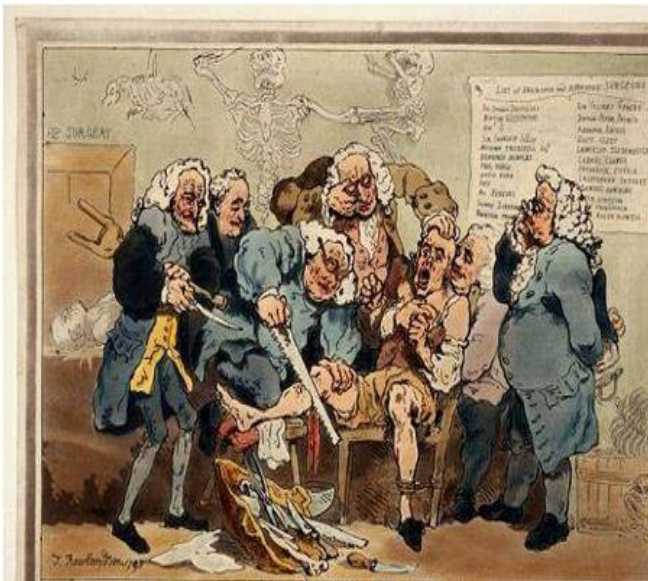


Paper 2

GCSE History Revision Booklet



Part A: Medicine & Health 1000-Present & Part B: Norman England 1066-1100



Question Types on Paper 2

Medicine 1000-Present Day

1. How useful is Source A to a historian studying... (8 marks)
2. Explain the significance of... (8 marks)
3. Compare ... with ... In what ways were they similar/different? (8 marks)
4. Has ... been the main factor in the development of medicine in Britain since medieval times? Explain your answer. (16 marks)

Norman England 1066-1100

5. How convincing is Interpretation A about... (8 marks)
6. Explain what was important about... (8 marks)
7. Write an account of... (8 marks)
8. 'Statement'. How far does a study of Durham Cathedral support this statement? (16 marks)

Britain, Health and the People 790-2018

Section A – THE MEDIEVAL ERA (790-1400)

Key Topic 1: Medicine Stands Still

KQ 1.1: What did a Medieval doctor know?

Key Topic 2: Medical Progress

KQ 2.1: How did Christianity affect Medieval medicine?
KQ 2.2: How did Islam affect Medieval medicine?
KQ 2.3: How good was Medieval surgery?

Key Topic 3: Public Health in the Middle Ages

KQ 3.1: What was public health worse in the Medieval period?
KQ 3.2: Where was public health better in the Medieval period?
KQ 3.3: What was the Black Death?

Section B – THE RENAISSANCE (1400-1800)

Key Topic 4: The Impact of the Renaissance on Britain

KQ 4.1: What was the Renaissance?
KQ 4.2: What was the impact of Vesalius?
KQ 4.3: What was the impact of Pare?
KQ 4.4: What was the impact of the work of Harvey?

Key Topic 5: Dealing with Disease

KQ 5.1: How scientific was 17th and 18th century medicine?
KQ 5.2: How did doctors deal with the Great Plague?
KQ 5.3: How did hospitals change in the 18th century?
KQ 5.4: What was the contribution of John Hunter?

Key Topic 6: Prevention of Disease

KQ 6.1: How did Edward Jenner help to defeat smallpox?

Section C – THE NINETEENTH CENTURY (1800-1900)

Key Topic 7: Medical Advances in the 19th century

KQ 7.1: How was pain conquered?
KQ 7.2: How did doctors find out that germs caused disease?
KQ 7.3: What was the role of Joseph Lister?
KQ 7.4: How did Pasteur's germ theory come to be accepted?

Key Topic 8: The Impact of Germ Theory in Britain

KQ 8.1: How did scientists discover that germs caused human diseases?
KQ 8.2: How did Pasteur and Koch continue to search for vaccines and cures?

Key Topic 9: Improvements in Public Health

KQ 9.1: How dirty were Britain's towns in the early 1800s?
KQ 9.2: What were the key features of the fight against cholera?
KQ 9.3: What was 'the Great Stink'?

Section D – MODERN (1900-2018)

Key Topic 10: Modern Treatment of Disease

KQ 10.1: What were the key features of the development of penicillin?
KQ 10.2: How have drugs and treatment developed since 1945?
KQ 10.3: How has non-mainstream medicine developed?

Key Topic 11: The Impact of War & Technology on Surgery

KQ 11.1: What was the impact of war and technology on surgery and health?

Key Topic 12: Modern Public Health

KQ 12.1: Why did the government try to improve the nation's health after 1900?
KQ 12.2: How is public health developing into the 21st century?

Key Topic 1: Medicine Stands Still

Key Question 1.1: What did a Medieval doctor know?

- **Beliefs:** Medieval doctors believed in the 'Four Humours'. They also believed in Galen's teachings that if the humours were out of balance, the correct cure was to 'rebalance' the Humours.
- **Diagnosis:** Medieval doctors would take a patient's pulse, and would note the colour, smell and taste of the patient's urine.
- **Prescriptions:** Medieval doctors would give ill patients plants, animal products, spices, oils, wines or rocks.
- **Training:** Medieval doctors usually trained at a university such as Oxford or Cambridge, where they would mainly listen to lectures, read books and debate. There was no practice on patients or observing patients.
- **Treatments:** Medieval doctors did 'bloodletting' to remove 'bad blood' from the patient; they also used leeches to suck out the 'bad blood'; they forced patients to vomit ('purging') or used prayers, charms or astrology.
- **Alternatives:** If a patient could not afford a doctor, people could go to a village wise-woman who could give traditional remedies and potions, or to the local priest or monastery, who could pray for the patient.



Key Topic 1 REVISION-CHECK

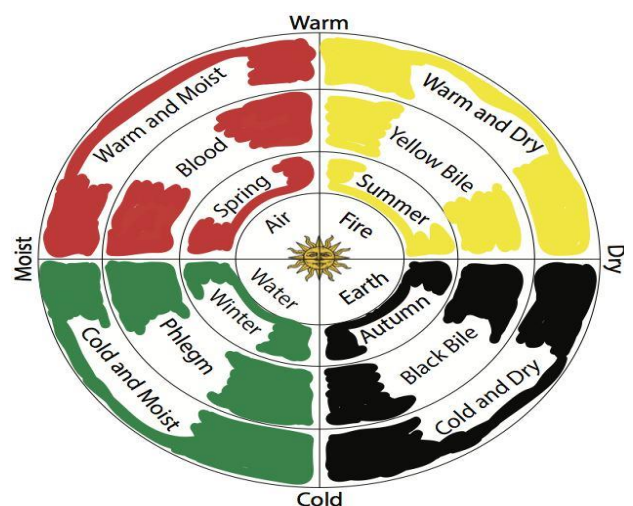
What did Medieval doctors believe in?

How did they diagnose a patient's illness?

What treatments and prescriptions did Medieval doctors give?

How were medieval doctors trained?

What alternatives were available for people who could not afford a doctor?



Key Topic 2: Medical Progress in Medieval Times

Key Question 2.1: How did Christianity affect medieval medicine?

- **Hospitals:** The Christian Church built hospitals which cared for the sick. The hospitals were small and only had room for 12 patients and provided free treatment for the poor. There would be a priest but no doctors. The church also provided separate hospitals called 'Lazar Houses' for people with leprosy.
- **Beliefs:** The Christian Church believed it was good to look after the sick, as that was what Jesus had done. They believed illness was a punishment or a test sent by God. They insisted on using old ideas and believed that you should look after the sick and care for them, but not try to cure them. If anything, they believed in miracle cures such as relics or pilgrimages to religious places.

Key Question 2.2: How did Islam affect medieval medicine?

- **General Contribution:** Islamic leaders were interested in science. There was a medical library in Baghdad called 'The House of Wisdom' where scholars could come to study. Muslims were the first to believe illness was not a test or punishment from God. They believed you should treat the sick as well as just care for them.
- **Rhazes (also known as Al-Razi):** He stressed the need for close observation of the patient. He was the first to realise measles and smallpox were separate diseases, and wrote over 150 books about his findings. He was the first to challenge Galen's beliefs on how the heart worked.
- **Avicenna (also known as Ibn-Sina):** He wrote the first encyclopaedia of medicine, and listed the properties of 760 different drugs. He was the first to address medical problems such as anorexia and obesity.

Key Question 2.3: How good was medieval surgery?

- **Bloodletting:** A small cut was made on the inside of the arm, and blood allowed to drip out. It was believed this would restore the balance of humours.
- **Amputation:** If a part of the body was in pain or infected, it would be amputated. There was no anaesthetic and it was common for the patient to die during the amputation from shock or blood-loss.
- **Trepanning:** If a patient was considered to be mentally ill, it was believed that his head contained demons. To release the demons, a hole would be drilled in the skull. This often resulted in death.
- **Cauterisation:** Burning an injured person's wound with a hot iron. Surgeons didn't know why this worked. In fact, it was stopping the flow of blood to that area.
- **Barber Surgeons:** Most operations were done by barber-surgeons, who cut hair as well as doing cauterisation, bloodletting, trepanning and amputations.
- **Progress:** Some very limited progress in the medieval era, such as the invention of new surgical instruments, and the use of wine on wounds to reduce the chances of infection.



