

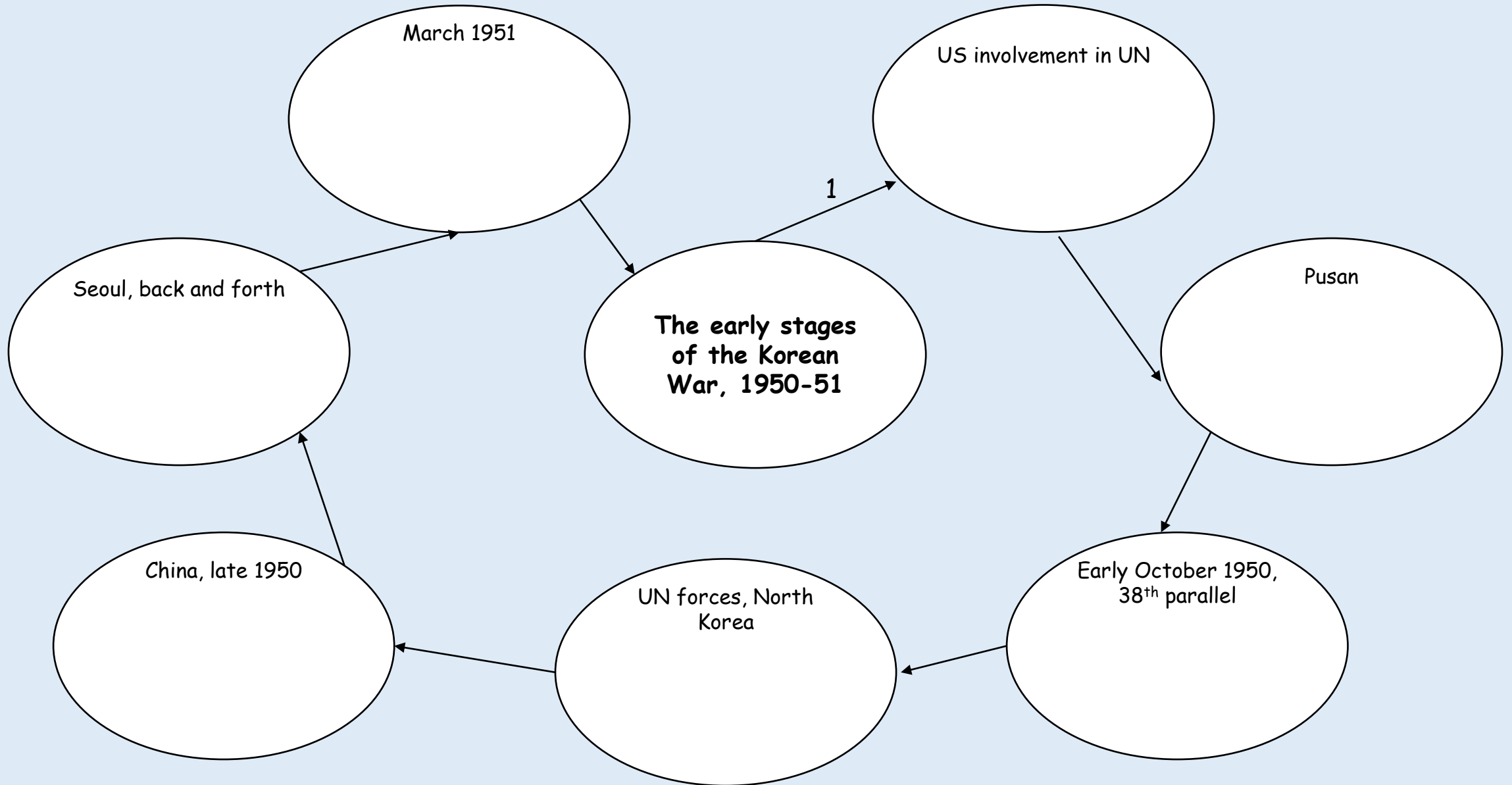
# Asia Retrieval Activities

Once you have carried out these retrieval (no notes) activities, take your learning about each part of the unit further. E.g. create flashcards, make diagrams etc. Then, later, test yourself again.

➤Causes of the Korean War and the outbreak of the war.

1). Identify two causes of the Korean War - you CAN'T use the cause of nationalism in Korea.	2). True or false: the leader of communist North Korea was Syngman Rhee.	3). Stalin 'gave permission' for North Korea to invade South Korea in Spring 1950. Why did he not give permission when first asked in early 1949? Identify at least two reasons.	4). How did the USSR support North Korea before the invasion?  What did Stalin say the USSR would <u>not</u> do on behalf of North Korea?	5). What did President Truman do when North Korea invaded South Korea in June 1950?
6). Why was Truman so quick to react to the North Korean invasion of South Korea?	7). Why didn't the USSR play a part in the UN's decision-making over Korea?	8). What did the USSR say the real aim behind US support of South Korea was?	9). How did the UN respond to North Korea's invasion of South Korea?	10). Why had the former allies - the US and the USSR - fallen out at the end of World War Two? Can you identify at least two reasons?

Retrieval practice circle - the focus is in the middle, and the chronological prompts are around the outside.  
See what you can remember and fill in the outer circles!



Retrieval strategy - individual relay race!

The Korean War after China's entry to the war.

Spend 2 minutes per section - add as much detail as you can ...



<p><b>Go!</b> After China joined the Korean War on North Korea's side ...</p>	<p><b>Go Go!</b> Truman and MacArthur disagreed once the two sides were back at the 38<sup>th</sup> parallel ...</p>
<p><b>Go! Go! Go!</b> MacArthur was sacked ...</p>	<p><b>Go! Go! Go Go!</b> There was a stalemate ...</p> <p>... which led to the war in the air ...</p>

# The end of the Korean War and its impact

1). In what year did peace talks to end the Korean War begin?	2). Why did fighting continue, despite the peace talks?	3). Two new people becoming leaders ultimately helped to bring about the end of the war. Who were they and how did they help?
4). What changed as a result of the war?	5). What was the DMZ?	

