

Elizabethan England

1558 - 1588



Exam

Knowledge



Elizabethan Society

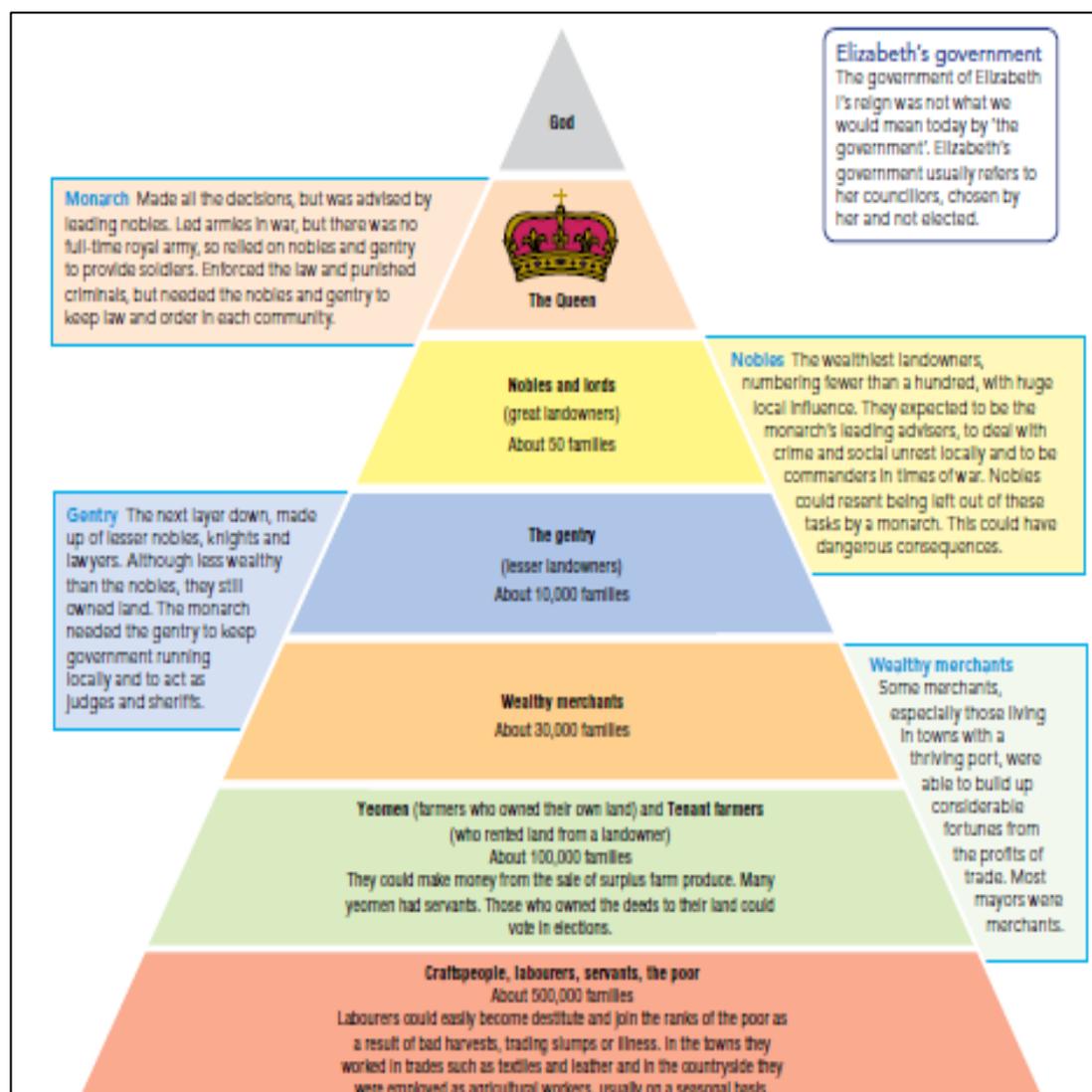
- 90% of the population lived in rural areas (the countryside).
- 10% lived in urban areas (towns).

The Countryside

- The nobility – major landowners, dukes, lords and earls (about 50 families).
- The gentry – rich and owned land but not as rich as the group above (about 10,000 families).

The Towns

- Merchants – traders who were very wealthy (about 30,000 families).
- Professionals – lawyers, doctors and clergymen (people who worked for the Church).



Queen Elizabeth I's Problems

1. Religion

- When Elizabeth I was a Protestant in charge of a Catholic country.
- The Protestants in England expected her to make the whole country Protestant.
- The Catholics in England wanted her to become a Catholic and keep the entire country Catholic.



2. The threat from abroad

- The most powerful countries in Europe were France and Spain. Both of these countries were Catholic.
- To make matters worse France had troops in Scotland which was also a Catholic country and France and England were at war when Elizabeth became queen in 1558.

3. Money

- The previous queen, called Mary Tudor, had been married to Catholic King Phillip I of Spain and had spent money helping him fight France. Elizabeth was £300,000 in debt.
- Elizabeth's annual income was only £286,667 so even if she didn't spend any money at all for a year she would still owe money!

4. Marriage and the Succession

- Elizabeth was expected to marry and have a child
- France wanted her to marry a French Catholic (Francis, Duke of Anjou), Spain wanted her to marry a Spanish Catholic (possibly Philip II of Spain who had been married to her sister Mary Tudor) and many English people wanted her to marry an English Protestant.

5. The Privy Council - This was a group of men who would advise her and help her rule.

- Elizabeth needed all the help she could get as she never expected to become queen.
- All the most powerful men expected to be part of this.
- If she didn't appoint all the people who wanted to be part of it they could try to overthrow her.
- If she appointed Catholics, the Protestants would be unhappy.
- If she appointed Protestants the Catholics would be unhappy.

