**GCSE History Checklist**

Student Name: Tutor Group: History Teacher:

The aim of this checklist is for you to identify what you don’t know (red), what you know a little of (amber) and what you definitely know already (green).

During your double lesson, you will then be provided with revision materials to move the reds to amber, and the ambers to green.

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| **Paper 1: Medicine in Britain c.1250-Present Day and the British Sector of the Western Front in WW1**Medieval Medicine c.1250-c.1500 |
| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **Disease and the Supernatural** |
| List the different ideas about the causes of illness and disease |  |  |  |
| Describe religious explanations for illness and disease |  |  |  |
| Describe astrological explanations for illness and disease |  |  |  |
| Explain why the Church had such a big influence on ideas about causes of illness and disease |  |  |  |
| **Rational explanations** |
| Describe the Theory of the Four Humours |   |   |   |
| Explain why the Theory of the Four Humours was so popular |   |   |   |
| Describe Miasma Theory |   |   |   |
| Explain why Galen was so popular with the Church |   |   |   |
| **Treating disease** |
| List all the different treatments in this period |  |  |  |
| Describe how prayer and repentance were used |   |   |   |
| Describe the role of Barber Surgeons |   |   |   |
| Describe how bloodletting and purging were used and the link with the Four Humours |  |  |  |
| Describe the role of an Apothecary |  |  |  |
| Give examples and describe different herbal remedies |  |  |  |
| Describe the training and role of a Physician |  |  |  |
| Describe a Medieval Hospital |  |  |  |
| Explain why little changed in treatment in this period |  |  |  |
| **The Black Death** |
| Define Bubonic and Pneumonic Plague |  |  |  |
| Introduce the Black Death (where it started, when, how etc) |   |   |   |
| List the different causes Medieval people believed in |  |  |  |
| Describe two causes, using facts |  |  |  |
| Describe the role of Government in trying to prevent it |  |  |  |
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Renaissance Medicine, c.1500-c.1700

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| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **The Renaissance** |
| Define Renaissance |  |  |  |
| Explain why the Renaissance might lead to changes in Medicine |  |  |  |
| Define the Dissolution of the Monasteries |  |  |  |
| Describe the impact of the Dissolution of the Monasteries on Medicine |  |  |  |
| List some of the different ingredients bought back from the explorations of the New World |  |  |  |
| **Vesalius and Sydenham** |
| Describe Vesalius’ early life |   |   |   |
| List Vesalius’ two most important works |   |   |   |
| Describe at least 2 consequences/impact of Vesalius’ work |   |   |   |
| Explain why Vesalius didn’t have an immediate impact |   |   |   |
| **William Harvey** |
| Describe Harvey’s early life |  |  |  |
| List the key points of his discovery of the Circulation of the Blood |   |   |   |
| Explain why his work was a major breakthrough in anatomy |   |   |   |
| Explain why he had a limited impact at the time, on diagnosis and treatment |  |  |  |
| **Transmission of ideas** |
| Describe what the Printing Press was, who invented it and when |  |  |  |
| Explain why it had an impact on medical training and sharing of ideas |   |   |   |
| Explain how it took control of ideas away from the Church |  |  |  |
| Describe what the Royal Society was, when it was set up and where |  |  |  |
| State two scientific discoveries during this period |  |  |  |
| Give a definition for ‘Philosophical Transactions’ |  |  |  |
| Explain why the founding of the Royal Society led to huge progress during the Renaissance |  |  |  |
| **Continuity in treatment** |
| Describe how and why bloodletting continued during the Renaissance |  |  |  |
| Summarise why some doctors still believed the work of Galen |   |   |   |
| Define Quack Doctor |  |  |  |
| Explain how and why quack doctors, apothecaries and barber surgeons were still used |  |  |  |
| **Case study: The Great Plague** |
| Introduce the Great Plague and give some basic facts about it (where it started, when, how many died etc) |   |   |   |
| Describe how lucky charms, amulets and other magical or superstitious treatments existed |  |  |  |
| Define quarantine and describe how it was used during the Great Plague |  |  |  |
| Describe what the government did that was different, compared to the Black Death |  |  |  |

