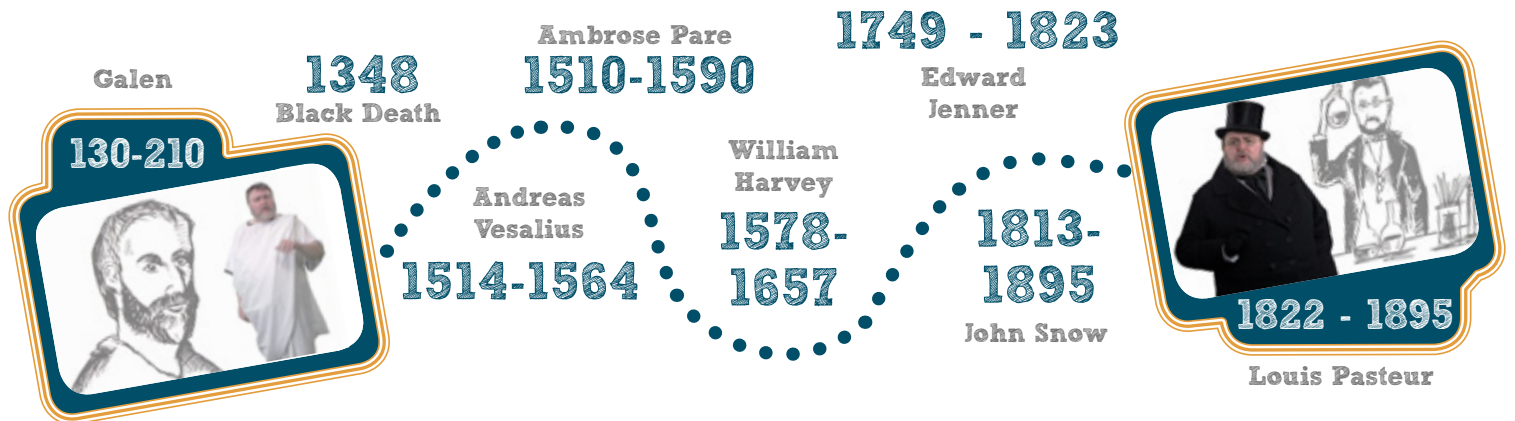
- **Edward Jenner – Smallpox**
- **Edward Jenner's Vaccination**
- **Louis Pasteur – the Germ Theory**
- **Louis Pasteur – Proving his Germ Theory**

**NOTE: As a subscriber** to Squaducation, you can use the 'Virtual Classroom' facility to set up collections of the above films for each sub-unit of the Medicine course. This will enable you to **SHARE** films with pupils allowing them to watch selected clips at home or on their own in class, using tablets or networked computers.

Go to **squaducation.com** to subscribe.

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## Approach 3 – Review of Medicine

Films to use:

- **Galen the physician**
- **Galen and Hippocrates**
- **Galen and the Four Humours**
- **The Black Death: Eyewitness account**
- **Andreas Vesalius: The Fabric of the Human Body**
- **William Harvey: Circulation**
- **Edward Jenner: Smallpox**
- **Louis Pasteur: Germ theory**