6. Doubts about her ability to rule

- Women were seen as weak and unintelligent at this time and it was seen as impossible for a woman to be able to rule without a man.



7. Elizabeth's Legitimacy

- Some people argued that Elizabeth shouldn't even be queen as they believed that her father, King Henry VIII, hadn't been legally married to Elizabeth's mother.
- If this was true Elizabeth could not be queen.

Religion: A problem solved?

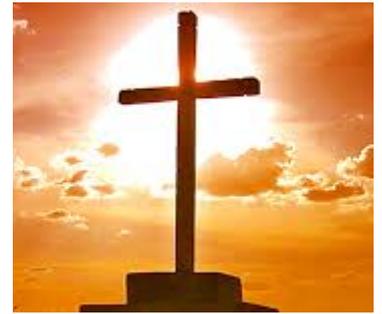
- Catholics and Protestants are both Christians.
- Many beliefs are similar but there are some important differences about how people should worship and who should be in charge of the Church (meaning religion)

Some Catholic beliefs

- The Pope is the Head of the Church
- Priests cannot marry.

Some Protestant beliefs

- The monarch is the Head of the Church.
- Priests can marry.

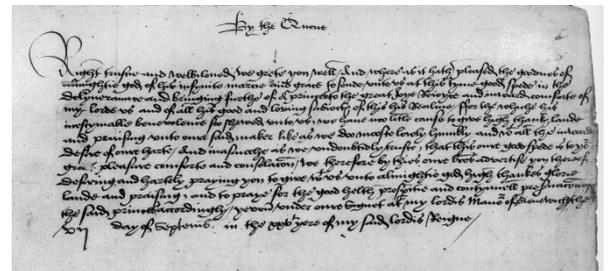


Solution?

- Elizabeth tried to create a religious settlement that was a compromise between both beliefs but it favoured the Protestants more than the Catholics as she was a Protestant herself.

1. The Act of Supremacy 1559

- This made Elizabeth the **Supreme Governor** of the Church, taking power away from the Catholic Pope in Rome.
- Elizabeth did not call herself the Head of the Church as she knew this would anger the Catholics.



2. The Act of Uniformity (1559)

- This made Protestantism England's official religion.
- It made sure everyone used the new prayer book.
- The prayer book was in English not Latin.

3. The Royal Injunctions.

These were rules for worship that Queen Elizabeth I introduced. These said that all clergy had to:

- Teach the Royal Supremacy (the Elizabeth was the Supreme Governor of the Church)
- Keep a copy of the Bible in English

Importance of the Church and Impact of Religious Changes

The role of the Church:

1. Preached the government's message.
 - To preach you needed a licence which could also be taken away if you broke the rules.
2. Legitimised Elizabeth's rule
 - There were some people who believed that Elizabeth wasn't the rightful queen as she was illegitimate and wasn't Catholic.
 - The Church encouraged people to stay loyal to her.

Impact of Elizabeth's religious changes

- 2000 clergy had to be dismissed as they refused to implement Elizabeth's Act of Supremacy or Uniformity.
- 8000 did accept the changes.
- Up to one-third of Catholic nobility (the richest and most powerful people) refused to go to the new church services. These people were **recusants** and were mainly based in the North of England.
- The Pope instructed all Catholics in England not to attend the new services.

Mary Queen of Scots

- Catholic.
- Elizabeth's second cousin.
- Became Queen of Scotland when aged only 6 days old.
- In 1559 Protestant nobles took control of Scotland while Mary was living in France.
- In 1561 Mary Queen of Scots returned to Scotland and became a Catholic monarch of a Protestant country. The Protestant nobles ruled, she was powerless.
- Many English Catholics believed that Mary Queen of Scots was England's rightful queen as they believed that Elizabeth was illegitimate.
- As long as Mary Queen of Scots was alive Elizabeth's life would be in danger as killing Elizabeth would mean that Mary would be Queen of England as well as Scotland. England would be Catholic again.
- In May 1568 Mary Queen of Scots arrived in England after escaping prison in Scotland where the Protestants had put her.
- She asked Elizabeth for help



Elizabeth's options

1. Provide Mary Queen of Scots with an army and help her become Queen of Scotland again.
2. Meet her and then decide what to do with her.
3. Imprison Mary.
4. Execute Mary Queen of Scots immediately.

Considerations

1. Executing Mary could lead to a Catholic uprising in England and, possibly, invasion by France as Mary had been married to the previous French King. Mary was also a relative. Not only that but even Elizabeth believed that monarchs were chosen by God, killing Mary would be killing someone with a direct connection to God.
2. Meeting Mary would give the impression that Mary was as important as Elizabeth and might increase her profile / importance in England.
3. If she imprisoned her it would anger Catholics in England and abroad. Mary would also still be alive and, therefore, a threat to Elizabeth.
4. If she gave Mary an army then Scotland would become Catholic again and would be a major threat to England and to Elizabeth.

Elizabeth's Spy Network

Led by Sir Francis Walsingham who was Secretary of State (Elizabeth's most important advisor).

Walsingham had:

1. Spies in every English town.
2. Spies in many foreign countries such as Spain and France.
3. Informers in who were often connected to people who were likely to revolt against Elizabeth.



Methods

1. Torture
2. Execution

Walsingham was careful to avoid executing too many people or using torture too much as he didn't want to make people feel sympathy for them. The threat of torture was often enough.