	1	2	3	4	5
The Korean War and the Cold War					
Weapons build-up					
Positives of the war for Korea US/UN/USSR/China					
Negatives of the war for Korea US/UN/USSR/China					

# Vietnam under foreign control and the division of Vietnam

<p>1). Which European country controlled Vietnam from the 18<sup>th</sup> century?</p> <p>*</p>	<p>2). What was the name of the wider area, of which Vietnam was a part, under this European power?</p> <p>*</p>	<p>3). Why was this European country so keen on having Vietnam as part of its empire?</p> <p>*</p> <p>*</p>
<p>4). To which country did this European country lose control of Vietnam during World War Two?</p> <p>*</p>	<p>5). At the end of World War Two, what did Vietnam do, in terms of the foreign powers that had been ruling over it for centuries?</p> <p>*</p>	<p>6). Which sides fought in the First Indochina War, 1946-1954?</p> <p>*</p> <p>*</p> <p>Who were their 'big friends'?</p> <p>*</p> <p>*</p>
<p>7). What was the Vietminh?</p> <p>*</p> <p>Who led the Vietminh?</p> <p>*</p> <p>*</p>	<p>8). What was the name of the battle between the two sides, that ended the European power's control in Southeast Asia?</p> <p>*</p>	<p>9). Write down two key points about this battle.</p> <p>*</p> <p>*</p>
<p>10). What was the name of the agreement, drawn up to bring a settlement to Vietnam?</p> <p>*</p> <p>Write down three key parts of the agreement.</p> <p>*</p> <p>*</p> <p>*</p>	<p>11). Why were western countries concerned about national elections being held in Vietnam?</p> <p>*</p>	<p>12). Who were the new leaders of the two parts of Vietnam - and which part did they lead?</p> <p>*</p> <p>*</p>
<p>13). Why did the US get more involved in Vietnam after this?</p>		

Diem as leader of South Vietnam, and the civil war in South.

## Focus 1: What do you know about ...?

1). Why the US supported Diem

2). How Diem ignored the Geneva Agreement in terms of an election

3). How Diem organised the 1955 election in South Vietnam

4). Which people/groups opposed Diem in South Vietnam - and how

5). The civil war in South Vietnam

7). How the end of Diem's rule came about

6). What the NLF became known as, and what their fighting tactics were

Pull out precise details around each bubble.



➤ From the 1940s the US became more and more involved in Vietnam, until it was fully involved in fighting a war against the Vietnamese communists by the mid-1960s.

Tell me more ... use the basic prompts to trigger your memory.

**Truman (1945-1953)**

- \*Contain
- \*1947
- \*Doctrine

**Eisenhower (1953-1961)**

- \*Domino
- \*No troops
- \*Advisers
- \*Dien

**Kennedy (JFK) (1961-1963)**

- \*No troops
- Experts
- \*Hamlets

**Johnson (LBJ) (1963-1969)**

- \*Gulf of Tonkin
- \*Resolution
- \*ORT

**Tension**



## 2). The US versus the Vietnamese Communists (the fighting in the war)

- Find it, Fix it. Label the following as **TRUE** or **FALSE**. Then return and CORRECT the ones you have identified as FALSE.

The VC waged psychological warfare against the US and the ARVN.	The VC used guerrilla warfare and their knowledge of the jungle in their fight against the US and the ARVN.	Napalm and Agent Orange were types of chemical weapons used to destroy large areas of forest.	The American GIs used AK-47 assault rifles and the VC used M-16 rifles. Both were effective at picking off the enemy.
The following are key aspects of guerrilla warfare: -retreat when your enemy attacks -attack when your enemy retreats -never raid enemy camps -wear green uniform to blend into the jungle -work in small groups	The US troops were generally welcomed by Vietnamese peasants in the south.	Booby traps were used by the VC, but were not very effective in harming US soldiers.	The US used low-tech warfare in their fight against the high-tech VC.
At the start of the war, the US believed that it would be an easy victory against a peasant army.	'Search and destroy' was used in order to find VC fighters in South Vietnamese villages.	'Search and destroy' missions were limited to arresting any VC found, and taking them back to base for questioning.	Operation Rolling Thunder lasted longer than planned, but dropped fewer bombs than originally intended.
The Ho Chi Minh Trail was a vital supply route that ran from North Vietnam through Laos and Cambodia.	The VC used the tactic of 'hanging on the trousers' of the American GIs. It meant they stayed close to the Americans, ambushing them and disappearing into the jungle afterwards.	Many US troops were reluctant to be conscripted because they were very young and they were expected to serve a one-year 'tour of duty'.	The VC used tunnel systems to make it difficult for US troops to find them.

## 2). The fighting in the war: The Tet Offensive and the My Lai Massacre

Label each statement as being linked EITHER to the Tet Offensive OR the My Lai Massacre.

This marked a change from the usual tactics used by the Vietnamese Communists.	The event made some of the US public question what was going on with the war in Vietnam - it was now of huge cost in human and financial terms.	This event exposed the low morale of US troops fighting in Vietnam.	Many of the victims were women, children and the elderly.
This event caused many back at home in the US to feel shock and confusion - what was actually the aim of this war?	As part of this event, the VC attacked towns, cities, US military bases and the US embassy in Saigon.	This event partly came about as a reaction to the what happened in the other one.	This event took place at the end of January in 1968.
The outcome of this event was that no VC fighters were found, but approx. 500 people were killed, all within a few hours.	The US regained control of towns and cities quickly.	This event involved US troops from Charlie Company.	This event involved a Search and Destroy mission to find a VC base that was being supported by villagers.
The event was covered up - e.g. straight away on their return to base, Charlie Company reported the deaths of 22 civilians - claiming the rest of the dead were VC fighters.	The event had been planned for months in advance - e.g. launching smaller attacks away from major cities to draw US troops away from Saigon.	This event took place in March 1968.	A year after the event, the truth about it started to come out after a US soldier wrote letters to politicians and military leaders telling them what had actually happened.
The outcome of the event can be seen as a military victory for the US, but a psychological victory for the VC.	After this event, two investigations concluded that Charlie Company had indeed killed innocent civilians and that action should be taken against those who participated in the rapes and murders on the day.	The aim behind the event was to inspire the South Vietnamese people to rise up against their government and US forces.	One person went to prison as a result of this event - Lieutenant William Calley.

# Vietnamisation

<p>1). Name of the US president whose 'secret plan' Vietnamisation was.</p>	<p>2). Name of the US president who was in power before the president in question 1 - who had actually announced that peace talks would start.</p> <p>Tell me one more detail about this president by 1968 ...</p>	<p>3). Identify two problems that Vietnamisation was intended to solve, so that the US could end its involvement in Vietnam.</p>
<p>4). What would Vietnamisation actually involve?</p> <p>*</p> <p>*</p>	<p>5). Why, under Vietnamisation, did the war widen into Laos and Cambodia?</p> <p>Give one unexpected consequence of US/ARVN tactics in these countries.</p>	<p>6). Vietnamisation was a failure. What is one thing that happened, in early 1972, that made this clear? (<i>Think: human cost/innocence</i>)</p>
<p>Whilst organising Vietnamisation 'on the ground' in the early 1970s, what else was the US involved in, on the international stage?</p>		

# Opposition to the war - sort the statements into two categories.

\*reasons for opposition (i.e. causes of opposition)

\*types of opposition/how people protested, as part of the 'anti-war movement'

US tactics  
(such as ...?)

Effects of the war on  
returning US soldiers  
  
(what were the  
problems when some  
returned?)

The Tet Offensive  
  
(why?)

Anti-war  
demonstrations  
  
(give at least one  
example)

Student protest at Kent  
State University  
  
(triggered by what?)

Dislike of the South  
Vietnamese government

Watergate Scandal  
  
(what happened?)