Industrial Medicine, c. 1700 – c. 1900

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| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **Edward Jenner** |
| Describe what smallpox was and how many people died |  |  |  |
| Define innoculation |  |  |  |
| Define vaccination |  |  |  |
| Describe how Jenner identified a link between Smallpox and Cowpox |  |  |  |
| Describe the main details of Jenner’s work, published in 1798 |  |  |  |
| Explain why some people were resistant to Jenner’s vaccine |  |  |  |
| List some actions of Parliament, that supported Jenner |  |  |  |
| **Louis Pasteur and Robert Koch** |
| Define Spontaneous Generation |   |   |   |
| Define Germ Theory |   |   |   |
| List some key facts about Germ Theory (e.g. when it was created, by who, where, why) |   |   |   |
| Explain why most people didn’t pay any attention to Pasteur |   |   |   |
| Describe the link between Pasteur and Robert Koch |  |  |  |
| List the diseases Koch identified the microbes for and the dates it happened |  |  |  |
| Describe two ways in which Koch changed the study of bacteria |  |  |  |
| Explain why Koch is more important than Pasteur |  |  |  |
| **Florence Nightingale** |
| List the actions Nightingale took in the Crimea, to improve hospitals |  |  |  |
| Describe what happened to the death rate in Crimean hospitals as a result of her actions. |  |  |  |
| Define and describe the key points of Notes on Nursing |   |   |   |
| Define and describe the key points of The Pavillion Plan  |   |   |   |
| Explain why she had a huge impact on treatment, care and nursing in Britain |  |  |  |
| **Anaesthetic** |
| Define general anaesthetic |  |  |  |
| Define local anaesthetic |   |   |   |
| Describe how James Simpson discovered chloroform as a general anaesthetic |  |  |  |
| Describe how and why Queen Victorian made it popular |  |  |  |
| Describe the story of Hannah Greener |  |  |  |
| **Antiseptic** |
| Define aseptic surgery |  |  |  |
| Define antiseptic |   |   |   |
| Describe how Joseph Lister used carbolic acid to reduce infection |  |  |  |
| List the impact of antiseptic, in terms of deaths/operations etc. |  |  |  |
| **Case study: Cholera** |
| Define Cholera |   |   |   |
| List some figures of death rates in London from the disease, before 1854 |  |  |  |
| Tell the story of John Snow and the Broad Street Pump |  |  |  |
| Explain why the government didn’t believe him |  |  |  |
| **The Public Health Act, 1875** |
| Define Public Health |  |  |  |
| Define Laissez Faire |  |  |  |
| Describe what the Act did |   |   |   |
| Describe how it was bought about by Edwin Chadwick |  |  |  |
| List 3 things it did and describe how they improved Public Health |  |  |  |