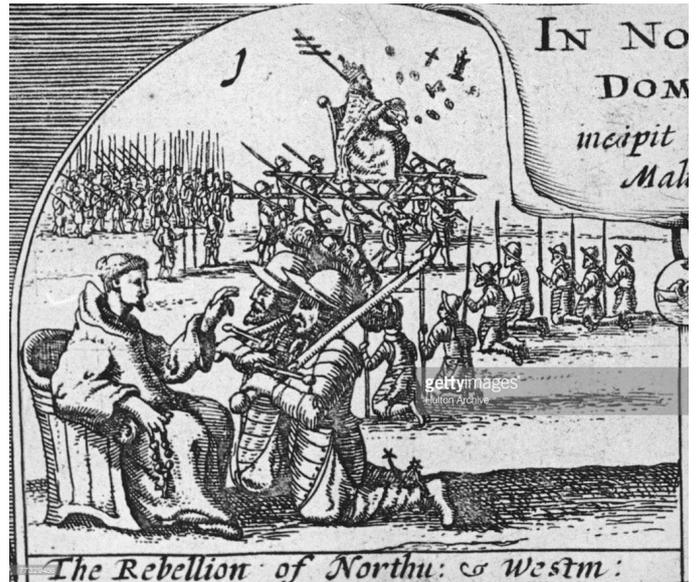
3. Code breakers
 - Walsingham employed people to break the codes of his enemies so he could learn about and stop their plots

The Revolt of the Northern Earls 1569 -1570

- Led by the Earl of Westmorland) and the(Earl of Northumberland).
- Also involved, the Earl of Norfolk (the most powerful noble in England).
- Aimed to replace Queen Elizabeth with Mary Queen of Scots.
- The Earl of Norfolk would marry Mary Queen of Scots and rule England with her.
- England would then become Catholic again.

Causes

- The earls claimed to want to restore Catholicism as most of England's Catholics were based in the north and they hoped this would get them more support.
- They were angry with Queen Elizabeth I as she had started to take their power away and replace them with people she felt were more loyal to her.
- The Earl of Northumberland had lost his position of 'Warden of the Middle March'.
- Elizabeth had taken land from both earls. She had also taken copper mines from the Earl of Northumberland which lost him lots of money.
- Elizabeth ordered the earls to come to London. The earls feared she had found out about their plan and intended to execute them. They had to act to save their own lives.



Results

- It failed.
- Other Catholic nobles in areas such as Lancashire and Cheshire stayed loyal to Queen Elizabeth I.
- The earls believed that would get support from other Catholic countries such as Spain. This help never came.
- Elizabeth quickly assembled an army of 10,000 soldiers led by the Earl of Sussex. This was far more men than the earls had.
- Elizabeth quickly moved Mary Queen of Scots from her prison in the north to Coventry which was much further south. Mary was now too far away to be rescued by the earls.
- 450 rebels were executed.
- The Earl of Northumberland was captured and executed.
- It showed Mary Queen of Scots could not be trusted
- It showed that England's Catholics remained a threat. Elizabeth was now under pressure from Protestants to pass harsh laws against the Catholics.

The Ridolfi Plot 1571

- Ridolfi used by Mary Queen of Scots to carry messages to the Duke of Alva who commanded the Spanish army in the Netherlands, the Pope and King Philip II of Spain.
- These messages asked for help to overthrow Elizabeth by them invading England to help her.
- The Duke of Norfolk supported the plan for the invasion and the overthrow of Elizabeth.
- He was the most powerful noble in England.
- He was to marry Mary Queen of Scots once Elizabeth was dead.



Results

- The plot was discovered by Sir William Cecil and Norfolk was betrayed by his servants.
- Norfolk was found guilty of treason (betraying his country) and executed in June 1572.
- Ridolfi escaped
- Elizabeth expelled the Spanish Ambassador but took no further action against Spain.
- Elizabeth passed an Act which said that anyone who said she was not the rightful queen was a traitor.
- No action was taken against Mary Queen of Scots who remained in prison.

More Plots against Elizabeth!

The Throckmorton Plot 1583

- Francis Throckmorton organised a plan to get a French army to invade England and replace Elizabeth with Mary Queen of Scots.
- The French army would be led by the Duke of Guise
- It would be paid for by Philip II of Spain.
- The Pope supported the plot.

Results

- Sir Francis Walsingham discovered details of the plot.
- Throckmorton was arrested and under tortured
- He was executed in May 1584.
- Mary was moved to more secure accommodation at Tutbury Castle. She wasn't allowed visitors and was kept in isolation (alone).



Significance

- It provided further evidence that England's Catholics could not be trusted.
- It showed that France and Spain, who were enemies, would be prepared to work together to overthrow Elizabeth.
- It led to even harsher treatment of Catholics in England with 11,000 imprisoned, put under house arrest (not allowed to leave their houses) or kept under surveillance (watched).
- A new law in 1585 now said that anyone hiding or helping a Catholic priest would be executed. Previously they would have been fined.

More Plots against Elizabeth!

The Babington Plot 1586

- Sir Anthony Babington, a young Catholic nobleman, planned to rescue Mary Queen of Scots from jail, murder Elizabeth and make Mary Queen of Scots Queen of England
- France would invade England to help him

Results

- Sir Francis Walsingham intercepted the letters between Babington and Mary Queen of Scots.
- These letters provided proof that Mary was involved with this plot against Elizabeth.
- Babington and his fellow plotters were executed
- In October 1586 Mary Queen of Scots was sentenced to death for her involvement in the plot but Elizabeth refused to sign the death warrant.
- Elizabeth eventually did sign the death warrant in February 1587 but kept hold of it so Mary could not be executed. She did this because:
 - She didn't want to execute a family member, or a fellow queen.
 - She still worried about the reaction of Spain and France if she did execute her. In particular she was worried they may invade.
- The death warrant was eventually found by her secretary and Mary was executed.