'Draft dodging'  
  
(what did this involve?)

(other, not TV) Media  
coverage  
  
(what was reported)

My Lai and its cover-up

Walter Cronkite  
  
(why?)

The draft system  
  
(what was it?)

US failure to defeat the  
Vietnamese communists

Financial cost  
  
(what did some  
politicians feel more  
money should be spent  
on?)

The bodycount  
(what does this mean?)

The Civil Rights  
movement  
  
(who spoke out against  
the war and why?)

Student protests  
  
(such as?)

## 2). The end of the war Vietnam War and the consequences of it

1). What did Nixon promise the American people in his election campaign in 1968? *	2). What did Nixon's promise actually involve, from the end of 1969? * *	3). Identify up to 3 more strategies that Nixon used while trying to bring about the end of the war: *Pressure * * *
4). Where did peace talks take place? How long did they last? Who were the key players? *  *  *	5). Give three features/things that happened during the talks *  *  *	6). What was Watergate? *  How did the events in Watergate (negatively) affect South Vietnam? *
7). When did US troops leave Vietnam? *	8). When was Saigon taken over by the North Vietnamese communists? * What did this mean for Vietnam as a whole? *	9). There are two main factors in the US defeat in Vietnam - the <u>failed US approach</u> and the <u>success of the Vietnamese communists</u> . Add precise evidence for each of these factors.
10). Tell me about the financial cost of the war - for both sides.	11). Tell me about the human cost of the war - for both sides.	12). Tell me about the cost to reputations - for both sides.
13). Identify and describe one other 'cost' of the war.	Extra space	Extra space

# Russia Retrieval Activities

















Once you have carried out these retrieval (no notes) activities, take your learning about each part of the unit further. E.g. create flashcards, make diagrams etc. Then, later, test yourself again.

## Find and fix our errors - can you find 7 factual errors and correct them?

<p>In the early 1900s, Russia had approximately 130 ethnic groups who spoke over 600 different languages. It was a very difficult country to govern.</p>	<p>Although the Tsar ruled over Russia, he had to share his power with the head of the Russian Orthodox Church.</p>	<p>Eighty per cent of the Russian population were peasants and land was in short supply due to population growth. Much of the land in Russia was owned by the Tsar, the Church and the aristocracy, which angered the peasantry.</p>
<p>By the late 1800s/early 1900s, Russia was an enormous empire which was economically, politically, and agriculturally ahead of other European countries.</p>	<p>Sergei Witte's (Nicholas II's Finance Minister) 'Great Turn' between 1890 and 1900 almost trebled oil, coal, and iron production.</p>	<p>Industrialisation led to cities like Moscow and St Petersburg growing rapidly as peasants moved there for work. Conditions in the cities were awful but Nicholas II did talk often about introducing protections for workers.</p>
<p>As a result of industrialisation, the small middle class of lawyers, doctors and shopkeepers became much larger as they were joined by capitalists (industrialists, bankers, traders, and businessmen) who were only interested in making profit.</p>	<p>Living and working conditions varied dramatically according to where you were in the social hierarchy. For example, the aristocracy faced miserable conditions and famine and starvation were common for them. In contrast, peasants enjoyed vast estates and elegant lifestyles.</p>	<p>Under the Tsar, Russia was a vast empire rather than one single country.</p>



# Strengths and weaknesses of Tsarist rule in Russia by the turn of the 20<sup>th</sup> century

  	Nicholas' style of government and the weaknesses in the way he ran Russia
   	Strengths of Tsar's regime/control
<div data-bbox="112 622 272 701">SRs</div> <div data-bbox="333 626 519 708">S.D.P.</div> <div data-bbox="568 622 784 701">C . . . . .</div>	Growth of revolutionary opposition
    	1905 Revolution
   	The Stolypin Years



# Focus 2 – Russia and WW1

## Retrieval Practice Placemat ...

1). Identify 3 words to sum up how many Russians felt about Russia and the Tsar at the start of WWI

5). Create a bullet point list about Rasputin - include how he came to be in contact with the royals, and why people disliked him

4). Create 3 questions to ask someone about mistakes the Tsar made during WWI

3). Explain why ordinary Russians suffered so much during WWI

2). State four key facts about the experience of fighting in WWI - think battles and soldiers

# Tell me more .... February 1917 Revolution

**One cause was opposition from 1905 ...**

- From whom?
- When?
- Why?

**Another cause was economic and social problems over time ...**

- What?
- When?
- Why?

**Why** did Tsarism collapse (a.k.a. *Why was there a revolution in March 1917*)?

**Another cause was the mistakes made by the Tsar ...**

- What?
- When?
- How did they have a bad impact? On whom?

**Another cause was the First World War ...**

- Why did it have such a bad impact?
- On whom?

## Focus 2 The failure of the Provisional Government and the Bolshevik seizure of power

1). Which two organisations took power as part of the Dual Authority, once Tsar Nicholas II had abdicated in 1917?	2). What did the Provisional Government do about three urgent problems facing Russia at the time: *WWI *starving people in the cities *Land?	3). Why did the Petrograd Soviet become more powerful than the Provisional Government?
4). Which person was a member of both the Petrograd Soviet and the Provisional Government?	5). What was the role of each of the following in the ultimate collapse of the authority of the Provisional Government in the second half of 1917?  -The July Offensive -The July Days -The Kornilov Affair	6). Who took power after the collapse of the Provisional Government?

## Retrieve it! Part 1 (no notes)

Write down as much information as you can under each heading (**some** prompts are included).

<b>Lenin's growing influence in 1917 and his role in the October 1917 Revolution</b>	<b>Trotsky's role in the October Revolution</b>	<b>How the Bolsheviks seized power in the October 1917 Revolution</b>	<b>How the Bolsheviks maintained power, once they had gained control</b>
<ul style="list-style-type: none"><li>*Where had Lenin been until the abdication of the Tsar?</li><li>*What were Lenin's ideas?</li><li>*Which sections of society were attracted to Bolshevik ideas?</li><li>*Were the Bolsheviks all keen on revolution?</li></ul>	<ul style="list-style-type: none"><li>*What notable role did Trotsky hold?</li><li>*What was he in charge of, in terms of the Bolsheviks?</li></ul>	<ul style="list-style-type: none"><li>*Key buildings</li><li>*Winter Palace</li><li>*Kerensky</li><li>*Petrograd Soviet</li><li>*Strengths of the Bolsheviks that helped the, to seize power</li></ul>	<ul style="list-style-type: none"><li>*Lenin created a Council<ul style="list-style-type: none"><li>*Decrees</li></ul></li><li>Constituent Assembly</li><li>*End of Russian involvement in WWI</li><li>*Fear and terror through two organisations</li></ul>

## Review it! Part 2

Now go back to your notes/revision guide and add more information under each heading.