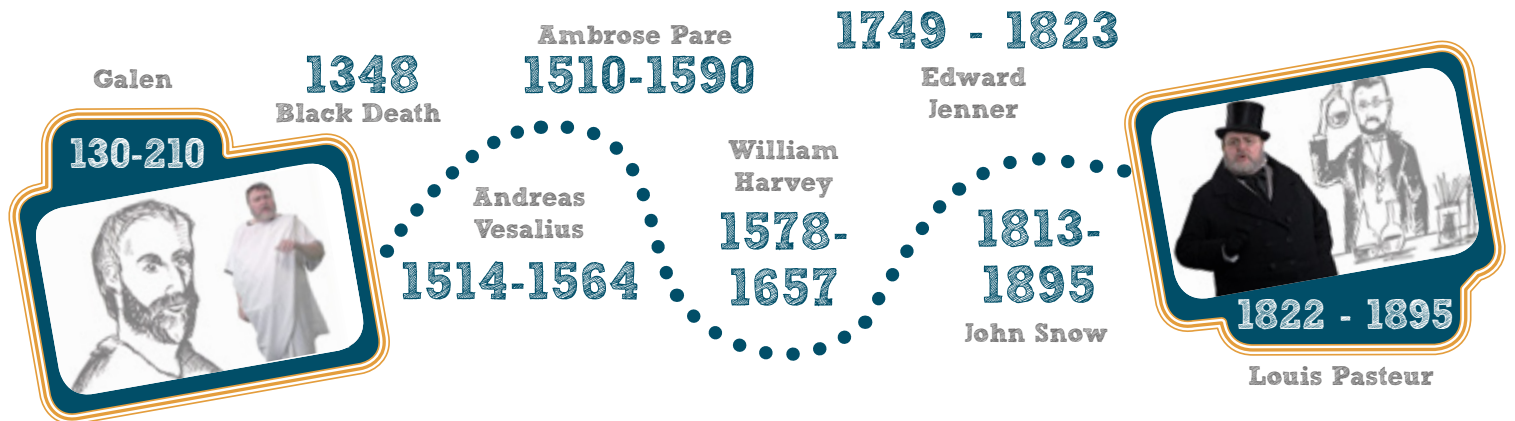
**This approach** to using the films acts as a revision activity as you end the unit or even at the start of revision near to the final exams. The focus here should be on the question: When did Medicine change the most?

**You can then** show as many films as you think necessary to form the background to a debate or discussion on this question. You could use, for example, the William Harvey films, **William Harvey: Discovery** and **William Harvey: Circulation** to challenge the idea that medicine moved on in the Renaissance. He may have proved something important about the heart and blood, but it made no practical difference to the way people were treated for illness.

**At the end of this**, pupils could write a new sixty-second film script, using the template in **Appendix 2**. They should write one for a person not mentioned in the films so far, such as Robert Koch or Edwin Chadwick, and in the script make a case as to why their period was the most important in terms of changing medicine for the better.

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## Differentiation, assessment and reflection

### Extension

**There are** several good books that pupils could use to extend their knowledge about each key period. Roy Porter's *Blood and Guts: A Short History of Medicine* (Penguin, UK) and his *The Cambridge Illustrated History of Medicine* (Cambridge University Press, Cambridge) are both very accessible.

### Scaffolding

**It is essential** that each pupil should have a really clear timeline of medicine in their exercise book, or up in the classroom.

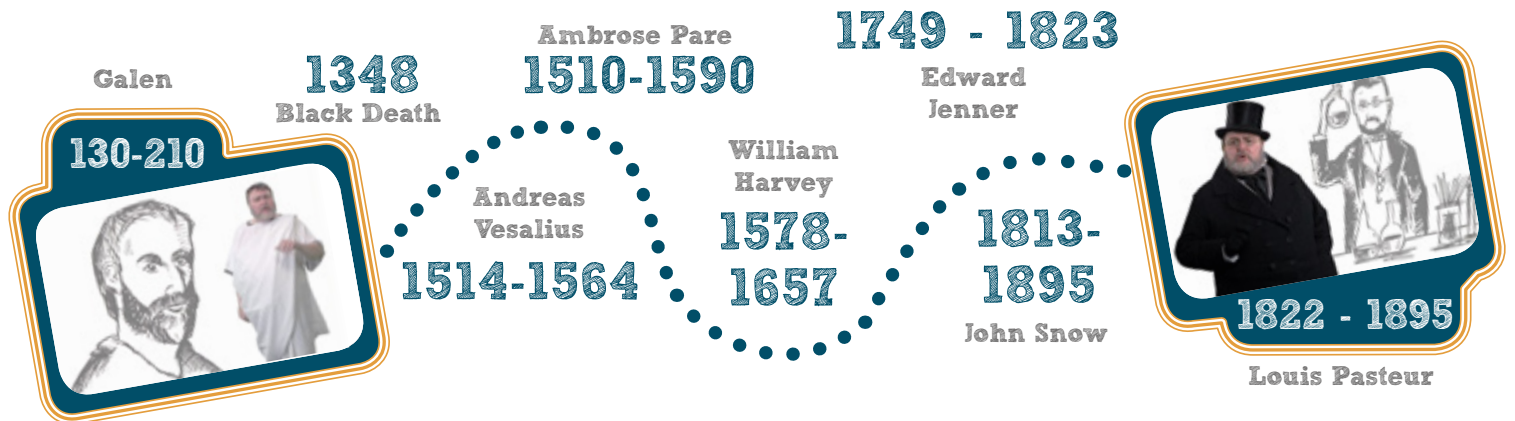
### Reflection

**At the end** of the Medicine course, whichever approach is taken, there are important questions to ask about change and continuity.