Key Topic 2 REVISION-CHECK

What was the Christian Church's positive contribution to medicine and health?

What was the Christian Church's negative contribution to medicine and health?

How did Islam contribute to medicine and health?

Can you name and explain the different types of medieval surgery available?

Key Topic 3: Public Health in Medieval Times

Key Question 3.1: Why was public health so bad in medieval times?

- **Reasons for bad public health in towns:**
 - **Pipes:** Water-pipes were built hurriedly out of wood or lead.
 - **Waste:** People threw their toilet waste into the streets. Drains down the middle of the street carried waste, but often overflowed into the street.
 - **Privies:** The waste from the privies got into rivers and wells which overflowed in heavy rain. All the families in a street shared one privy.
 - **Cesspits:** Underneath the privy was a cesspit where the sewage was collected. They were dug out once per year by gong farmers and used as manure.
- **What the government did about bad public health:**
 - **Fines:** Some towns introduced a £20 fine for throwing dung, garbage or entrails into rivers and ponds.
 - **Laws:** Some towns had laws saying entrails of butchered animals had to be taken away within a day.
- **Why the government didn't do more about bad public health:**
 - **Rapid growth:** Towns grew so quickly that it was difficult for the government to cope.
 - **Miasma:** Most people still thought disease was caused by bad air (miasma) rather than bad public health. They had no idea about germs and the link to infection.
 - **Tax:** Mayors and councillors did not want to put tax up to pay for improved public health.

Key Question 3.2: Why was public health better in the monasteries?

- **Hygiene:** Monks had cleanliness routines such as bathing once a month, and had their feet washed in a ceremony twice per week.
- **Water:** Monks had rivers redirected to go close to monasteries for a regular supply of water, and their pipes had filtering systems to keep the water clean.
- **Diet:** Monks ate mainly vegetables and had very strict diets.
- **Isolation:** Monks were miles from the nearest town so didn't get infected.
- **Facilities:** Monks had infirmaries which allowed monks to be treated quickly if ill and to be trained in the use of herbs for healing. They also had plenty of toilets so didn't need to share.
- **Education:** Monks had access to all the medical books and could all read and write.

Key Question 3.3: What was the Black Death?

- **Facts:** It was a contagious disease in 1348 which was highly contagious. It came from Asia to Western Europe and was a combination of the bubonic and pneumonic plague. It killed around 1.5 million people in England.
- **Symptoms:** Bubo (lumps) on armpit, neck and groin, fever, vomiting and death 9 times out of 10.
- **Perceived Causes:** Miasma; Position of stars and the planets; water supplies being poisoned by Jews; a punishment from God for sins.
- **Actual Causes:** Carried by fleas who jumped off dead rats onto human; rats came on trade ships from Asia; spread from person to person by coughing and sneezing; poor hygiene
- **Reasons it spread so quickly:** Crowded towns; misunderstanding of contagious diseases; coughing and sneezing; failure to dispose of bodies properly; animals digging up dead bodies buried in shallow pits; body parts in the street encouraging rats.
- **Attempts to deal with the Black Death:** Drinking mercury; shaving a chicken and strapping it to the buboes; fleeing to other towns and villages; quarantining infected people and places; avoiding contact with other people; self-flagellation.
- **Impact:** Killed one third of population; led to higher wages; led to persecution of minorities; led to food shortages; led to peasants feeling stronger for surviving the Black Death

Key Topic 3 REVISION-CHECK

Can you explain why public health was bad in towns and what the government tried to do about it?

Can you explain why public health was better in monasteries?

Can you give three facts about the Black Death?

Do you know what the symptoms of the Black Death were?

What were the perceived and actual causes of the Black Death?

Can you explain the impact of the Black Death?

Key Topic 4: Impact of the Renaissance in Britain

Key Question 4.1: What was the renaissance?

- **When?** At the end of the Medieval Period. The renaissance lasted from 1400 to 1800.
- **Where?** The renaissance began in Italy, and spread to other European countries.
- **What?** A period of rapid growth in knowledge, where education and knowledge began to be taken more seriously. It was when people began to challenge the accepted truths, and began to experiment with new ideas and search for evidence. It was also the period when people began to challenge the church's teachings.

Key Question 4.2: What was the impact of the work of Andreas Vesalius?

- **Background:** A young Belgian medical student who became a professor of anatomy.
- **Work:** Vesalius carried out dissections of the human body, something which had rarely been done before. He discovered that the human breastbone has three parts, not seven. He promoted dissection as a way for students to learn about the human body, as previously people had used dissection of animal bodies.
- **Impact:** He wrote a book called 'The Fabric of the Human Body' which showed that Galen was wrong. He was heavily criticised at first for suggesting Galen was wrong. He didn't come up with any cures or treatments, but his work made future cures and treatments possible.

Key Question 4.3: What was the impact of the work of Ambroise Pare?

- **Background:** A French surgeon who had followed the work of Vesalius.
- **Work:** Studied how to treat gunshots and heavy bleeding. Surgeons at the time believed gunshot wounds were poisonous and had to be burned out using hot oil. Pare found that using cream on wounds made them heal quicker and with less pain. He also changed amputations by tying ligatures around individual blood vessels to stop bleeding during amputation.
- **Impact:** He translated Vesalius's book into French and spread it around Europe. His own book, 'Works on Surgery', was widely read by English surgeons, and he had a massive impact on the treatment of wartime injuries and wounds.

Key Question 4.4: What was the impact of the work of William Harvey?

- **Background:** An English doctor who studied medicine at Cambridge and at Padua (in Italy)
- **Work:** Proved that Galen's on blood were wrong. Galen had said that blood was made in the liver and burned off by the body, and also said that blood passed through from one side of the heart to the other through invisible holes. Harvey was the first to say that the heart actually pumped blood round the body, and that blood travelled around the body many times.
- **Impact:** Many rejected Harvey's ideas at first because it went against Galen, so his ideas didn't make a major difference at first. However, many modern treatments were produced because of Harvey's discovery. Within 50 years it was being taught to all medical students.

Key Topic 4 REVISION-CHECK

Can you explain what the Renaissance was?

Can you describe three things about the work and impact of Vesalius?

Can you describe three things about the work and impact of Pare?

Can you describe three things about the work and impact of Harvey?

Key Topic 5: Dealing with Disease

Key Question 5.1: How scientific was 17th and 18th century medicine?

- **Apothecaries:** Individuals with little or no medical training who sold potions and medicines based on knowledge passed down through generations.
- **Barber-Surgeons:** Poorly trained or untrained people who would carry out bloodletting, tooth removal or even amputations.
- **Wise-women:** Eccentric women in villages who gave treatments based on superstition or knowledge of plants and herbs.
- **Quacks:** These were travelling salesmen who pretended to have medical knowledge. They sold 'cure-alls' (remedies to cure 'all illnesses').
- **The King's Touch:** Thousands of people would visit London each year for a chance to be touched by the king, as they believed this would heal them.
- **Improvements:** The printing press allowed much quicker and wider sharing of knowledge; explorers came back from newly discovered lands with new medicines such as quinine from South America.

Key Question 5.2: How did doctors deal with the Great Plague?

- **Facts:** Epidemic disease in 1665; killed 100,000 people in London (1/4 of the city); killed thousands in the rest of the country; caused by fleas living on rats, attracted to London by rubbish in streets.
- **Perceived Causes:** Miasma ('bad air'); punishment from God; the movement of planets.
- **Attempted Treatments and Remedies:** Using leeches to suck out bad blood; smoking or lighting fires to remove smells; sniffing vinegar-soaked sponges; frogs and snakes used to 'suck out' the poison; moving to the countryside to avoid it.
- **Response to the Plague:** People began to realise most deaths were in poor, dirty areas of London; mayors and councillors ordered people to sweep rubbish from outside their homes; 'women searchers' examined the sick and noted down symptoms; dead bodies brought out at night ('bring out your dead'); red cross painted on doors of victims; victims not allowed out of home; trade with infected towns was stopped.
- **Reasons for end of Plague:** Rats developed a greater resistance to the disease; new quarantine laws prevented ships bringing epidemic diseases to England.

Key Question 5.3: How did hospitals change in the eighteenth century?

- **Ways in which 18th century hospitals were SIMILAR to medieval hospitals:**
 - **Beliefs:** Hospitals still based all their understanding on the idea of the four humours.
 - **Charity:** Hospitals were still paid for partly by charity and gifts from rich people.
 - **Cost:** Hospitals were still free for patients.
 - **Wards:** Hospitals still had separate places for people with different diseases.
- **Ways in which 18th century hospitals were DIFFERENT to medieval hospitals:**
 - **Size:** Medieval hospitals only had room for 12 people, whereas 18th century hospitals had hundreds of patients.
 - **Aims:** Medieval hospitals just CARED for the sick, whereas 18th century hospitals tried to treat and cure them.
 - **Staff:** Medieval hospitals had priests, whereas 18th century hospitals had trained doctors.

Key Question 5.4: What was the contribution of John Hunter?