Significance

- 31 Catholic priests were executed
- Mary Queen of Scots was executed.
- There was now no Catholic heir to the throne. Killing Elizabeth would mean that Mary Queen of Scots' son James would be the next King of England and he was a protestant! Elizabeth was now much safer and there wasn't any reason for Catholics in England to now kill her.
- Relations with Spain worsened even more after Mary execution.

The Execution of Mary Queen of Scots February 1587

- Many of Elizabeth's advisors felt it was important to execute Mary because:
 - a. Relations with Spain were getting worse. The longer she was alive for the more likely Philip II of Spain was to invade as Catholic Mary would replace Elizabeth as monarch if Elizabeth was killed.
 - b. The fact that Mary was alive encouraged English Catholics to try to kill Elizabeth as Mary would replace her if she died.
 - c. The Pope excommunicated Elizabeth in 1570 meaning it was okay for Catholics to kill her.
 - d. Mary had a Catholic son. If she became queen England would be Catholic while she was alive and would remain Catholic under the rule of her son.

Mary's execution was important because:

- It removed an important threat to Elizabeth. There was now no longer a Catholic monarch to replace her with. It made Elizabeth safer.
- If Elizabeth could kill a monarch then it would be more acceptable to kill her. People at this point believed that monarchs were anointed (chosen by God) and therefore were special. Elizabeth had undermined this. It gave Philip II of Spain another reason to invade England. Mary had also left her claim to the English throne to Philip II which was another reason to invade.



Relations with Spain

During the early years of Elizabeth's reign Catholic Spain (the most powerful country in the world at that time) and Protestant England remained friendly. Over time tension built up leading to war in 1585 and an attempt to invade England in 1588, by the Spanish Armada.

Why was there conflict between Spain and England?

| Issue | Explanation |
|--------------------------------|---|
| Religious differences | Spain was a Catholic country and England a Protestant country – meaning that the two rulers had different religions. |
| Piracy | English sailors like Hawkins and Drake attacked and stole treasure from Spanish ships in the Americas (known as the 'New World'). King Philip was furious but Elizabeth encouraged and rewarded adventurers. Between 1577 and 1580 Drake stole £400,000 of Spanish gold and silver. |
| Spain supported Catholic plots | There was evidence of Spanish support for plots to restore Catholicism to England. These aimed to put Mary Queen of Scots on the throne and murder Elizabeth. |
| The Dutch Revolt | Protestants in the Netherlands began a revolt against Spanish rule in 1572. Elizabeth secretly supported the Dutch rebels because she knew the Dutch revolt would keep the Spanish too busy to threaten England. She even sent an army to help the Dutch |

Relations with Spain

Complete the paragraphs by NEATLY deleting the incorrect words / numbers

There were **many / one reasons** why relations between Spain and England worsened during Elizabeth's reign. One of these was religion. England was a **Protestant / Catholic** country and Spain was a **Protestant / Catholic country**. As a result they had **different / the same** views about religion. Also, Elizabeth's **mum / sister** had been married to King Philip II of **Spain / France** and wanted to marry Elizabeth after Mary had died. Elizabeth pretended for many years that she might do this but eventually refused making Philip feel that he had been lied to.

King Phillip II of Spain was also angry as English sailors such as **Sir Francis Drake / Sir Stanley Swan** were attacking Spanish ships and stealing their **gold and silver / spices and jewels**. In 1572 Drake stole **£40,000 / £400,000** and 5 years later he stole **£40,000 / £400,000**. These were huge sums of money. Elizabeth encouraged Drake and others to do this. King Philip II of Spain was **furious / happy**.

Relations also worsened due to Spain's support for the revolts against Elizabeth. These included (LOOK BACK IN THIS KNOWLEDGE ORGANISER TO FIND THE CORRECT DATES FOR THIS SECTION) the Revolt of the Northern Earls in **1569 / 1579**, the Ridolfi Plot of **1571 / 1575**, the Throckmorton Plot of **1583 / 1586** and the Babington Plot of **1586 / 1589**.

The final reason why relations worsened was Elizabeth's support for the **Protestants / Catholics** in the Netherlands (Holland) that were fighting against the Spanish who ruled the country. Elizabeth did this because the Netherlands is very close to England and the **ports / airports** there would make it easy for Spain to invade England if they could take control of them. Elizabeth sent an **army / aeroplanes** to help fight the Spanish. This was the final straw for Philip II of Spain and war with England began.

The Spanish Armada

The greatest challenge to Elizabeth was first seen in the English Channel on 29 July 1588. This was the Spanish Armada, a fleet of armed ships sailing towards England in a crescent formation.

King Philip of Spain decided to invade England and attempt to overthrow Elizabeth for a number of reasons. Some of these were:

- The religious differences (Spain was Catholic and England Protestant).
- English privateers like Drake were attacking Spanish ships and stealing gold and silver.
- Elizabeth had sent an English army to the Netherlands to help the Protestant rebels fight the Spanish.