Modern Medicine, c.1900 – Present Day

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| **Unit content: RAG the following throughout, or at the end of the unit.** | **R** | **A** | **G** |
| **Modern ideas about the causes of disease** |
| Define DNA |  |  |  |
| Define and describe what the Human Genome Project was |  |  |  |
| List 2 consequences of the Human Genome Project |  |  |  |
| Give examples of diseases that are genetic conditions and describe how they are discovered |  |  |  |
| Give example of diseases that are caused by lifestyle factors and how |  |  |  |
| Explain how ideas about diseases have changed from previous periods |  |  |  |
| **Developments in diagnosis** |
| Describe what happens in a blood test |   |   |   |
| List different conditions for which blood tests can be used as part of a diagnosis |   |   |   |
| Describe the benefits of blood tests |   |   |   |
| Describe who invented the x-ray, when and how |   |   |   |
| List the different types of scans that are now available, how they work and what they are used for |  |  |  |
| Give two ways in which patients can monitor their own bodies (e.g. blood pressure, sugar) |  |  |  |
| Describe the technology that allows them to do this and how it is used |  |  |  |
| **Penicillin** |
| Define antibiotic |  |  |  |
| Describe the chronology of Alexander Fleming discovering penicillin |  |  |  |
| Describe how Florey and Chain developed the work of Fleming |   |   |   |
| Explain how mass production of penicillin began |   |   |   |
| **Modern treatments** |
| Define magic bullets |  |  |  |
| Describe what Salvarsan 606 was |   |   |   |
| Describe how Prontosil was developed, using facts |  |  |  |
| Define radiotherapy |  |  |  |
| Explain how radiotherapy is used to treat cancer |  |  |  |
| **Modern Surgery** |
| Describe what happens during a blood transfusion |  |  |  |
| Describe the work of Karl Landsteiner and why he is important |   |   |   |
| Give some key facts about the British National Blood Transfusion Service |  |  |  |
| List the facts about the first successful transplant of the cornea of the eye |  |  |  |
| List the facts about the first successful transplant of the hear |  |  |  |
| Describe the common problems with transplants |  |  |  |
| Define keyhole and robot-assisted surgery |  |  |  |
| List the illnesses keyhole surgery is commonly used for |  |  |  |
| Describe the first operation carried out by a robot |  |  |  |
| **The National Health Service (NHS)** |
| Explain why access to healthcare was limited before the NHS |   |   |   |
| List the key aims of the NHS |  |  |  |
| Describe who founded it, when and where |  |  |  |
| Describe the impact the NHS has had on healthcare in this country |  |  |  |
| **The Government’s role in Healthcare** |
| Define Diptheria |   |   |   |
| Define Polio |  |  |  |
| Describe why Diphtheria was so dangerous before the 1940s |  |  |  |
| Describe why Polio was so dangerous before the 1950s |  |  |  |
| List the actions the government took, during the Diptheria vaccination campaign |  |  |  |
| Describe the impact of the campaign |  |  |  |
| List the actions the government took, during the Polio vaccination campaign |  |  |  |
| Describe the impact of the campaign |  |  |  |
| **Case Study: Lung Cancer** |
| Describe the causes of lung cancer |   |   |   |
| List the technology used in the diagnosis of lung cancer |  |  |  |
| Describe how they are used |  |  |  |
| List the technology used in the treatment of lung cancer |  |  |  |
| Describe how they are used |  |  |  |
| List the actions the government have taken to reduce smoking |  |  |  |
| **Trench Warfare on the Western Front** |
| Define trench warfare |   |   |   |
| Define the Western Front |  |  |  |
| Describe the different lines of a trench system |  |  |  |
| Describe the key features of a trench e.g. parapet, duckboards, firestep, sandbags |  |  |  |
| Describe how tunnelling was used during WW1 |  |  |  |
| **The RAMC and the FANY** |
| Define RAMC |   |   |   |
| Define FANY |  |  |  |
| Give 3 facts about the role of the RAMC |  |  |  |
| Give 3 facts about the role of the FANY |  |  |  |
| Define Chain of Evacuation |  |  |  |
| List the four different stages of the Chain of Evacuation |  |  |  |
| Describe what happened at a Regimental Aid Post |  |  |  |
| Describe what happened at a Casualty Clearing Station |  |  |  |
| Describe what happened at an Advanced Dressing Station |  |  |  |
| Describe what happened at a Base Hospital |  |  |  |
| List the ways in which the FANY helped with transport |  |  |  |
| **Conditions in Trenches** |
| Describe the causes, symptoms, treatment and prevention of Trench Foot |   |   |   |
| Describe the causes, symptoms, treatment and prevention of Trench Fever |  |  |  |
| Describe the causes, symptoms, treatment and prevention of Shellshock |  |  |  |
| Define Chlorine Gas and say when it was first used and how |  |  |  |
| Define Mustard Gas and say when it was first used and how |  |  |  |
| Define Phosgene Gas and say when it was first used and how |  |  |  |
| **Wounds and Injuries** |
| Explain the damage gunshot wounds did and why |   |   |   |
| Explain the damage shrapnel did and why |  |  |  |
| What was the Brodie Helmet? |  |  |  |
| Describe the impact of the Brodie Helmet |  |  |  |
| Explain the link between bacteria in fertilisers and wound infection |  |  |  |
| Define plastic surgery |  |  |  |
| Describe how plastic surgery was developed during WW1 |  |  |  |
| List the ways that infection was fought, at the start of WW1 |  |  |  |
| **Developments in Surgery and Medicine** |
| Describe how x-rays were used at the start of the war |  |  |  |
| Identify and describe a problem with x-rays |  |  |  |
| Define the Thomas Splint |  |  |  |
| Explain the impact the splint had on death rates during WW1 |  |  |  |
| Define Blood Bank |  |  |  |
| Describe Captain Oswald Robertson’s work |  |  |  |
| Describe what happened at the Battle of Cambrai in 1917 |  |  |  |
| Describe the work of Alexi Carrel and Henry Dakin  |   |   |   |
| Explain why their work is significant |  |  |  |
| Describe the work of Antoine Depage |  |  |  |
| Explain why his work is significant |  |  |  |