- **Books:** Hunter wrote about his theoretical knowledge of anatomy, and wrote 'Blood Inflammation and Gunshot Wounds'. He also wrote 'On Venereal Disease' and 'The Natural History of Teeth'.
- **The Scientific Method:** Hunter believed in careful observation and meticulous recording of all of his findings.
- **Teaching:** Hunter set up a large practice to train up hundreds of surgeons, including Edward Jenner.
- **Specimens:** Hunter collected anatomical specimens from animals, and collected and studied fossils, embryos and diseased organs.

Key Topic 5 REVISION-CHECK

What options were available to a poor person in the 17th and 18th centuries?

What did people believe was causing the Great Plague of 1665?

Can you explain how the response to the Plague was better than the response to the Black Death in 1348?

Can you explain why the Plague came to an end?

Can you explain how 18th century hospitals were similar to medieval hospitals?

Can you explain how 18th century hospitals were different to medieval hospitals?

Can you explain THREE things about John Hunter?

Key Topic 6: The Prevention of Disease

Key Question 6.1: How did Edward Jenner help to defeat smallpox?

- **Before Edward Jenner:**
 - **Smallpox:** Smallpox was a killer disease in the 18th century. It killed about 1 in 16 people in England each year.
 - **Inoculation:** Inoculation was first used in the 18th century in Turkey. It means to give someone a tiny bit of smallpox to prevent them from getting the full-blown disease. This works by building up anti-bodies. The problems with inoculation were that:
 - It was too expensive for most people.
 - You might accidentally get a large dose of smallpox and die.
 - You could still pass smallpox on to someone else.
- **Edward Jenner:**
 - **Personal Background:** Jenner was a surgeon who had trained for six years. He had studied with John Hunter, the greatest surgeon of the time.
 - **Cowpox:** It had been noticed by many people that milkmaids often caught a disease called cowpox (a similar disease to smallpox, but this disease was carried by cows). Cowpox was a lot less dangerous than smallpox, just making the victim ill for a few days rather than killing them.
 - **Jenner's Idea:** Jenner had noticed that milkmaids always caught cowpox, but never caught smallpox. To test his idea, Jenner deliberately infected an 8 year-old boy called James Phipps with cowpox. The boy fell ill, then got better after a few days. Jenner then injected the boy with a large dose of smallpox. The boy did not get ill at all. Jenner had 'vaccinated' the boy against smallpox.
- **Reasons why Jenner was successful:**
 - **The Scientific Method:** Jenner believed in enquiry. He had a non-conservative attitude, was ready to challenge old ideas and believed in the careful collection and recording of evidence.
 - **Government Money:** Jenner was given £30,000 by the government to develop his work on vaccination.
 - **Individual Genius:** Jenner was clever enough to notice the link between cowpox and smallpox and was determined to push on with his research despite much criticism.
 - **Communication:** Jenner's book 'An enquiry into the causes and effects of cowpox' was widely published and quickly spread worldwide.
- **Opposition to Jenner:**
 - **Religious:** Some believed that Jenner's vaccination meant he was trying to over-rule God.
 - **Inoculators:** They lost their jobs and their profits when vaccination took over from inoculation
 - **The Royal Society of Scientists:** At first many scientists believed Jenner's idea was too extreme.
 - **Prejudice:** Jenner came from a poorer, rural background so he was not respected straight away.
 - **Mistakes:** Some early vaccinations were done clumsily, went wrong, and patients were killed or harmed.
 - **Ignorance:** At first, many people didn't know about or ignored the need for vaccination.
- **Edward Jenner's Impact:**
 - **Vaccination:** Fifty years after Jenner's discovery, vaccination became compulsory.
 - **Smallpox:** There was a massive reduction in deaths from smallpox, and in 1980 the disease was officially declared dead.
 - **Example to others:** Jenner had shown everyone what experiment and enquiry could achieve.

Key Topic 6 REVISION-CHECK

- Can you explain what smallpox was?
- Can you explain what Edward Jenner's idea of vaccination involved?
- Can you explain how he made his discovery and proved it to be correct?
- Can you explain three reasons why Jenner was successful?
- Can you explain five reasons why people opposed Edward Jenner?
- Can you explain the impact of Jenner's discovery?



Key Topic 7: Medical Advances in the 19th century

Key Question 7.1: How was pain conquered?

- **Medieval Times:** Hashish, mandrake, alcohol and opium were used to reduce pain, but sometimes too much was given and killed the patient.
- **Nineteenth Century:**
 - **Nitrous Oxide:** Also known as laughing gas. Used in tooth extraction.
 - **Ether:** Known as 'yankee dodge', it was similar to nitrous oxide but caused vomiting.
 - **Chloroform:** Discovered by Scottish doctor James Simpson when his wife accidentally knocked over a bottle and all their dinner guests fell asleep.
- **Opposition to pain relief:** Some believed it was wrong for soldiers to take pain relief as pain was part of the job; others believed it was against God's will; chloroform was considered dangerous because different amounts were required according to the size of the person.

Key Question 7.3: How important was Joseph Lister?

- **Germ Theory:** Lister brought Pasteur's germ theory to Britain. He was a Professor of Surgery who introduced new cleanliness in surgery. He realised that operations went well when wounds were kept clean. Used carbolic acid to kill bacteria.
- **Reaction to Lister and Germ Theory in Britain:**
 - **What he said:** Lister said that infections were caused by microbes in the air and that the causes of infection came from outside the body not inside.
 - **Opposition:** At the time, most continued to believe infection came from outside the body, and Lister's methods were unpleasant to use as carbolic acid caused drying of the hands and lung infections.
 - **Lister's Mistakes:** Lister still carried out operations in his street clothes, and thought there was only one type of microbe causing disease.

Key Question 7.4: How did Pasteur's germ theory come to be accepted?

- **Aseptic surgery:** In the 1890s surgeons began to use aseptic surgery rather than antiseptic surgery, which meant that operating theatres were no longer soaked in carbolic acid.
- **Clothing:** Surgeons began to wear well-scrubbed gowns, thin flexible gloves and sterilised instruments.
- **Cattle Plague of 1886:** During the cattle plague, Professor Lionel Beale found the disease was caused by a single microbe, which proved germ theory to many people.
- **Death of Prince Albert:** In 1861, Prince Albert died of typhoid fever, which showed that anyone could catch the disease and it was down to microbes, not just unclean conditions.
- **John Tyndall:** Tyndall lectured across the UK on the link between dust and disease, which brought together the work of Pasteur and Lister.

Key Question 7.2: How did people find out that germs caused disease?

- **Before Pasteur:** Microbes were discovered in 1677 when the first microscope was created, but scientists made no link between microbes and disease. They believed infections were chemical reactions, not caused by living organisms (germs). They also believed in spontaneous generation, which was the belief that microbes appeared by magic when food rotted.
- **Concerns about infection:** Florence Nightingale and William Farr said that cleaning up the environment would help to stop epidemic diseases. They believed cholera and typhoid were caused by infections interacting with the environment, so their solution was to clean up the area. They had the right solution for the wrong reason.
- **The Work of Pasteur:**
 - First to challenge idea of spontaneous generation
 - Investigated why beer and wine went sour, and used experiments to show that if air was kept out of the bottle, the liquid inside didn't go off.
 - Proved that germs did not come alive on their own and could only be found in places they could get to easily.
 - Concluded that bacteria (germs) were the real cause of infection.
 - Published his Germ Theory of diseases in 1861.

Key Topic 7 REVISION-CHECK

What pain relief did people start using in the nineteenth century?

Can you explain why some people were opposed to pain relief?

Can you explain the contribution of Louis Pasteur?

Can you explain the contribution of Joseph Lister?

Can you explain FOUR reasons why Pasteur's germ theory came to be widely accepted?

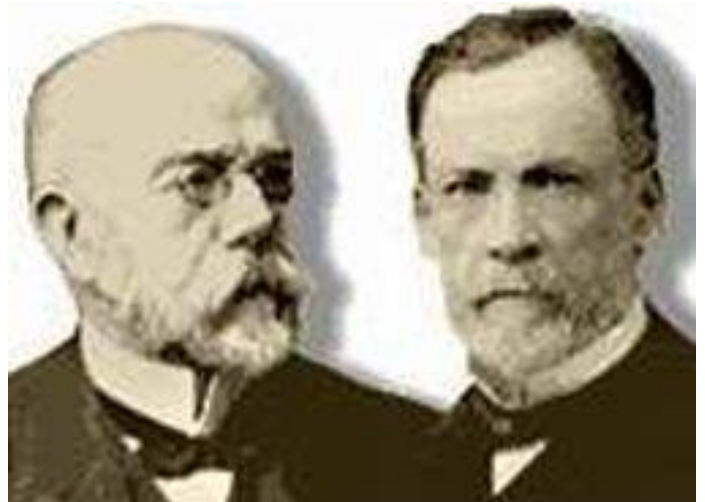
Key Topic 8: The Impact of Germ Theory in Britain

Key Question 8.1: How did scientists discover that germs caused human diseases?