<b>Lenin's growing influence in 1917 and his role in the October 1917 Revolution</b>	<b>Trotsky's role in the October Revolution</b>	<b>How the Bolsheviks seized power in the October 1917 Revolution</b>	<b>How the Bolsheviks maintained power, once they had gained control</b>

# 1). Give me (up to) 5 ... of each (The Russian Civil War)

1 2 3 4 5

BBC NEWS

	1	2	3	4	5
Lenin's use of force to maintain control after the October Revolution (the Cheka and the Red Army)					
The two sides in the Civil War					
The fighting in the Civil War (including atrocities by both sides and the Red Terror)					
Reasons why the Reds WON the Civil War					
Reasons why the Whites LOST the Civil War					
The use of propaganda in the war (by both sides)					

Label each of the statements as **War Communism** or **NEP**

Introduced during the Civil War.

Heavy industries would remain under govt. control.

It reintroduced capitalism for some parts of Russian society.

It caused terrible hardship for Russian people.  
e.g. kulaks were labelled as enemies and their land was taken away.  
e.g. food shortages were caused by low production levels.

Lenin was shocked by how some people reacted to it.

It was introduced partly in order to gain peasant support.

Small factories were put back into private ownership.

The main reason for the ending of it was the Kronstadt Uprising. This involved former Bolshevik supporters rising up against Bolshevik policies.

It did have some success - e.g. food and steel production increased.  
Nevertheless, the pay of factory workers and miners remained below pre-WW1 levels.

Grain requisitioning was replaced by a tax in kind.

It shocked many communists, despite the fact that it was only intended to be temporary.

Amongst other things, it involved:  
\*shooting peasants if they refused to hand over surplus food.  
\*the govt. taking control of large factories.  
\*making free enterprise and business illegal.

\*One aim of it was to begin to create communism by sharing resources out more equally.  
\*Another aim was to win the Civil War.

It was introduced partly in order to gain peasant support.

People were allowed to trade and make profit in small goods.



Focus 1: Stalin's rise to power

Retrieval strategy - individual relay race!

Spend 2 minutes per section - add as much detail as you can ...



<p><b>Go!</b> The top communists who competed for power after Lenin's death in 1924 ...</p>	<p><b>Go Go!</b> Factors that helped Stalin win the power struggle ...</p> <p>*Personality</p> <p>*Tricking opponents</p>
<p><b>Go! Go! Go!</b> More factors that helped Stalin win the power struggle ...</p> <p>*Position in the party</p> <p>*Policies</p>	<p><b>Go! Go! Go Go!</b> How Stalin removed his competitors between 1924 and 1929, to secure his position ...</p>



Find it, fix it. Identify whether each box is **True** or **False**, then correct the errors and take the detail further.

1). By the end of the 1930s, Stalin had created a totalitarian system.	2). Although Stalin wanted complete control, he did allow other political parties to exist.	3). The Okhrana helped Stalin to monitor and control the population.
4). From 1934, Stalin organised <b>purges</b> of his own Communist Party in order to prevent challenges to his authority.	5). <b>Show trials</b> were used as part of the purges. These shows took place in a local theatre and were put on to lighten the mood.	6). The <b>Great Terror</b> involved members of the army and ordinary citizens being targeted for punishment.
7). The Great Terror operated mainly between 1936 and 1938.	8). By 1937 approx. 10 million people had been transported to labour camps - gulags - and approx. 30 million had died.	9). The purges badly impacted the army - 25 000 officers were removed during the Great Terror.
10). Prisoners in gulags (3 million of them by 1939) helped the economy by mining for gold and building canals.	11). During the Great Terror, only teachers and university lecturers were not targeted and not made to 'disappear'.	12). Stalin cleverly used propaganda to present himself as a 'dictator of the people'. Therefore, he remained popular during the 1930s.
13). Propaganda presented Stalin as Lenin's natural successor.	14). Despite the big emphasis on propaganda, most ordinary people did not see Stalin's image much in everyday life.	15). Schoolchildren were indoctrinated through membership of the Young Farmers.
16). Only communist-approved newspapers were allowed to publish.	17). In order to showcase the success of the communist system, grand building projects were designed - such as the Moscow Metro. But Stalin drew the line at libraries - he wanted to prevent people from reading.	18). <b>Socialist realism</b> became the only approved form of artistic expression.
19). The NKVD monitored all music and arts.	20). Stalin reinvigorated the Russian Orthodox Church and supported worship within the Islamic faith.	21). The <b>Cult of the Personality</b> was developed in order to encourage the people to hero-worship Stalin and all of his Communist Party officials.

Stalin's modernisation of the Soviet Union. Give me 5 (or as many as you can)

	1	2	3	4	5
Reasons why Stalin wanted to modernise the Soviet Union.					
How Collectivisation was organised/what it involved.					
Failures of Collectivisation/problems caused.					
How the Five Year Plans were organised/what they involved.					
Successes and failures of the Five Year Plans in terms of industrial output.					
The social and economic consequences of industrialisation. Mention: -kulaks -industrial workers -women -city dwellers -the new wealthy elite.					

## The Soviet Union and the Great Patriotic War (WWII).

1). Why was Stalin surprised by the German invasion of the USSR in 1941?	2). What successes did the Germans have at first, as part of Operation Barbarossa?	3). Identify three reasons for the Soviet victory in the Great Patriotic War.
4). How did the Soviet Union's industrial production help in the war effort against Germany?	5). How was Soviet propaganda used to good effect during the war?	6). How was the Soviet military organised in order to achieve victory against Germany?
7). Identify three ways in which the war impacted ordinary Russians.	8). Identify two economic impacts of the war.	9). How did the war negatively impact some national groups based in the west of the Soviet Union?

# Health Retrieval Activities

Once you have carried out these retrieval (no notes) activities, take your learning about each part of the unit further. E.g. create flashcards, make diagrams etc. Then, later, test yourself again.

Give me 5 ... of each

## Health in the Medieval era

1 2 3 4 5

BBC NEWS

	1	2	3	4	5
Types of people involved in healthcare in the Medieval period					
Treatments used in the Medieval period					
Examples of Hippocrates' work and beliefs about illness/the body (even though he was long dead!)					
Examples of Galen's work and beliefs about illness/the body (even though he was long dead!)					
Ways in which the Christian Church impacted health and medicine in the Medieval era (ONE must be positive)					
Facts about hospitals in the Medieval era					

## Islamic medicine in the Medieval era

**Activity: Four in  
Four.**

Retrieve (at least)  
four points about  
each aspect of  
Medieval Islamic  
medicine.