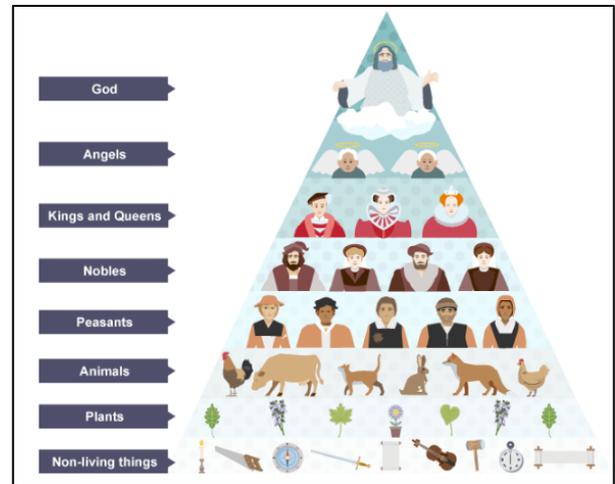
Why the Spanish Armada Failed.

| Factor | Information |
|-----------------|---|
| Leaders | The Duke of Medina Sidonia led the Spanish fleet, but he was inexperienced in naval battle and so made some fatal errors in his planning and tactics. |
| Planning | <p>The strength of the Spanish fleet came from its crescent formation plan – but when the English broke this up with their fire ships, the Spanish were much easier to attack. This was the Battle of Gravelines.</p> <p>The Spanish ships had also been at sea for 10 weeks. The food they had was now rotten. Many soldiers and sailors were ill or weak as a result.</p> |
| Tactics | Spanish tactics were to get close enough to English ships to board them, whereas the main English tactic was to attack from a safe distance. |
| Ships | Spanish ships were slower and less equipped for the bad weather than the English ships. |
| Weapons | The English ships had cannon they could fire at a safe distance and could be reloaded quickly. The design of the Spanish cannon meant that they could only fire over short distances and were slow to re-load. |
| Weather | The lack of a secure port where the Spanish could take shelter meant that the Spanish ships were buffeted by the wind. A storm scattered the Spanish fleet making it easy for the English ships to attack them. The thinking was that God intervened and the windy weather was a sign that God was on Elizabeth's side. |

The poor

Life for ordinary people was often hard and the number of poor people increased during Elizabeth's reign.

Unlike now, there was no welfare system or support for anyone who fell on hard times. Poverty was mostly considered to be your own fault in Elizabethan times.



| Reason why people were poor | Explanation |
|-----------------------------|--|
| Rising population | The population rose by a million during the Elizabethan period. More people meant there was more demand for goods, and so prices rose. It also meant that there were more people looking for a job so wages went down. Finally, it meant that there were more people who wanted to rent or buy land. As a result, the prices of rents and land increased. |
| Inflation | Prices for goods rose, but wages fell as there were more people around to do the work. |
| Cloth trade collapse | Woollen cloth was England's main export. Demand for this went down and this led to unemployment. |
| Wars | Taxes were increased to pay for the war against Spain which made people poorer. |
| Bad harvests | Harvests were particularly bad in 1562, 1565 and 1573 leading to even there being less food to buy so prices went up again. |
| Changes in farming | Many landlords decided to enclose (fence in) their fields and keep sheep instead of growing crops which led to high unemployment as they needed to employ fewer people to look after sheep than they needed to look after crops. |

The Treatment of the Poor

The Poor Laws

Being poor was mostly considered to be your own fault in Elizabethan times, but attitudes started to change towards the end of Elizabeth's reign and the government decided to take action. This was because of:

- fears that the 'social order' might be threatened if the growing number of poor people ganged together and vagabonds and beggars might turn to crime
- fears that the poor might spread disease

There were believed to be 2 types of poor people

- **Impotent poor** – people unable to work due to age, disability or other infirmity. Limited relief (help) was provided by the community in which they lived.
- **Able-bodied poor** - these were people who were physically able to work but didn't. . It was thought many able-bodied poor were lazy, idle and threatened the law and order. They were forced to work to prevent them from becoming vagrants, beggars or vagabonds

Laws

1. The 1572 Vagabonds Act introduced severe action against vagrants who could now be whipped, bored through the ear and put to death if they were repeatedly caught begging.
2. The 1576 Act for the Relief of the Poor said that towns had to find work for the able-bodied poor. If people refused to do this work they would be sent to a 'House of Correction (prison).

Did Elizabeth successfully help the people?

- By the end of Elizabeth's reign wide-ranging laws were passed to support the poor, which remained in place for the next 200 years.
- They played an important role in supporting the poor, rather than just punishing them and signalled the first move into welfare from the state, but they did not end poverty and in fact more relief money still came from private charity.



Leisure

Theatre

The first theatre in England was built during Elizabeth's reign and was simply called 'The Theatre'. It was opened in 1576.

Shakespeare's famous Globe Theatre was opened in 1599.

Purpose-built theatres were popular and offered tiered seating with prices suitable for everyone from the poor to the rich.

The first famous playwright was Christopher Marlowe



Opposition to the theatre

Not everyone approved of theatres. There was some opposition from:

- The Puritans - they believed theatres were the work of the devil, spreading rude and lewd ideas encouraging poor moral behaviour.
- The authorities – They worried that the actors were actually wandering criminals.
- Elizabeth worried that theatre performances might criticise her and her rule so, in 1572, all acting companies had to have a royal licence and all scripts had to be checked before they could be performed.



Music

- Examples of instruments were: the harpsicord, lutes and spinets
- Musical performances were popular and musicians were paid to perform at official or public events.
- Music was played at fairs, markets and taverns.
- Dancing was a popular pastime as it brought men and women together although the upper and lower classes did not dance together.

Other Pastimes

Higher society –

- Reading the classics,
- Studying music,
- Hunting and hawking.

Lower society –

- Drinking,
- Gambling on bear-baiting, cockfighting, cards, dice and racing.
- Tobacco smoking was new and expensive but growing by the end of Elizabeth's reign.
- Ordinary people also took part in wrestling, running races and football.