- **Robert Koch:** Koch was a German doctor who had worked in the German Army.
- **Koch's Discovery:** Koch found a way of staining and growing the germ responsible for anthrax (a killer disease). He then injected that germ into mice and made them ill, showing once and for all that disease was caused by microbes. He then went on to find the microbes which caused cholera and tuberculosis.
- **Koch and Pasteur's Rivalry:** Koch was German and Pasteur was French, and they became rivals. They competed against each other for who could make the greater medical breakthroughs.
- **Koch's Impact:** Koch had proved that a specific microbe was responsible for a specific disease. He also developed ways of photographing specific microbes so they could be identified. He had a team of scientists working for him, and those scientists would go on in future years to identify the microbes causing typhoid, pneumonia, meningitis, plague and tetanus. By the 1880s, doctors had accepted germ theory, but still no one had come up with a way to kill microbes in the human body without damaging the human.

Key Question 8.2: How did Pasteur and Koch continue to search for vaccines?

- **Several factors helped Pasteur and Koch to develop their medical understanding:**
 - **War:** France fought and lost a war to Germany. This increased the rivalry between Pasteur and Koch, and inspired each man to try to make better discoveries than the other.
 - **Government:** The French and German government gave lots of money for building laboratories and teams of scientists for Pasteur and Koch.
 - **Individual Genius:** Pasteur was a determined and hard-working scientist, and Koch was also an excellent scientist and doctor.
 - **Chance:** Pasteur was investigating chicken cholera in 1879 when one of his assistants accidentally used an old, weakened sample of the microbes. The chickens survived the injection and survived when injected with strong germs, showing that the chickens had built up their own defences to the germs. This helped Pasteur to make further breakthroughs.
 - **Communication:** Pasteur demonstrated his discovery of an anthrax vaccine to politicians, farmers and journalists in 1881 and news of it was quickly spread around Europe.
 - **Teamwork:** Pasteur worked with Charles Chamberland to develop a vaccine for rabies, while Koch's students made various other important discoveries.
 - **Impact:** Pasteur and Koch encouraged a whole new generation of scientists to study deadly diseases and ways of preventing them.



Key Topic 8 REVISION-CHECK

Can you explain how Robert Koch developed Pasteur's germ theory?

Can you explain how war led to Pasteur and Koch making more breakthroughs?

Can you explain how government funding helped Pasteur and Koch to make more breakthroughs?

Can you explain how chance and luck helped Pasteur and Koch to make more breakthroughs?

Can you explain how communication helped Pasteur and Koch to make more breakthroughs?

Can you explain the impact of Pasteur and Koch?

Key Topic 9: Public Health in the 1800s

Key Question 9.1: How dirty were Britain's towns in the early 1800s?

- **The State of Public Health in the 1800s:** The average age of death for a working man was 30 (and as low as 15 in Liverpool). 1 in 5 children in Manchester died before their birthday, and one in three died before the age of five.
- **Reasons for bad public health in the 1800s**
 - **Quick Growth:** British towns grew very quickly as people flooded into towns to get the jobs in the new factories.
 - **Housing:** Houses were hurriedly built back-to-back, and crowded with 5 or more people to a room
 - **Sanitation:** Few houses had toilets, but had a bucket in the corner of the room or a street toilet shared by hundreds of people.
 - **Lack of Hygiene:** There were no rubbish collection, no clean water, no street cleaners and no sewers.
 - **Disease:** Typhoid, tuberculosis and cholera were very common, and governments did not know what to do about this.

Key Question 9.2: What were the key features of the fight against cholera?

- **First Outbreak of Cholera:** The first outbreak of cholera was in 1831, and killed 50,000 people. The symptoms were violent vomiting and painful diarrhoea, followed by the skin turning black just before death. Cemeteries had to be closed because of the massive number of dead bodies and coffins could not be made quickly enough.
- **Misunderstandings:** People believed cholera was caused by miasma from rotting animals, human waste and rubbish. No one knew about the link between cholera and water, and there were further cholera epidemics in London in 1837 and 1838.
- **Action:** Edwin Chadwick was put in charge of investigating the conditions of the poor, and his report in 1842 made many findings and recommendations:
 - **The Chadwick Report (1842):** Chadwick found that medical officers should be appointed for each district of each town. It said that more people were dying from bad ventilation than were dying in wars. It said that improving the poor's quality of life would save money on feeding and clothing orphans. The main point of the report was that the poor were NOT responsible for their own bad housing and living conditions, and it was parliament's job to do something to help the poor.
 - **The Public Health Act (1848):** Following on from the Chadwick Report, the Public Health Act set up a central Board of Health in London to work on improvements to public health.
 - **The Second Public Health Act (1875):** This act forced councils to cover up sewers and keep them in good conditions.
- **John Snow:** John Snow discovered that cholera was a water-borne disease. He did this by researching 700 victims of cholera in Broad Street in London. He found that they were all getting their water from the Broad Street water pump. Those who survived had been getting their water from somewhere else. The water pump was taken away, and the cholera epidemic ended in Broad Street.

Key Question 9.3: What was the Great Stink?

- **Conditions in London:** London in 1858 was a dirty, overcrowded town where people dumped human and animal sewage, chemicals, rubbish and slaughterhouse waste in the River Thames. They also used the river-water for washing and cooking.
- **The Great Stink:** In the summer of 1858, a heat wave made the smell of the river unbearable and became known as 'The Great Stink'. The government decided something had to be done about it.
- **Sewers:** John Bazalgette was put in charge of a new sewer system for London. He drew up plans for a network of underground tunnels to intercept waste before it got to the Thames. It then joined the Thames further down-river and was swept out to sea. 83 miles of sewers were built in London. This also marked the end of the government's laissez-faire attitude.

Key Topic 9 REVISION-CHECK

Why was public health in London so bad at the start of the 1800s?

What damage was cholera doing in London in the 1830s?

What did people think was causing cholera?

Can you explain the key features of the Chadwick Report?

What did John Snow discover and how did he make his discovery?

What was 'The Great Stink'?

Can you explain the work done by John Bazalgette?

Key Topic 10: Modern Treatment of Disease

Key Question 10.1: What were the key features of the development of penicillin?

- **Magic Bullets:** In 1909, Paul Ehrlich discovered a way of killing a microbe causing syphilis. This was called prontosil and was the first of the 'magic bullets'.
- **The Development of Penicillin:**
 - **Staphylococcus:** This was one germ not cured by the magic bullets, and it was causing a wide range of illnesses.
 - **Alexander Fleming:** Alexander Fleming worked in London during WW1 to study the treatment of wounded soldiers. He found that many were suffering from the staphylococcus germ and ordinary chemical antiseptics were not working on the deeper wounds. He saw the suffering and worked for a decade trying to find a solution.
 - **Chance Discovery of Penicillin:** In 1928, Fleming went on holiday and left several dishes of the germs on a bench. When he came home, he found that mould had grown in one of the dishes, and the germs on that dish had died. The mould was penicillin.
 - **Florey and Chain:** Fleming's work was noticed in the 1930s by an Oxford University research team. Two of the scientists, Florey and Chain, applied to the British government for money to begin further research into penicillin, and were given just £25. They turned their laboratory into a penicillin-producing factory, and managed to grow just enough penicillin to test on one person
 - **Albert Alexander:** They tested it on Albert Alexander, who had been scratched by a rose-bush and got an infection which spread around his body. He was injected with penicillin and began to get better, but Florey and Chain ran out of penicillin and he died. This showed the potential of penicillin to save lives.
 - **World War Two:** Penicillin began to be widely used in World War Two, with penicillin now produced by chemical companies to treat hundreds of thousands of soldiers.
- **The Impact of Penicillin:**
 - **Pharmaceutical Industries:** Penicillin led to the growth of the pharmaceutical industry where huge, rich medical companies produce penicillin.
 - **Soldiers:** 10-15% of wounded British and American soldiers in WW2 would have died without penicillin. It also allowed soldiers with infections to recover quicker and get back to war.

Key Question 10.2: How have drugs and treatment developed since 1945?

Various breakthroughs since WW2:

- **1948:** Free vaccine available for tuberculosis in the UK.
- **1950:** First open heart surgery.
- **1952:** First hearing aid and first kidney transplant.
- **1953:** Discovery of DNA by Crick and Watson leading to gene therapy and genetic engineering.
- **1954:** Free vaccine for diphtheria, whooping cough and tetanus.
- **1978:** IVF fertility treatment invented to help childless women become pregnant (test-tube babies)
- **1980:** Smallpox officially eradicated by global vaccination campaign.
- **1990:** Human Genome project aims to decode all the genes in the human body. Completed in 2003

Several factors have contributed to these breakthroughs:

- **War:** Two world wars forced the government to spend a lot on research and testing to help wounded soldiers.
- **Government Finance:** Governments now spend far more money on medical research and are less laissez-faire.
- **Communication:** New ideas can now spread rapidly because of the internet and TV advertising (e.g. anti smoking and anti-alcohol campaigns)
- **Change in Attitudes:** Governments now increasingly believe their job is to help and protect people with campaigns such as 'Healthy Eating'.
- **Individuals:** 20th century geniuses such as Crick and Watson.

Key Question 10.3: How has non-mainstream medicine developed?