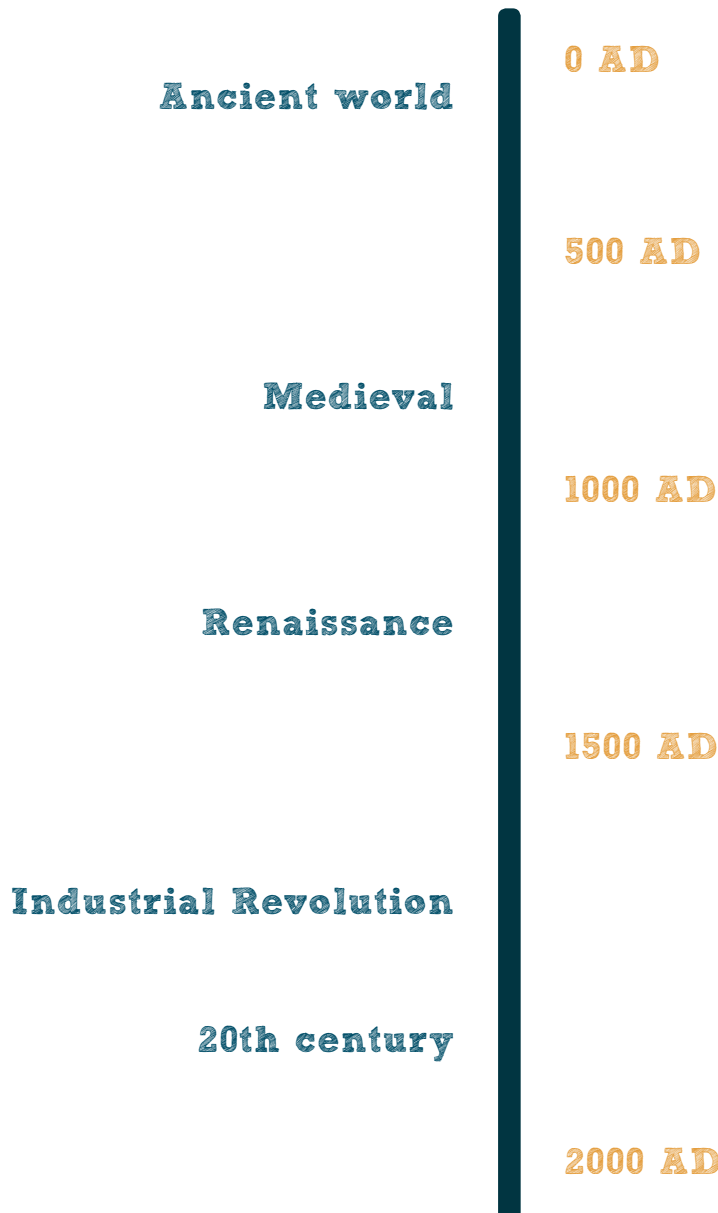
- Do you agree that medicine only really got better in the 20th century?
- **Why did the theory of the Four Humours last such a long time?**
- Who has made the most difference to people's health since the Middle Ages?

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## Appendix 1: Blank timeline





# Medicine through time

## Appendix 2: Film script template

<b>Title</b>	
<b>Character</b>	
<b>IMAGE</b> Draw a background image that ties in with the subject of your film.	
<b>SCRIPT</b> Write approximately 170 – 185 words. First person speech.  <b>KEYWORDS</b> Pick out a couple of key words or phrases that you want to appear on the screen during the dialogue. Highlight them in the text and also add to the box below.	
<b>KEYWORDS</b>	
<b>SUMMARY</b> Choose three or four key points you want to add at the end of the script which will recap what your character has been talking about.	