Explorers 1

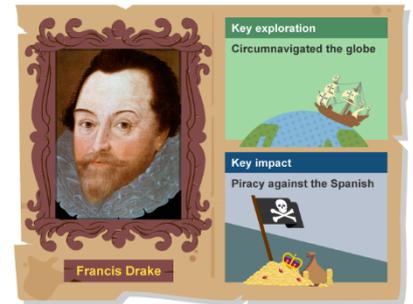
- England became very rich as it was able to trade with the countries its explorers discovered.
- Spices were particularly valuable, some were more valuable than gold!
- There were a number of famous explorers who led these voyages.

1. Francis Drake

- Most famous seaman of Elizabeth reign.

Achievements

- Drake was the first Englishman to sail around the world between 1577 and 1580.
- Launched successful attacks on the Spanish empire, bringing back gold, silver and jewels, making a huge profit.
- Claimed new lands for England and made valuable trading contacts with the Spice Islands.
- Played a role in the defeat of the Spanish Armada by attacking Cadiz in 1587 and delaying Spanish preparations.



Explorers 2 and 3

John Hawkins

He was a slave trader and was Sir Francis Drake's cousin.

Achievements

- Elizabeth appointed him as a vice-admiral fighting against the Spanish Armada.
- Developed a new type of fighting galleon which was faster, lighter and better able to withstand harsh weather conditions than ships in the Spanish fleet.
- His innovative (new) designs were important in helping England beat the Spanish Armada

Walter Raleigh

- He was a famous sailor and explorer.
- He wanted to establish colonies for Elizabeth in North America.

Achievements

- In 1584 he obtained a royal **charter** (permission) to establish a colony on Roanoke Island off the coast of North Carolina in North America.
- He organised two expeditions to take settlers to the colony.
- The first group of settlers in North America came home after a year; the second were left there but later disappeared.
- Despite the failure of his colonies they are important as they proved the journey from England to America could be made. These voyages eventually led to the successful colonisation of North America by Europeans.
- Raleigh didn't play a major part in the Armada campaign.



History

GCSE Germany

Knowledge Organiser



Germany 1914-1918

Germany went to war in 1914 convinced that if it didn't France and Russia

would attack and destroy it. The Kaiser (the German Emperor) also promised that Germany would win and people expected the war to be over by Christmas. The Germans very nearly won in September 1914 but were stopped just short of Paris by the British and the French at the Battle of the Marne. The Germans very nearly won again in 1918 when Russia surrendered. Germany moved the millions of soldiers who had been fighting the Russians to the west and they attacked the British and French who had to retreat. This advance was stopped with American help. American had joined the war in 1917.

By mid-1918 it became clear that Germany could not win. The German population was angry and started to demand that the Kaiser abdicated (resigned). On 9th November the Kaiser did abdicate and a new government was formed led by a man called Friedrich Ebert. In order to prevent Germany being invaded and destroyed Ebert got the Allies to agree to sign an armistice and on 11th November 1918 the fighting stopped.

In January 1919 new elections were held using proportional representation (this is a system where the % of votes matches the % of MPs a party gets in parliament) and Ebert became President. The new government was a coalition of 3 different political parties and now had the task of writing a new constitution (a list of rules stating how Germany would be run). However, before doing this, it had to flee Berlin (Germany's capital city) and move to the city of Weimar as Berlin was full of angry ex-soldiers. Germany was now known as the Weimar Republic but it was in total chaos. People were starving, there was no law and order and lots of different groups wanted to overthrow the new government. Weimar Germany was off to a very bad start.

The Impact of the First World War on Germany

1. Match the type of effect to the correct definition

| Type of effect | Details |
|----------------------|---|
| Political effect | Germany was starving. It could not produce enough food to feed its people and British warships were preventing Germany from importing food. This blockade continued until Germany signed the Treaty of Versailles in June 1919. In total 750,000 Germans died from starvation. |
| Physical effect | There was chaos on the streets. Ex-soldiers, many of whom were armed, were roaming the streets demanding that the Kaiser abdicated. Law and order in Germany was breaking down. |
| Psychological effect | The Kaiser and Generals Ludendorff and Hindenburg had ruled Germany throughout the war. None of these were elected. Many Germans wanted a change and Germany to become a democracy . The Kaiser abdicated on 9 th November 1918 and Germany became a republic with a socialist government led by Ebert. It was very clear that Germany could not continue fighting as the army was exhausted. The new government had to end the war or Germany would be invaded and destroyed. On 11 th November 1918 the armistice was signed. |
| Law and order | The German people had been promised victory and had believed these promises. Germany nearly won the war in 1914 and again in 1918. In total over 2 million German soldiers died and over 4 million were wounded. People looked for someone to blame. In 1918 they blamed the Kaiser. |

Strengths and Weaknesses of the Weimar Constitution.

• Strengths

Weaknesses

| | |
|---|---|
| Men and women aged over 20 could vote. This made sure that the government had to listen to all adults regardless of their gender. | Article 48 of the constitution meant that the President could run the country on his own if he felt it was needed. He didn't have to listen to the Chancellor or Reichstag if he felt there was an emergency. |
| Proportional representation made sure that everyone's views were represented in the Reichstag. As a result, unfair laws were unlikely to be agreed to. | The Chancellor had to listen to the Reichstag (parliament). As the Reichstag was elected by the people it meant that the Chancellor had to run the country in a way that most people liked. |
| Proportional representation made it very hard for the government to make decisions. This was because every government was a coalition of at least 3 political parties who often couldn't agree. | Article 48 meant that the President could run the country on his own if there was an emergency. This meant that if the government couldn't agree decisions could still be made. |

The Treaty of Versailles June 28th 1919

One of the first actions of the new government, led by leader Friedrich Ebert, was to sign the Treaty of Versailles in June 1919. The treaty was very harsh on Germany. It was designed to punish Germany for the war, and to compensate the Allies for their losses, rather than help Germany recover after the war. The Germans hated it and blamed the Weimar government. The government had no choice but to sign the treaty as the Allies said they would invade Germany if they didn't. Signing the treaty actually saved hundreds of thousands of German lives. The main terms of the treaty can be divided into four areas:

- a) **Land:** Germany lost 13% of its land and also lost colonies and territories to other countries. For example:

Alsace and Lorraine – returned to France

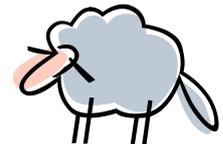
Saarland – taken over by France. This territory contained a lot of heavy industry iron, coal and steel production. Its loss therefore weakened the economy further.