- **Antibiotic Resistance:** Some germs have become resistant to antibiotics so people turned to alternative medicine.
- **Aromatherapy:** Use of oils from flowers, fruits, roots and leaves to stimulate the parts of the brain which promote healing.
- **Acupuncture:** Fine needles placed in key points in the body, said to release blocked energy and re-balance the body.
- **Homeopathy:** The patient takes a medicine which causes similar symptoms to their illness, said to build up resistance.

Key Topic 10 REVISION-CHECK

Can you explain the events which led to the discovery of penicillin?

Can you explain the impact of penicillin?

Can you name five medical breakthroughs since World War Two?

Which factors have contributed to those breakthroughs?

Can you explain three different forms of alternative medicine?

Key Topic 11: The Impact of War and Technology

Key Question 11.1: What was the impact of war and technology on surgery and health?

- **The First World War affected surgery and health in various ways:**
 - **Shell-Shock:** The mental strain of war caused psychological damage. This was officially recognised and is now known as PTSD (post-traumatic stress disorder).
 - **Blood Transfusions:** Karl Landsteiner discovered blood groups which helped massively with blood transfusions.
 - **X-Rays:** Discovered in 1895, but during WW1 they first became important in locating where bullets or shrapnel had lodged in the soldier's body.
 - **Plastic Surgery:** During WW1, Harold Gillies led development of plastic surgery. He could graft skin and treat men suffering from severe facial wounds.
 - **Infection:** Through trial and error, surgeons worked out the best way to cut away infected flesh and soak the wound in salty solution during war.
 - **Broken Bones:** During WW1, new techniques were developed to repair broken bones, including the Army Leg Splint which helped the bones to knit together more securely, and is still used today.
- **The Second World War then had further impact on surgery and health:**
 - **Heart Surgery:** Progressed during WW2 as American surgeon Dwight Harken cut into beating hearts and used his bare hands to pull out bits of shrapnel and bullets.
 - **Plastic Surgery:** Doctor Archibald McIndoe further developed plastic surgery while avoiding infection by using penicillin.
 - **Diet:** Shortages of food led to the government encouraging people to grow their own food, which led to a healthier diet all round.
 - **Hygiene or Disease:** To keep Britain fit during WW2, a national immunisation programme against diphtheria was launched.
 - **Drug Development:** Penicillin was massively developed during WW2
 - **Poverty:** During the war, Britain's children were evacuated to the countryside and experienced healthier lifestyles, forcing the government to try to improve their lives when they returned to the towns.
 - **The NHS:** in 1942, William Beveridge suggested a National Health Service, paid for by tax and free to all. Straight after the war, this was introduced.
- **Technology also had a major impact on surgery and health:**
 - **Anaesthetics:** Better anaesthetics allowed deeper surgery as patients could be kept asleep for longer.
 - **Radiation Therapy:** Began to be used for treatment of cancer.



Key Topic 11 REVISION-CHECK

Can you explain five ways in which the First World War affected surgery and health?

Can you explain five ways in which the Second World War affected surgery and health?

Can you explain two ways in which technology affected surgery and health in the twentieth century?

Key Topic 12: Modern Public Health

Key Question 12.1: Why did the government try to improve the nation's public health?

- **The Boer War:** The government was shocked when 40 out of 100 young British men were unfit to be soldiers in the Boer War in 1899.
- **Booth and Rowntree:** Booth and Rowntree were two rich businessmen who researched the lives of the poor, which most rich people knew little about. They found poverty was really bad and said it was the government's responsibility to do something about it.
- **Liberal Government Reforms of the early 1900s:**
 - **School Meals Act 1906:** Allowed local councils to give free school meals to poorer children.
 - **School Medical Service 1907:** The Liberal Government told all councils they should have a school medical service.
 - **Young Person's Act 1908:** Said that neglect was now a criminal offence.

Key Question 12.2: How is public health developing into the 21st century?

- **Major changes in 20th century:** The welfare state is now a massive part of British life, helping the old, the sick, the unemployed and children. Before 1900, the poor had to rely on help from charities. The Beveridge Report of 1942 picked out five 'giants' that were ruining the lives of Britain's ordinary people – they were disease, want, ignorance, idleness and squalor. His report led to the creation of the NHS.
- **The NHS:** Set up in 1948 to provide free healthcare for everyone. Introduced by Labour minister of health Aneurin Bevan. 8 million British people had never even been to a doctor before the NHS because they couldn't afford to.
- **The NHS in the 21st century:** Doctors and nurses are now overworked and various scandals about the underfunding of hospitals have caused concern.
- **New laws which have helped health:** New laws such as the smoking ban of 2007 or methods of checking for the early signs of cancer or the '5 a day' fruit and vegetables.



Key Topic 12 REVISION-CHECK

Can you explain why the Boer War caused concern for the government about public health?

How did Booth and Rowntree help public health?

Can you name three of the Liberal Governments reforms in the early 1900s?

How has the NHS developed since its creation in 1948 to the present day?

Exam Question 4: The 'Factors' Question

Question 4 on Paper Two will DEFINITELY be about how much different factors have affected medicine and health over the whole period (1000 to the present day). This page DOES NOT contain anything which is not in the key topics, but sometimes it is good to revise the factors as we know that question 4 will be based on these:

RELIGION

- 1) The Islamic contribution to medicine (Rhazes etc)
- 2) Christian contribution to medicine (good – hospitals)
- 3) Christian contribution to medicine (bad – reluctance to accept new ideas)

WAR

- 4) Pare's discovery of gunshot wounds (Renaissance)
- 5) Pasteur and Koch's French/German rivalry inspiring each to try to better the other (late 19th century)
- 6) WW1 and WW2 leading to technological improvements and a desire to improve public health.

CHANCE

- 1) Pare ran out of oil and had to find new things to treat gunshot wounds with (Renaissance)
- 2) The belief in miasma caused people to clean up towns.
- 3) Fleming's discovery of penicillin (20th century)

SCIENCE & TECH

- 1) Invention of the printing press led to much improved communication and sharing of ideas (Renaissance)
- 2) Building of sewers in London to help public health (19th century)
- 3) X-rays and other inventions (20th century)

GOVERNMENT

- 1) The Chadwick Report (19th century)
- 2) Liberal Reforms and the NHS (20th century)
- 3) Government funding to scientists such as Louis Pasteur (19th and 20th century)

INDIVIDUALS

- 1) Vesalius and Harvey (Renaissance)
- 2) Edward Jenner (19th century)
- 3) Pasteur & Koch (late 19th century)
- 4) Alexander Fleming (20th century)

The question will ask you to compare the importance of once of these factors (e.g. religion) to other factors. Be ready with three points for each factor and you will definitely do well on this big question!

NORMAN ENGLAND

Section A – CONQUEST AND CONTROL

Key Topic 1: Causes of the Norman Conquest

KQ 1.1: What was England like before 1066?
KQ 1.2: Who were the Normans?
KQ 1.3: Who were the contenders for the throne?

Key Topic 2: Military Aspects of the Norman Conquest

KQ 2.1: How did William prepare to invade?
KQ 2.2: How did Harald Hardrada invade?
KQ 2.3: How did Harold and William prepare for battle?
KQ 2.4: What happened at the Battle of Hastings?
KQ 2.5: How and why did the Normans use castles?

Key Topic 3: Establishing and Maintaining Control

KQ 3.1: What were William's first actions as king?
KQ 3.2: What rebellions were there against the Normans?
KQ 3.3: What was the 'Harrying of the North' and what was its impact?
KQ 3.4: Why did Hereward the Wake rebel?

Section B – LIFE UNDER THE NORMANS

Key Topic 4: Feudalism and Government

KQ 4.1: How did William use land to help him control the country?
KQ 4.2: What was the Domesday Book and what does it tell us about King William's England?
KQ 4.3: Who killed William II?
KQ 4.4: How did the Normans keep law and order?

Key Topic 5: Economic and Social Changes

KQ 5.1: What did a Norman village look like?
KQ 5.2: What were the key features of a Norman peasant's year?
KQ 5.3: How much did towns grow under the Normans?
KQ 5.4: Did the Norman conquest change everyday life in England?

Section C – THE NORMAN CHURCH & MONASTICISM

Key Topic 6: The Church

KQ 6.1: How religious were people in Norman times?
KQ 6.2: How did the Normans influence religion in England?
KQ 6.3: What were the key features of Norman cathedrals?

Key Topic 7: Monasticism

KQ 7.1: What were the key features in the life of a monk?
KQ 7.2: How did education change during the Norman period?

Key Topic 1: Causes of the Norman Conquest

Key Question 1.1: What was England like before 1066?

- **Ruler:** At the start of 1066, England was ruled by King Edward the Confessor. The different areas of England were ruled by earls. The most important earl was Godwin, the Earl of Essex.
- **The Land:** Most of the southern half of the country was covered in forest, with the odd small farming village.
- **Society:** The population was divided into categories according to importance, with the king at the top, followed by the Church and the earls, with the peasants at the bottom.
- **Church and Religion:** Anglo-Saxons were very religious Catholics. They believed the Pope was God's representative on earth and they followed everything he said. The Church also owned much of the land and provided rules for living.
- **Vulnerable?:** England was vulnerable because it did not have many castles for defence. Also, it was often targeted by raiders such as the Vikings because there were a lot of natural resources in England.
- **Population:** Most people lived in the South and East of England. There were around 2 million people in England.
- **Fighters:** The king had 3,000 soldiers called 'housecarls' who were professional, well-trained soldiers.