Islamic ideas about  
medicine

The spread of  
Islamic medical  
knowledge

Key Islamic doctors  
(and their  
work/findings)

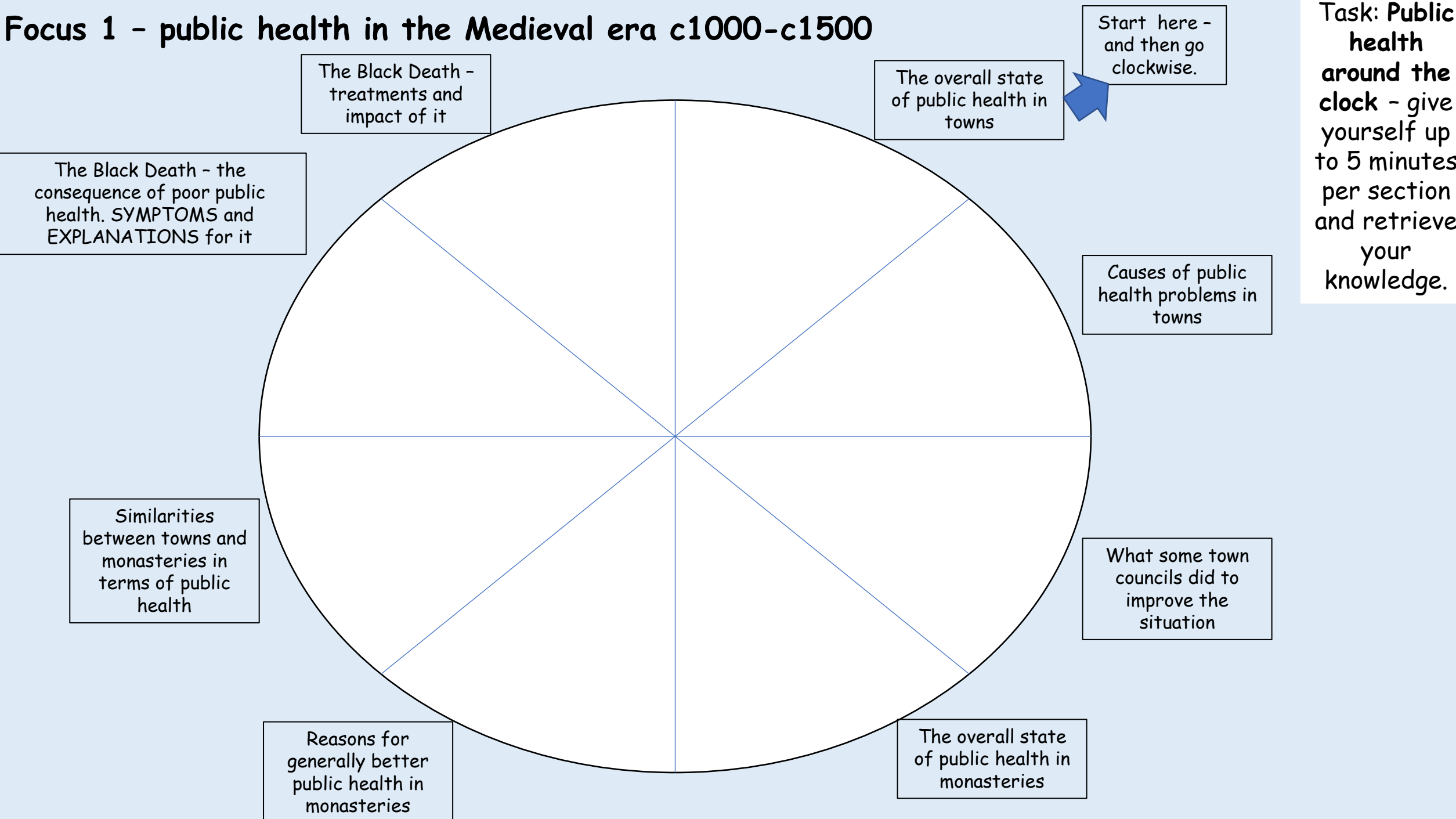
Islamic doctors and  
the ideas of Galen

## Medieval surgery

1). The main way in which Medieval surgeons learnt their skills.	2). Three risks associated with Medieval surgery.	3). Two Medieval surgical procedures.
4). Three anaesthetics used in the Medieval era.	5). One reason why the work of Hugh of Lucca and his son Theodoric was not popular.	6). Two OTHER surgical pioneers in the Medieval era, and a bullet point each about their work
7). One 'thing' that was banned in both Western Europe and Muslim lands in the Medieval era.	8). Other knowledge you can recall about surgery in the Medieval era - give yourself three minutes.	



# Focus 1 - public health in the Medieval era c1000-c1500



# Your weekly review of prior learning

- Focus: Early Modern era in Health – key individuals

Remember to use your **core knowledge documents** to piece your units back together!



Annotate the picture prompts on the next slide to show:

- \*details about the Renaissance/Early Modern era itself (key features)
- \*the work of Vesalius
- \*the work of Pare
- \*the work of Harvey

*Go beyond a simple label – tell us more!*

Add the detail!

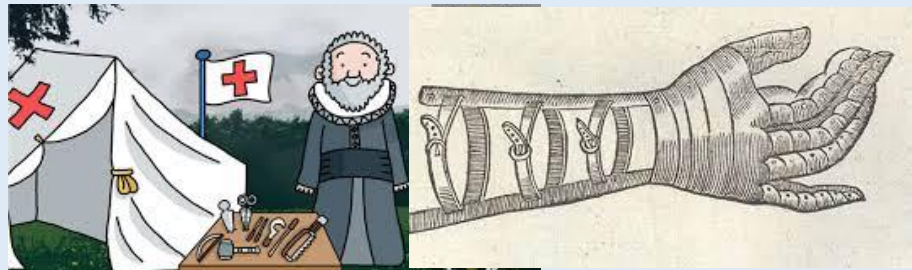
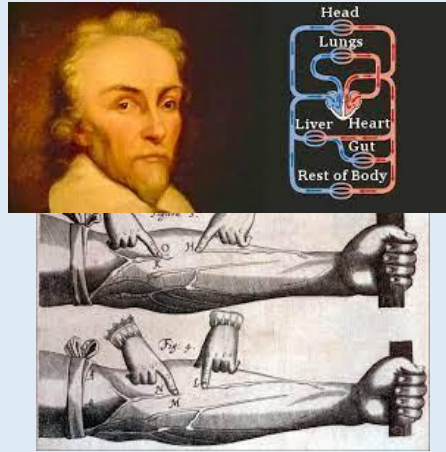
Once you have carried out these retrieval (no notes!) activities, take your learning about this part of the unit further. E.g. create flashcards, make diagrams etc. Then, later, test yourself again.

\*Now write a summative comment about what these individuals DID achieve in terms of health and the people

\*Now write a summative comment about what did NOT change as a result of their work.



Re



Give me (as many as you can up to) 5 ... Medical ideas and beliefs in the Early Modern era, Early Modern hospitals, the Great Plague.