- b) **Army:** Germany's armed forces were drastically reduced. The army was limited to 100,000 soldiers. The navy could only have 6 battle ships. The Rhineland had to be demilitarised (no German troops were allowed in the area). Germans felt this made it easy for them to be attacked by the French
- c) **Money:** Germany was made to pay reparations. This was money they had to pay for all the damage caused by the war. Remember, that Germany was not the only country fighting and, therefore, not the only country that caused damage. Germany had to pay the Allies £6,660 million. It was impossible for Germany to pay this as the Treaty of Versailles took away 10% of its industry and 15% of its agricultural land. The Allies didn't care, Germany would have to find the money!
- d) **Blame:** Article 231 of the Treaty (the 'War Guilt Clause') said that Germany was to blame for causing the war. This was the term the Germans most hated. To them the war had been one of self-defence as they felt threatened by France and Russia. In their eyes they had no choice but to attack these countries before they attacked Germany.

Revision hint

You need to remember the four key terms of the treaty of Versailles. Think LAMB

L = Land A = Army M = Money B = Blame



The Treaty of Versailles June 28th 1919

a) **Stab in the Back**

The terms of the Treaty horrified and humiliated the German people. Overall Germany was to lose 13% of its land, 12.5% of its population and 50% of its iron and steel industry. Most Germans felt the treaty was unfair and called it a **DIKTAT** (because it was dictated to them, not negotiated).

Many people believed that Germany had been '**stabbed in the back**' and referred to the leaders of the new government as the '**November Criminals**' as Germany had stopped fighting in **November 1918**. As Germany had not been invaded before it surrendered people believed that the government who signed the surrender had stabbed the army in the back (betrayed them). The army supported this lie, as they didn't want to be blamed for Germany's defeat. The reality was the army was exhausted and couldn't carry on fighting but it didn't want the people to know this



However, it was hard to see what the government could do. If Ebert refused to sign war would break out again. By signing the Treaty of Versailles he ensured peace. However, many Germans did not understand this so blamed the government. Ebert also hoped that, over time, the Allies might allow Germany to renegotiate the treaty and Germany would be able to get a better outcome.

Early Problems for the Weimar Republic

- b) **Uprisings** – There were 2 main uprisings against the government. The first was by the **Spartacists** in January 1919. They wanted to overthrow the government and introduce communism. This was a system of rule where wealth was shared equally between everyone. They were led by Karl Liebknecht and Rosa Luxemburg

The Government, which had moved to the city of Weimar to avoid the violence, employed the Freikorps to put down the rising. The Freikorps were ex-army soldiers who hated the communists.

Karl Liebknecht and Rosa Luxemburg, who led the Spartacists, were arrested and executed by the Freikorps despite the Weimar government ordering that they should be taken alive. This showed that the government was not in full control as the Freikorps just ignored them.

The communists and many of Germany's working class developed a hatred of the government and wouldn't work with it even when the Nazis started to gain support in the 1930s.

The second uprising took place in March 1920 and was led by a man called Wolfgang Kapp and was called the **Kapp Putsch**. Kapp led a group of Freikorps to Berlin and seized power. The government had to flee from Berlin. He did this as he hated the Treaty of Versailles that the government had signed in 1919. The Freikorps helped Kapp as the government had just ordered them to be disbanded. The government ordered the German army to stop the revolt but the army's leaders refused as the Freikorps were ex-soldiers and the army would not fire the ex-soldiers. The army was also angry as the government had just ordered a reduction in the size of the army, meaning many soldiers were about to lose their jobs. This again showed that the Weimar government was weak. Workers then went on strike (a general strike) and Kapp fled Berlin as nothing was open, nothing worked and no one would follow his orders. Only one person was punished for this. No one in the army was punished for ignoring the government's orders.

Problems Faced by The Weimar Republic 1923

The Weimar Republic faced 3 main problems in 1923 which nearly led to the collapse of the government. The main problems and their effects are listed below:

1. The Occupation of the Ruhr

The Ruhr was an area of the Weimar Republic (Germany) that held most of its coal and iron. Germany desperately needed this to help it rebuild its industry and to sell to help it pay reparations. However, in January 1923 the Weimar Republic stopped paying reparations to France as it simply did not have the money needed. As a result, France and Belgium invaded the Ruhr to take the coal and iron instead. Obviously the Weimar Republic was very unhappy about this but, according to the Treaty of Versailles, this was perfectly legal.

As Germany's army had been limited to 100,000 men it could not use force against France and Belgium so instead it ordered the workers to use passive resistance. This meant they should go on strike and behave peacefully. The French and Belgians tried to force the German miners to work but most refused. The invasion of the Ruhr led to further problems for the Weimar Republic. It still had to pay the workers and to do this it printed off more money. This led to hyper-inflation.