Key Question 1.2: Who were the Normans?

- **Normandy was in Northern France and had a lot of power in England for the following reasons:**
 - **Emma of Normandy:** She was married to two English kings and the mother of two more.
 - **Edward the Confessor:** The English king used many Norman friends as advisors.
 - **William of Normandy:** This Norman duke was good friends with Edward the Confessor as they grew up together.
 - **Wealth:** Normandy was a lot richer than England.
 - **Military:** The Normans had won many battles and were feared in England.
 - **Location:** Normandy is in northern France, the closest foreign land to England.

Key Question 1.3: Who were the contenders for the throne in 1066?

- **When King Edward the Confessor died in January 1066, there were four contenders for the English throne, each with their own reason for believing they should be king:**
 - **Edgar the Outlaw:** He was the great nephew of Edward the Confessor. Edward the Confessor had asked Edgar to return to England. Edgar was Edward's adopted child. He also had the support of many English earls.
 - **Harald Hardrada:** He was already King of Norway, so had experience of ruling. He had a strong, successful army. He was a relative of a previous king of England (King Cnut), and his father had once been promised the throne by Cnut's son.
 - **Harold Godwinson:** He was the most important earl in England. He had been deputy-king ('sub-regulus') under Edward. He had led Edward's soldiers in battle, and claimed he had been promised the throne by Edward. He also had the support of the Witan (the English nobles and churchmen)
 - **William Duke of Normandy:** He had been Duke of Normandy since the age of 7, so was well experienced in ruling. He was a very successful warrior, and was a distant cousin of Edward the Confessor. He also claimed he had been promised the throne by Edward, and he had helped Edward in the past.

Key Topic 1 REVISION-CHECK

Can you explain five features of England before 1066?

Can you give five reasons why Normandy was a powerful part of the world before 1066?

Can you give three reasons why Edgar the Outlaw believed he should be king in 1066?

Can you give three reasons why Harald Hardrada believed he should be king in 1066?

Can you give three reasons why Harold Godwinson believed he should be king in 1066?

Can you give three reasons why William of Normandy believed he should be king in 1066?

Key Topic 2: Military Aspects of the Norman Conquest

Key Question 2.1: How did William prepare to invade?

- **Decision:** Edward the Confessor died in January 1066 and Harold Godwinson was chosen as the new king.
- **Expected Attack:** Harold Godwinson positioned most of his army in the south expecting an attack from William and the Norman army.
- **Military Preparation:** William gathered ships and men on the coast of Normandy ready to attack and had thousands of flat-bottomed boats built that could transport horses to England.
- **Political Preparation:** William made good friends with King Henry of France to ensure Normandy would not be attacked while he was away. He also got the Papal Banner from the pope, which showed he had the pope's support to attack England.

Key Question 2.2: How did Harald Hardrada attack England?

	The Battle of Fulford Gate	The Battle of Stamford Bridge
Date	20 th September 1066	25 th September 1066
Place	Fulford, near York	Stamford Bridge in York
Attackers	Harald Hardrada (Viking), Tostig (brother of Harold Godwinson), and 7,000 Viking soldiers	The Anglo-Saxon army, led by Harold Godwinson, who had marched up from the south
Defenders	The Anglo-Saxon army, led by Edwin and Morcar	The Viking soldiers and Harald Hardrada, who had won the Battle of Fulford Gate five days earlier.
Who won?	The Vikings	The Anglo-Saxons
Why did they win?	The Vikings had more men than the Anglo-Saxons	They had the advantage of surprise having marched north so quickly, and they managed to kill Hardrada and Tostig in the battle.
Consequences?	Both sides suffered losses, but the leaders of the Anglo-Saxon army (Edwin and Morcar) were forced to flee.	The Vikings were defeated, their king killed, and only 24 out of 300 Viking ships returned to Norway.

Key Question 2.3: Who was better prepared for the Battle of Hastings?

Factor	Who was Better Prepared?	Norman Details	Saxon Details
Soldiers	Normans	Mercenaries from Normandy and Europe, and knights trained in fighting since the age of 3.	7,000 'Fyrd' soldiers (peasants). Also housecarls and thegns (specialist soldiers)
Weapons & Armour	Normans	Bows, tear-shaped shields which protected the whole body, pikes, armour	Double-handed axes, pikes, large circular shields, farming equipment
Battle Style	Normans	Some soldiers on foot, archers, knights on horseback, system of flags to communicate	Shield wall formation, soldiers on foot, Anglo-Saxons did not use horses in battle
Experience	Normans	William had conquered many areas around Normandy and as far away as Sicily.	Harold had previously won battles against the Welsh and, a few days earlier, the Vikings.
Condition of army	Normans	Landed at Pevensey 28 th September; had a week rest before the battle; plenty of horses	Had just marched north in 4 days, fought the Vikings, then marched south again. Exhausted.
Positioning	Saxons	Arrived first and set up at the bottom of Senlac Hill, close to a road which ran over the hill.	Positioned themselves at the top of Senlac Hill with views all around.
Extra Support	Saxons	Had the support of King Philip I of France and the papal banner from the pope	Popular among Anglo-Saxons. Many helped him. Had support of the Witan.



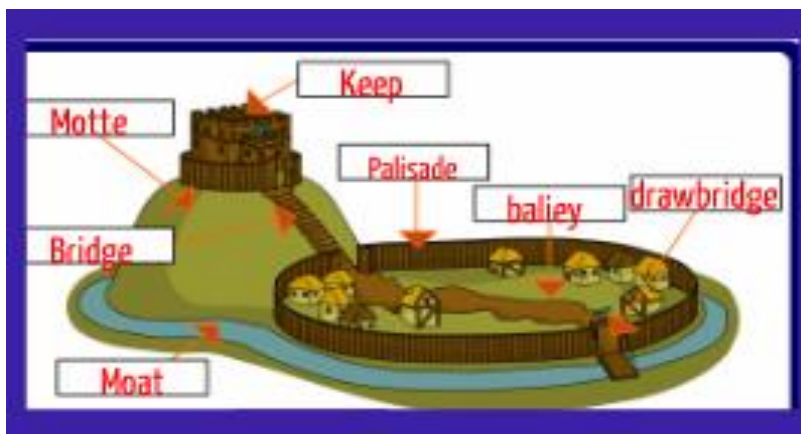
Key Topic 2: Military Aspects of the Norman Conquest

Key Question 2.4: What happened at the Battle of Hastings?

- **The Events of the Battle of Hastings:**
 - **Normans Arrive:** William and the Norman army landed in Pevensey and marched towards London, attacking and burning villages as they went. They arrived near Hastings and set up their troops at the **BOTTOM** of Senlac Hill.
 - **Saxons Arrive and take upper-hand:** The Saxons arrived and went to the **TOP** of Senlac Hill. The Normans attacked but their arrows flew over the heads of the Saxons. Some Norman soldiers ran up the hill but were blocked by the Saxon housecarls. The Saxons also defended themselves using a shield wall.
 - **The Norman Trick:** The Normans began to run away. Some Saxons followed them, but the Saxons got bogged down in the marshy land at the bottom of the hill. The Normans were only **PRETENDING** to run away ('feigned retreat') and they turned and slaughtered the Saxons who had followed them.
 - **Norman Tactics:** After a break in the fighting, William changed tactics and put his archers **BEHIND** his horsemen. This meant that, instead of the arrows flying over the Saxon housecarls, they hit them.
 - **Norman Charge:** William ordered his horsemen to charge, leading to many deaths on both sides. William then ordered his Norman soldiers to dismount and attack on foot while the Norman archers fired arrows into the crowd.
 - **Norman Victory:** By 4pm, many had been killed on both sides and the Saxon shield wall was disintegrating. The remaining Saxon soldiers tried to defend King Harold, but he was killed by an arrow, and the remaining Saxons fled. William had won.
- **Why did William win the Battle of Hastings:**
 - **Harold's mistakes:** Harold rushed to meet William and didn't give his soldiers a chance to rest; Harold chose to stay on foot rather than horseback, making it difficult for him to move around the battle; Harold should not have fallen for the 'feigned retreat' tactic.
 - **William's superior tactics:** William made sure his troops were well-organised with a good communication system (flags); William made sure he got the papal banner, making people think God was on his side; William made sure that the Normans brought everything they needed with them such as food, weapons and equipment for building castles.
 - **Luck:** Harold Godwinson and William both invaded within a few weeks of each other, which was bad for Harold Godwinson; Of all the people the Norman arrows could have hit, one hit Harold Godwinson and killed him, which was bad luck.
 - **The Environment:** The marsh land at the bottom of Senlac Hill was crucial, causing the Saxons to get bogged down; Senlac Hill was essential in the battle, making the Saxons think they had a better position.

Key Question 2.5: Why did the Normans build castles?