	1	2	3	4	5
Treatments used in the Early Modern era (make sure you mention both traditional/old and new/more scientific)					
Types of people who offered medical treatment in the Early Modern era					
Features of Early Modern hospitals					
Similarities and differences between Medieval and Early Modern hospitals					
Facts about the Great Plague in 1665					
Remedies and treatments/what people did to combat the Great Plague					
Similarities between the Black Death (1300s) and the Great Plague (1600s) - e.g. beliefs about causes, treatments, consequences/impact					

Which is which (Hunter or Jenner)? Then add at least one more detail to each box.

This man was taught by the other one.	This man was opposed by some because he couldn't explain how his method worked.	Over time, this man's work eradicated a deadly disease.
This man had to find ways to prove to others that his collections were in the name of research and science.	This man noticed something about milk maids in his local area.	This man had a large collection of human and animal specimens.
This man's work made perfect sense decades later, when Pasteur discovered Germ Theory and ultimately applied it to human diseases.	Famously treated a man for an aneurysm - used ligation rather than the old way i.e. amputation.	This man taught his students in the new scientific method - and many of these students passed on these methods and techniques, including through the founding of medical schools.
This man was opposed by some because his new method meant that they would lose money.	This man was a scientific and radical surgeon.	This man tested his findings on a number of people, to check that his method really worked.
This man had to pay to publish his findings himself.	This one got into some trouble early in his career - for being associated with grave-robbing.	This man investigated more humane/less invasive forms of surgery.



# Picture prompts - recall and elaborate on the story behind the conquering of pain - anaesthetics.



Pre-1800 anaesthetics: problems!



1800s - solutions and problems.



Overcoming objections.



The game changer - still with problems.



Opposition to use.



Some problems with surgery not yet solved.

## Your weekly review of prior learning

Remember to use your **core knowledge documents** to piece your units back together!



- **Focus:** Pasteur's germ theory, its gradual acceptance and its impact on human disease (with Koch).

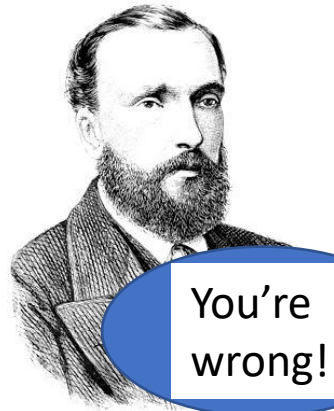
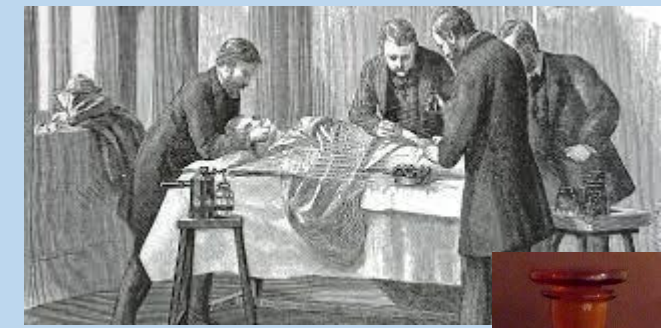
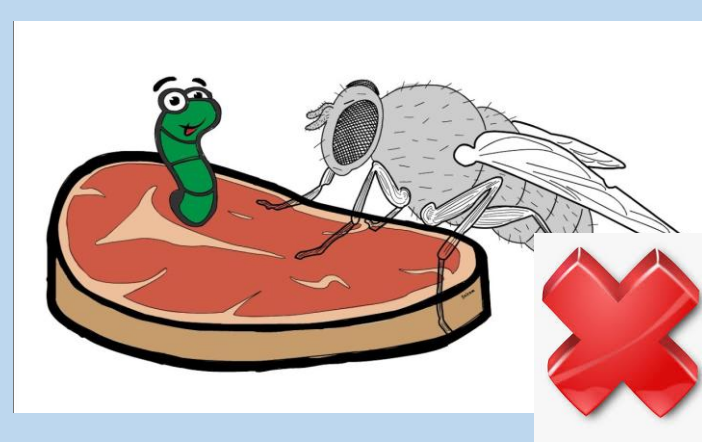
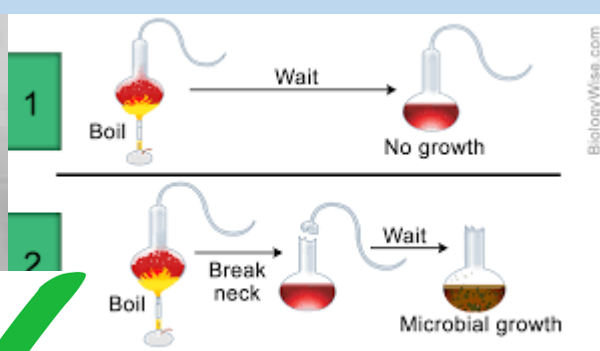
➤ *See activity on next slide.*

Use the pictures to unfold the story behind the one of the most important discoveries in medicine. Once you have retrieved what you can, look at your notes and fill in the specific detail.

Add the detail!

Once you have carried out this retrieval activity (no notes!), take your learning about this part of the unit further. E.g. create flashcards, make diagrams etc. Then, later, test yourself again.





Charlton Bastian

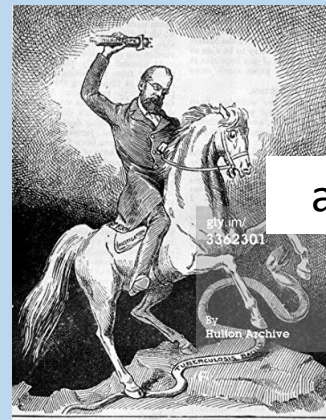


You're wrong!

### SYMPTOMS OF TYPHOID FEVER

- 1 High fever that increases consistently
- 2 Headache
- 3 Constipation
- 4 Stomach pain or discomfort

© Montage



and



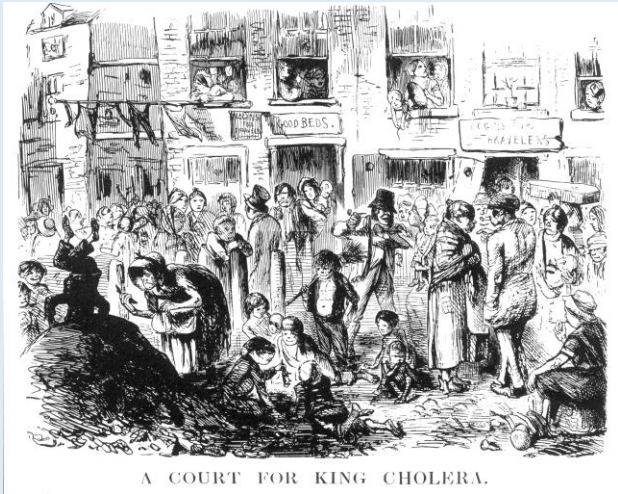
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# 1). Public health in towns and cities