- **The Motte and Bailey Castle:**



- **Why did the Normans build castles?** For protection from Saxon retaliation; to symbolise their dominance; to provide a view of surrounding areas.
- **Why did the Normans build Motte & Bailey castles?** They were quick to put up, easy to put up, and made use of the local landscape (e.g. hills)
- **Where did the Normans build castles?** Pevensey Castle was the first castle (before the Battle of Hastings); they were built in troublesome areas such as the English/Welsh border; always on high ground, close to a water source.
- **HOW MANY castles did the Normans build?** They built 500 Motte & Bailey Castles by 1086, including 48 large ones; stone-keep castles were built after 1086.

Key Topic 2 REVISION-CHECK

Can you explain the four ways in which William prepared to invade England?

Can you tell the story of the battles between the Vikings and the Saxons at the Battle of Fulford Gate and the Battle of Stamford Bridge?

Can you explain 4 ways in which the Normans were better prepared than the Saxons for the Battle of Hastings?

Can you tell the full story of the Battle of Hastings?

Can you give reasons in different categories why William won the Battle of Hastings?

Can you name the different parts of a Motte and Bailey Castle?

Can you say why and where the Normans built Motte and Bailey Castles?

Key Topic 3: Establishing and Maintaining Control

Key Question 3.1: What were William's first actions as king of England?

- **Oath of Loyalty:** William demanded an oath of loyalty from powerful Saxons such as Edwin, Morcar and Edgar the Outlaw.
- **Money:** William took control of Winchester, the centre of the treasury in England.
- **Rebellions:** William ordered the burning of Southwark when the people there tried to fight against him.
- **Religion:** William took over Canterbury, home of the Catholic Church in England, and sacked the Archbishop of Canterbury (Archbishop Stigland)
- **Trade:** William made sure he took control of the ports to stop Saxon trade and bring in supplies from Normandy.

Key Question 3.3: What was the 'Harrying of the North' and what was its impact?

- **The Problem:** In 1068, Edgar the Outlaw said he should be king of England instead of William. He and the powerful Anglo-Saxons Edwin and Morcar fled north. King Malcolm of Scotland gave his support and in 1069 they attacked the city of York. They were supported by thousands of Vikings and took over the city of York.
- **The Reponse – the 'Harrying of the North':** William rode straight to York once it had been taken over. He paid the Vikings to return to Denmark, which they did. He then burned and salted the fields across the north of England, killing all living creatures there. It left the north unpopulated and destroyed. Anyone who survived now faced starvation.

Key Topic 3 REVISION-CHECK

Can you describe three things William did straight after becoming King of England?

Can you describe three rebellions against William and how William dealt with them?

Can you explain what the Harrying of the North was?

Can you explain why Hereward the Wake rebelled?

Can you explain how William at first failed, and then succeeded, in ending Hereward the Wake's rebellion?

Key Question 3.2: What rebellions were there against the Normans?

- **Edwin and Morcar (1066):** Edwin and Morcar, two powerful Saxons, led a rebellion in Southwark. William set fire to Southwark and demanded an oath of loyalty from Edwin and Morcar.
- **The Welsh Border (1067):** The Welsh borders were wild and untamed. Edric the Wild started a revolt and began to steal property. William rode to Shrewsbury and defeated him.
- **The Revolt of Eustace – Dover (1067):** Edward the Confessor's brother-in-law, Eustace of Boulogne, attacked the Norman castle in Dover and got some Saxon support, but was easily defeated by the knights in the castle.
- **South-West and Exeter (1068):** The city of Exeter rebelled against William, but William got an army together and crushed the rebellion. He then built a castle in Exeter to ensure this would never happen again.
- **Hereford (1075):** This time, Norman Earls led by Roger de Breteuil rose up against their own king, William. But William got his deputies Lanfranc and Odo to crush the rebellion, and had most of the rebels blinded and killed.

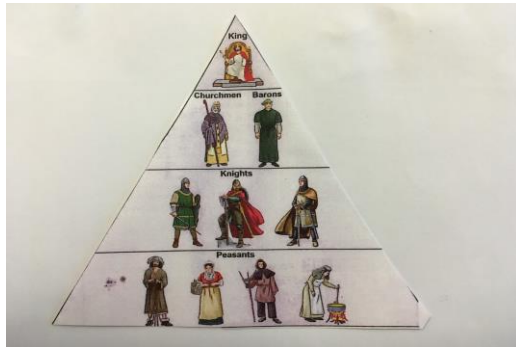
Key Question 3.4: Why did Hereward the Wake rebel?

- **Why did Hereward the Wake rebel?** He had a grudge against William as he had confiscated Hereward's father's land and killed Hereward's brother.
- **Who supported Hereward the Wake?** Various English earls and some foreign supporters.
- **Where did Hereward the Wake attack?** In Peterborough in 1070.
- **Where was Hereward's base?** He built a base on the island of Ely.
- **What did William do about this?** At first William built a rampart to cross the marshland to reach Ely, but the rampart collapsed and many Norman soldiers sank. He then built a siege tower, which Hereward set fire to, killing many more Norman soldiers.
- **How was Hereward the Wake defeated?** The local monks betrayed Hereward and told William about a secret route through the marshes. The rebels surrendered and Hereward the Wake disappeared.

Key Topic 4: Feudalism and Government

Key Question 4.1: How did William use land to help him control the country?

- **The Feudal System:**



- **The King:** Gives land to the barons and to the church. In return, receives an army from the barons whenever needed.
- **The Barons and the Church:** Gives an army to the king whenever needed. In return, receives land from the king.
- **The Knights:** Gives military service to the barons (and to the king) whenever needed. In return, receives land and money from barons.
- **Peasants:** Works on the land for the nobles and the knights. In return, they are allowed to keep some of what they produce or may even be given a small piece of land. Three kinds of peasants:
 - **Thegns:** Could own land in villages.
 - **Balliffs:** Enforced law and order in villages
 - **Villeins:** Worked in the fields.

Key Question 4.2: What does the Domesday Book tell us about King William's England?

- **Purpose:** The point of the Domesday Book was to find out how much each person owned, so William would know how much tax each person should pay. This was called 'the Domesday Survey' and the details were to go in the Domesday Book.
- **Questions:** The Domesday Survey asked questions such as how many animals do you own, how many ploughs do you own, how many villagers live on your land, how many meadows are there on this land.
- **Findings:** King William and his family owned 20% of the land in England; the church owned 25% of the land; ten Norman nobles owned 25% of the land; the next 170 nobles owned the rest; nearly all of the land was owned by foreigners (Normans); the population of England was about 2 million, including 10,000 Normans and 2,000 knights.

Key Question 4.3: Who killed William II?

- **William II:** He was the son of William the Conqueror who became king in 1086. He was nicknamed William Rufus. He was killed in 1100 while out hunting.
- **Robert Curthose:** William Rufus' brother. Ambitious; given Normandy by William I; envious of William Rufus who had inherited England.
- **Henry I:** Third son of William I and brother of William Rufus and Robert Curthose; given £5,000 by his father but no land; envious of William Rufus who had inherited England and Robert Curthose who had inherited Normandy.
- **Accident of Murder:** While hunting, William Tirel shot an arrow which missed a stag and killed William Rufus. Some debate as to whether this was deliberate or an accident. Tirel fled the country straight away and was never heard of again. Many believe he was paid by Robert Curthose or Henry I to kill William.

Key Question 4.4: How did the Normans keep law and order?

- **Ordeal by fire:** The accused would put his/her arm into a cauldron of boiling water and if he healed after three days he was innocent.
- **Ordeal by water:** The accused would be strapped to a chair and thrown in a lake. If he sank he was innocent, if he floated he was guilty.
- **Ordeal by combat:** The accused would fight his accuser. The winner was believed to have God on his side and would be believed.
- **Shire Courts:** Courts in each area (shire) of England which met twice a year to rule in disputes over crime or money.
- **Hundred Courts:** Smaller courts which dealt with small local issues.
- **Inheritance:** Eldest son would inherit everything from the father.
- **The Oath System:** A person could make a 'common oath' (promise), for example never to commit a crime again. If they broke that promise, their entire family or even their entire village would be punished.
- **Forest Laws:** The Normans introduced these laws making it illegal for anyone from the general population to hunt in England's forests, punishable by mutilation or deaths. Hunting was for the king and friends.
- **Legal Language:** The Normans rewrote all of England's laws in Latin, which could only be understood by educated monks and nobles.

Key Topic 4 REVISION-CHECK

Can you explain how the feudal system worked?

Can you explain why the Domesday Survey was carried out?

Can you give three findings of the Domesday Survey?

Can you tell the story of the death of William Rufus and the suspects?

Can you explain three ways the Normans decided if an accused person was guilty?

Can you name three other ways the Normans changed law and order in England?

Key Topic 5: Economic and Social Changes

Key Question 5.1: What was a Norman village like?

- **The Village Church:** In the centre of the village, with a bell which was rung to say when it was time to start and stop work.
- **The Open-Field System** 25% of land for the lord only; the rest divided among peasants in strips.
- **Peasant's Home:** Cold, damp and dark. Floors made of mud. Small windows. All family in one room.
- **The Manor House:** This was the lord's house and was made from stone, far warmer and more secure with better facilities.
- **Roles and Responsibilities:** The reeve was in charge of day-to-day management of the village; the bailiff was in charge of collecting taxes; the priest ran the local church and was responsible for marriages; the miller produced grain to make bread for the village.