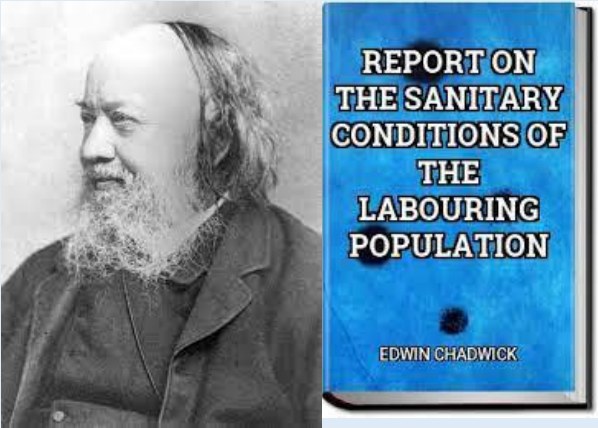
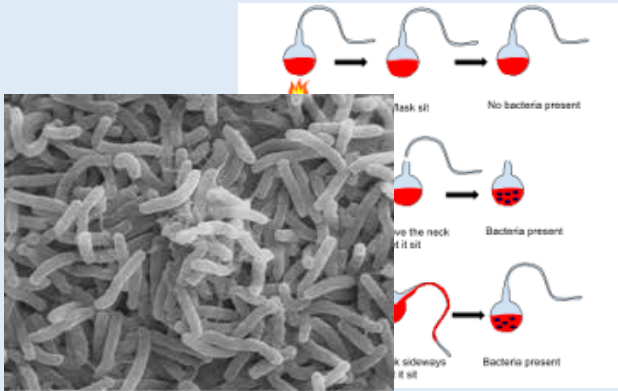
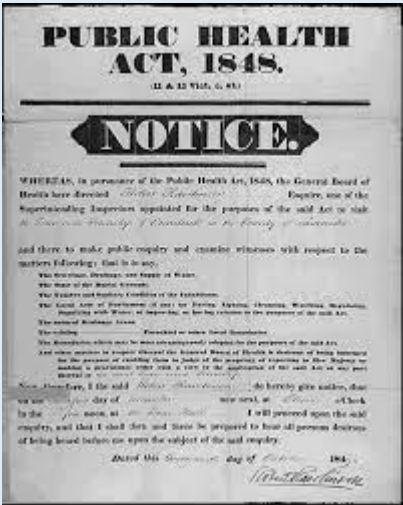
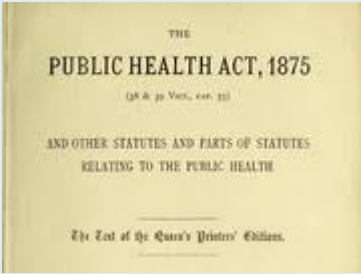
Annotate these pictures to identify and explain further the public health problems that existed. Think carefully about the impact of these problems.





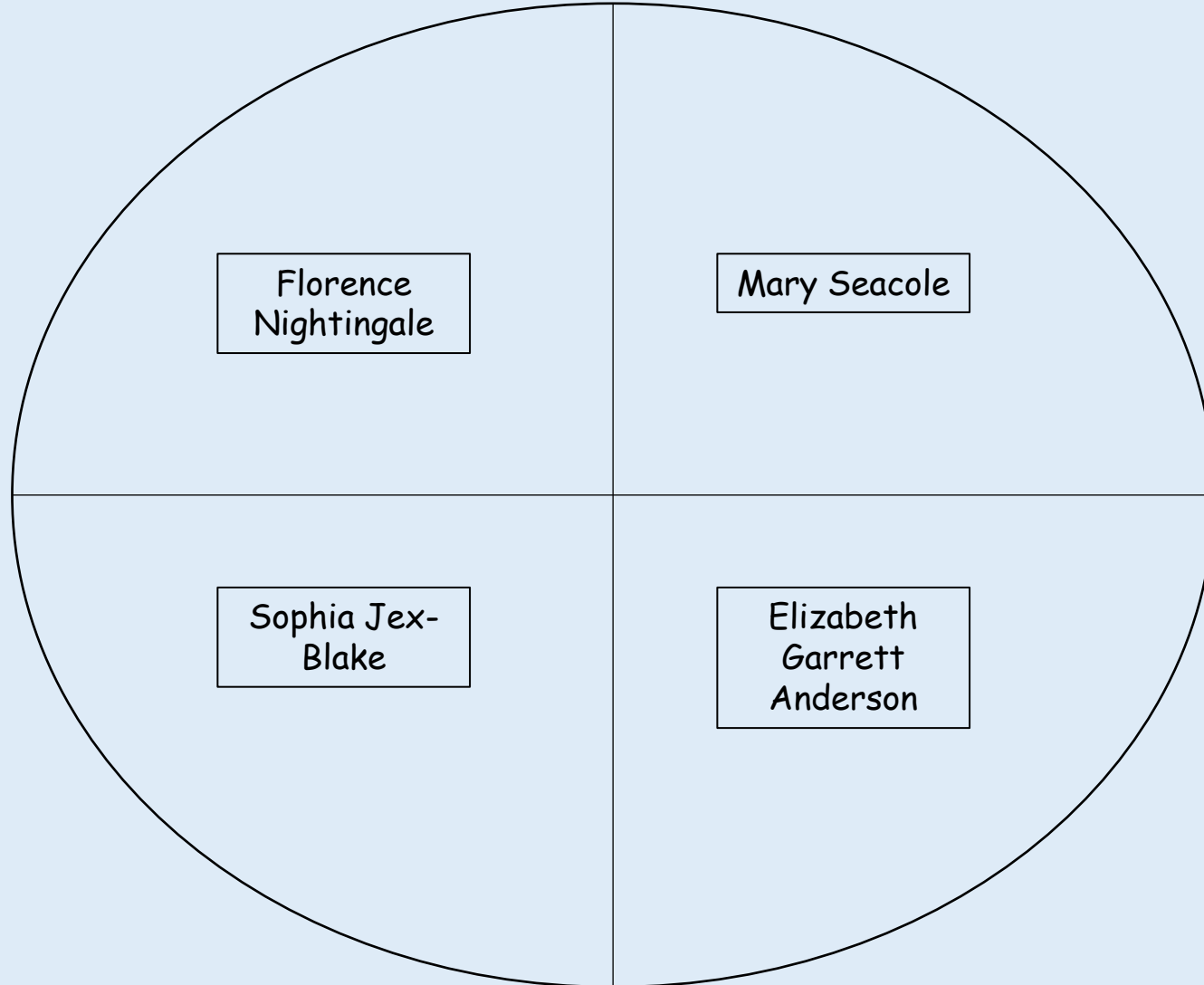
2). Improvements to public health

- a). Link each image to one of the following:
- reasons for improving public health (such as new knowledge/evidence etc)
  - what public health improvements actually 'looked like' (what changed)
- b). Then add the year to each one.



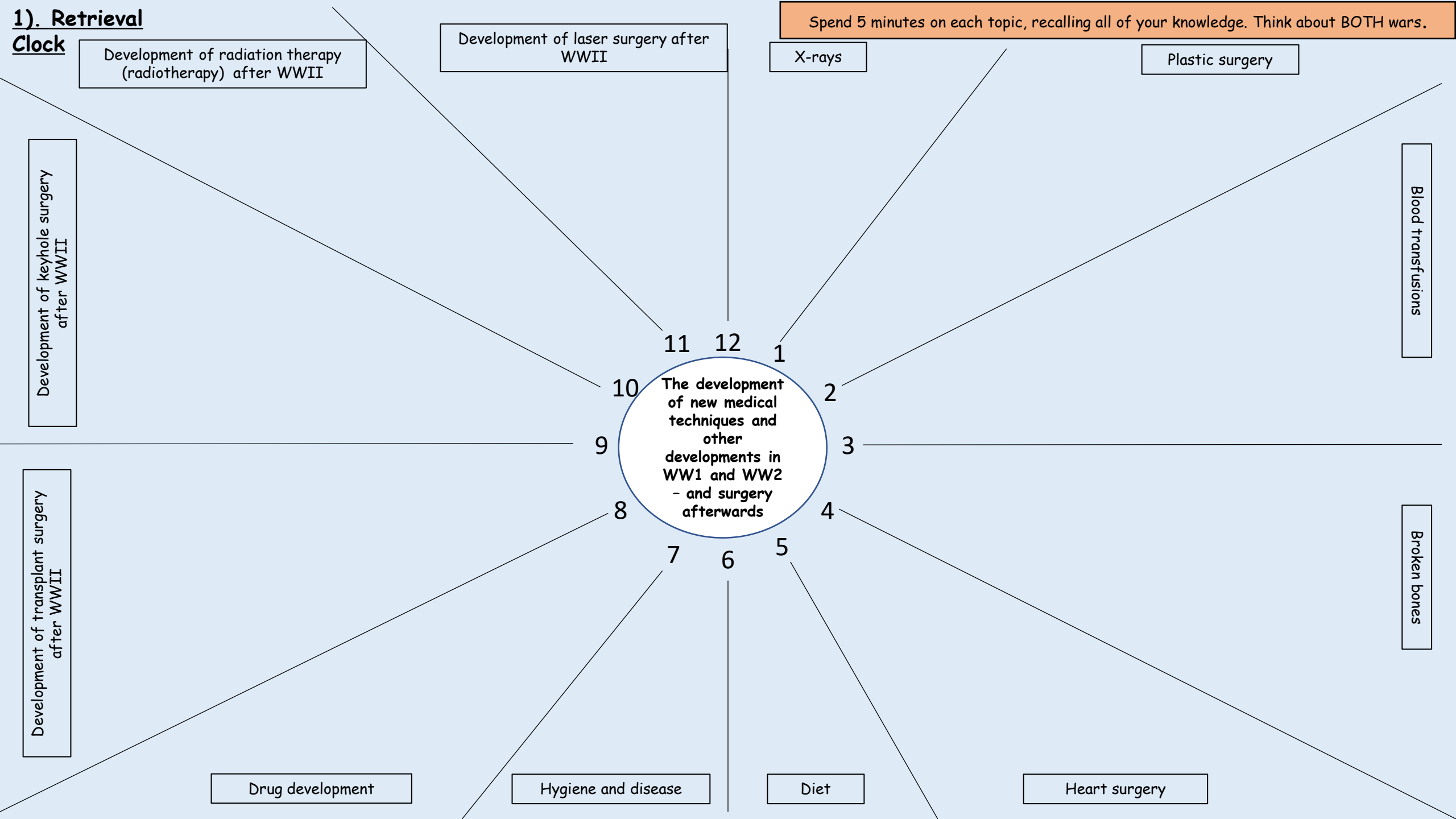
## Focus: pioneering medical women in the Industrial era

**Task:** Spend 5 minutes per section pouring out your knowledge about each woman.



## 1). Breakthroughs in the fight against disease

1). What G was it necessary to discover (19 <sup>th</sup> century) before any further developments could be made in the fight against disease?	2). After the G in Question 1, doctors started to discover which B caused which disease. What was B?	3). Once doctors had established which B caused which disease as in Question 2, they could then set about searching for ways to C/T and P diseases. What was C/T and P?
4). Ehrlich (Koch's assistant) discovered a magic bullet (a chemical cure) to treat S in 1909. What was S?	5). Other magic bullets followed. What was the P that could treat blood poisoning?	6). Three other diseases had magic bullets developed to treat them. What were the diseases? P S      F M
7). What S, even by the 1920s, could magic bullets not defeat?	8). What could the S from Question 7 cause in people?	9). Who - F - decided to investigate the S further, in order to find a better way to treat infected wounds?
10). In 1928, what did F (from Question 9) leave out in his lab, that enabled him to make a chance discovery? Several P      of      S	11). What P      M      had killed the germs next to it?	12). How had this P      M      (from Question 11) got into F's lab? F      up the stairs.
13). We now know that P is an antibiotic. F didn't realise this - what A did he think it was?	14). Why was F's work not really seen as a major breakthrough at this time? He didn't ..... And he lost ...	15). Who - F and C - picked up F's work in the 1930s, and ultimately showed the true potential of F's discovery?
16). What M did F and C test P on?	17). What problem did F and C face, once they knew that P had strong curative properties? How to M      P      it.	18). What W encouraged the development of P on a grand scale?
19). Which government agreed to pay chemical companies to develop it on a large scale? U	20). How many soldiers were being treated with P by the end of W? 2.....	21). Who else benefitted from the use of P after the war? P
22). What industry grew as a result do the need to produce large quantities of P? P	23). Give one example of the P in Question 22.	24). Give two other examples of antibiotics that have been developed after P. M T S


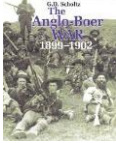








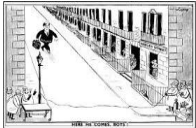

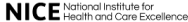


Empty your head - about each of the following ...

2). Discoveries and developments in the second half of the 20<sup>th</sup> century (think about **IMPACT** as well as **WHAT**)

Discovery of the structure of DNA	
CAT scanners Endoscopes MRI scanning	
Vaccines IVF	
Replacement parts for the body	
Alternative treatments	
PROBLEM! Antibiotic resistance	

# ➤Public health in the 20<sup>th</sup> century and beyond.

Reason for change - early 20 <sup>th</sup> century	 <p>Two of these!</p>	
Reason for change - early 20 <sup>th</sup> century		
Reason for change - early 20 <sup>th</sup> century	 <p>?</p>	
Reason for change - early 20 <sup>th</sup> century		
Reforms/changes introduced by the Liberal Government - the 'Liberal reforms'		
More public health measures after WWI	 	
More reasons/pressure for change - during WWII		
Reforms/changes post-WWII	  	
Modern challenges for the NHS	 	

Increasing government intervention in public health