Key Question 5.2: What was a peasant's life like?

- **The Peasant's Year:** In the spring they would sow seeds; in the summer harvest crops; in autumn plough fields; in winter try to survive.
- **The Peasant's Work:** Get up half an hour before sunrise; start work at first light; plough, plant and reap crops using a scythe; process hay for storage (thatching); beat plants to separate grains and seeds (threshing); finish work when the sun goes down.
- **Food and Drink:** Breakfast was a kind of porridge called pottage; light lunch of rye bread; evening meal was vegetables; drink was homemade beer or cider; meat, fruit and sugar were rare; lord of the manor had luxuries such as cakes and pastries.
- **Leisure Time:** Work six days a week; Sundays and Holy Days off; entertainment was travelling musicians, men with bears, wrestling, shin-kicking and cock-fighting.
- **Duties:** Peasants had to do 'born work' for the lord for nothing – mending fences, weeding, etc; peasants paid a tax to the church called a tithe; tithes were stored in tithe barns.

Key Question 5.3: How did towns develop under the Normans?

- **Trade Towns:** Some towns such as Lincoln grew because of trade. For example, they grew because of the salt trade, as salt was needed for cooking, or because of metal trade, because iron and lead was needed for houses and weapons, or because of wool trade, because wool was needed for making clothes.
- **Market Towns:** Some towns grew because there were markets there where people could buy and sell, such as Bury St Edmunds of Ely.
- **Burgesses:** These were town-dwellers from the upper ranks of society who owned property and rented it out.
- **Guilds:** Group of people from a particular trade, such as a guild of fishmongers or a guild of goldsmiths.
- **Markets and Fairs:** For a market or fair to take place, the town needed the permission of the king. Traders would come to buy and sell.

Key Question 5.4: Did the Norman conquest change everyday life?

- **Land:** The Normans divided up the land between the Norman earls; it took a lot of time to look after this land; little changed for the peasants in their day-to-day life.
- **New Laws:** The Normans kept the Anglo-Saxon system of the Exchequer (to look after the king's money) and minting (making coins). The peasants were no longer allowed to hunt for food, and fines called murdrum fines would punish a whole area if a Norman was killed by a Saxon peasant.
- **Castles:** The castles helped to defend the Norman lords and became centres for trade and commerce. The peasants were intimidated by the castles, and sometimes lost their land to make way for the castle.
- **Language:** French took over from English as the language for the aristocracy; French was now used in court; Latin remained the language of religion. Soon, Norman French and Anglo-Saxon English merged to form 'Anglo-Norman'. Peasants stuck with the old language at first but gradually Norman words crept in such as castle, arrow and armour.

Key Topic 5 REVISION-CHECK

Can you describe three aspects of a medieval village?

Can you explain the different roles in a medieval village?

Can you say what the peasants did in the four seasons?

Can you give FIVE responsibilities of a peasant?

Can you describe the peasants' diet?

Can you describe what peasants did for entertainment?

Can you explain five aspects of medieval towns?

Can you explain three ways in which the Norman conquest changed life in England?

Key Topic 6: Religion in Norman England

Key Question 6.1: How religious were people in Norman England?

- **General:** Religion was a massive part of life in Norman England; Anglo-Saxons and Normans were both Catholic; everyone believed in God and believed in heaven and hell.
- **Heaven and Hell:** Most people were illiterate so church produced doom paintings and stained glass windows to show heaven and hell.
- **The Church's Role:** To ensure people went to church and lived a good life; church owned much of the land in England; judged criminal cases; helped govern the country; the church was the only producer of books; the church looked after the sick.
- **The Parish Priest:** Lead church services; helped the sick; listened to confessions; did marriages; baptised children.
- **Pilgrimages:** A journey to a holy place such as Jerusalem or English monasteries. People went to find God and get closer to heaven.

Key Question 6.2: How did the Normans influence religion in England?

- **William I himself:** Very religious and grateful to God for the Battle of Hastings. Built an abbey in Hastings.
- **William's worries about the church:** Believed there was too much corruption (church leaders taking bribes); believed there was too much pluralism (church leaders having too many different roles); believed there was too much simony (the church selling positions of power); believed there was too much nepotism (church jobs for family and friends); believed some were not obeying celibacy.
- **William's Reforms:** Replaced Anglo-Saxon bishops with Norman bishops; stole treasure from monasteries and took much of their land; divided the country up into dioceses to make it easier to keep an eye on the church; most peasants would not even have noticed the changes.
- **Archbishop Lanfranc:** Went to Rome in 1066 to get papal banner for William; close advisor to William; died in 1089.
- **Archbishop Anselm:** Replaced Lanfranc; had many arguments with William; believed church should be more powerful than king; had to flee to Rome several times after falling out with William.

Key Question 6.3: The Historical Environment – Durham Cathedral

- **Style:** Built in Romanesque style; powerful and intimidating design; a castle attached to the cathedral; built in a cross-shape to symbolise the crucifixion.
- **Origins and Location:** Building was started in 1093 by William of Calais and finished by Bishop Flambard; it was built on top of a hill to make it appear prominent; built above the River Wear for strategic reasons; built in Durham because Durham was the main English town along the English Scottish border.
- **Purpose:** It was designed to intimidate enemies; it was designed to show the strength of Norman faith in God; it was a base of political power as Norman bishops had an important role in running the country; it was built to provide protection for the Bishop of Durham (who was made a powerful 'Prince Bishop' in 1075); it was built to protect the shrine of St Cuthbert, the most famous Anglo-Saxon saint; it was built to give pilgrims somewhere to visit.
- **Parts:**
 - **The Nave:** This was the central section of the cathedral where the congregation sat.
 - **Fortified Castle:** Attached to the cathedral, this provided extra protection against attacks.
 - **Symmetrical Pillars and Columns:** These gave the cathedral a more intimidating appearance.
 - **High Altar:** This was facing east, towards Jerusalem.
 - **Quire:** This was where the choir and the monks would sit.
 - **Chapel:** This was the smaller mini-church within the cathedral.



Key Topic 6 REVISION-CHECK

Can you give THREE general points about religion in Norman England?

Can you explain the role of the church in Norman England?

Can you explain THREE things which worried William I about the church in England?

Can you explain THREE reforms made to the church by William I?

Can you explain WHY Durham Cathedral was built?

Can you describe the location and style of Durham Cathedral?

Can you describe six different parts of Durham Cathedral?

Key Topic 7: Monks and Education

Key Question 7.1: What was the role of monks in Norman England?

- **Oaths:** Monks had to take various oaths (promises):
 - **Vow of Poverty:** Promise to give up all wealth and personal possessions.
 - **Vow of Chastity:** Promise to abstain from sex and other physical pleasures.
 - **Vow of Obedience:** Promise to obey the bible and the abbot (chief of the monastery).
 - **Vow of Stability:** Promise never to leave the monk community.
- **Why people became monks:** To escape the harshness of everyday life; to have guaranteed food and shelter; to go to heaven; to help others to go to heaven by praying for them.
- **Monks' Duties:** Supposed to lead a harsh life with discomfort and pain, to imitate Jesus' suffering on the cross; lived in isolation away from everyday life; self-sufficient (produce own food); devote most of time to prayer; copy out books by hand; help the sick and the poor; sometimes teach local children.
- **William I's Changes:** Brought French monks from Cluny Abbey which were stricter than English monasteries; gave extra money to Norman monasteries; encouraged monasteries to do more in their local communities.

Key Question 7.2: How did the Normans change education in England?

- **WHY the Normans changed education:**
 - **Size and number of towns:** As towns grew, better literacy and education was needed to enable trade.
 - **Higher Standards:** Norman barons wanted their children to be educated to the highest possible standards.
 - **Monasteries:** The Normans did not trust the monasteries to be solely in charge of education.
- **HOW the Normans changed education:**
 - **Language:** The Normans made education take place in Latin, as that was the language of religion.
 - **Monasteries:** The Normans built schools away from religious buildings instead of in monasteries.
 - **Archbishops:** Archbishops Lanfranc and Anselm built libraries and encouraged education.
 - **Grammar Schools:** The Normans built grammar schools where children went from age 10 to age 14.
- **Norman Grammar Schools:**
 - **Who went:** Children went there from age of 10 for at least 4 years.
 - **School Day:** The school day lasted from sunrise to late afternoon, and the school year from September to June
 - **Lessons:** The teacher sat in the middle of the room with children on benches around the outside; they learned Latin grammar in detail and wrote on boards which could be wiped clean.
 - **Future:** Children who did well at grammar school could go on to university.



Key Topic 7 REVISION-CHECK

- Can you name and describe the four oaths monks had to take?
- Can you give three reasons why people became monks?
- Can you name FIVE duties of Norman monks?
- Can you explain how William I changed monasteries?
- Can you explain three reasons WHY Normans changed education in England?
- Can you give three ways in which Normans changed education in England?
- Can you describe THREE features of Norman grammar schools?