2. Hyper-Inflation

The Weimar Republic had to pay the striking workers in the Ruhr but it didn't have enough money to do this as it had spent huge amounts of money on World War I. Additionally, the Allies were making Germany pay reparations which made it poorer again. As a result, it simply printed off more money. As there was more money being printed the value of that money went down. In 1919 a loaf of bread cost 163 Marks (the German currency), by September 1923 it cost 1,500,000 Marks!! Instead of money many people began to barter (exchange one product for another). This massive drop in the value of money (what it can buy) is known as hyper-inflation. Hyper-inflation meant that many people's savings were wiped out and some people became so poor that they had to beg for food. The government couldn't do anything to help them and people became increasingly desperate. The people didn't blame the French or Belgians for this or even the Kaiser who had borrowed an enormous amount of money to pay for the war, they blamed the Weimar Republic's new government as it had agreed to the Treaty of Versailles (remember that it had not had a choice in this).



3. The Munich Putsch / Beer Hall Putsch (8-9 November 1923)



This was Hitler's first attempt to seize power and failed.

In September 1923 the Chancellor (Prime Minister) of the Weimar Republic called Gustav Stresemann called an end to passive resistance in an attempt to encourage the French and Belgians to leave the Ruhr. Many Germans hated this and felt that Germany should not give in to the French and Belgians. This anger meant that Hitler and the Nazis thought that they could take over Germany in 1923.

On 8th November 1923, with the support of Ludendorff (a famous and very well respected general from World War I) Hitler and the Nazis attempted to overthrow the government of the state of Bavaria (an area of Germany) before taking over all of Germany. They marched on the local parliament building of Munich (the capital of Bavaria). This time the army did support the government, Hitler and his Nazi supporters were forced to retreat and many, including Hitler and Ludendorff were arrested and put on trial.

His trial lasted 1 month and was in all the national newspapers. He used his excellent oratory skills (speaking skills) to gain publicity for him and the Nazi Party. He criticised the Weimar government, blamed Jews for Germany's defeat and criticised the 'November criminals'. The judges were sympathetic towards him and allowed him to make long speeches which were reported in all the national newspapers. Before the trial very few people had heard of him or the Nazi Party, after the trial many more Germans had.

Hitler was sentenced to 5 years in prison (a very lenient sentence) but was released after less than 9 months. While in prison he wrote a book called 'Mein Kampf' which in English means 'My Struggle'. This book set out Hitler's ideas and sold thousands of copies. Many Germans now knew who Hitler and the Nazis were.

How were the Problems of 1923 solved?

Invasion of the Ruhr (January 1923)

- The Chancellor of Germany – Stresemann called off passive resistance and in November 1923 attempted to pay reparations again. This led to the French and Belgians leaving the Ruhr and allowed Germany to mine the coal again. Germany could now sell the coal to earn money and pay reparations again. It could also use the money to try to improve the lives of Germans.



Hyper-inflation

- In October 1923 the government got rid of the old German Mark (remember this was the name of Germany's money that was worthless) and introduced a temporary currency called the Rentenmark. They introduced an exchange rate to do this and strictly controlled the amount of money in circulation. Germans had a limited amount of time to exchange their old currency for the new one. All the old money was burnt. In the following year a permanent currency called the **Reichsmark** was introduced. Hyper-inflation was now over and money now had value.



As a result of the government starting to pay reparations again the Allies introduced the Dawes Plan. The Weimar Republic now had to pay £50 million per year (a lot less than before) and the USA lent them 800 million marks. In total US banks and government lent Germany over \$3000 million. This helped Germany greatly but also made them dependent on the USA. If the USA asked for its money back urgently, the German economy would collapse.

1924-1929 – The Golden Years and the success of Gustav Stresemann.

Living Standards -These improved greatly during the years 1924-1929

- Working hours went down and real wages went up by 10%
- Working conditions improved for some workers
- 2,000,000 new homes were built in the years 1924-1931
- Unemployment benefit was introduced so if you lost your job you would get some help from the government.

Women

- There was greater equality in education, wages in SOME professions increased and women were given the vote in 1920
- The number of female lawyers, doctors (3000) and teachers (100,000) increased
- More women went to university than ever before

Cinema / Literature / Theatre

- Germany became respected in all of these areas. The 1920s was a golden age for German cinema.
- The best known director was Fritz Lang who produced the horror film called *Metropolis*. This was an anti-war film.
- New operas and plays were known as Zeittheatre and Zeitoper meaning theatre and opera 'of the time'.

Politics

- Support for political parties that hated the Weimar Republic went down. In the election of 1928 the Nazis only won 12 seats in the Reichstag meaning they only had 12 MPs. There were over 600 MPs in the parliament in total!

German relations with other countries

- The Locarno Pact of 1925. The most important part was that Germany and France agreed that the border between their countries shouldn't change. This meant they promised not to fight each other again. Both countries felt safe.
- Germany became a member of the League of Nations in 1926 and was one of the most important members. This was an organisation that made decisions that affected the world. Germany had not been allowed to join when the league was set up. This showed that Germany was now respected and trusted.
- The Kellogg-Briand Pact of 1928. A group of 61 countries agreed not to go to war to achieve foreign policy aims. Germany was one of these countries.

BUT

- Unemployment actually went up and working hours increased for some workers
 - It was still hard for women to be employed in typically male jobs such as management roles.
 - All of these improvements relied on American loans. If America demanded its money back the Golden Years would come to an immediate end.
-

Unpopular Weimar

In the late 1920s there were others reasons why the government of Weimar Germany became unpopular.

1. The Great Depression

In October 1929 the American economy went into a slump. This began something called the Great Depression. The American banks and government that had lent Germany money now demanded their money back. Many businesses had to close and sell all their machines, products and even the factory to try to pay back the money they owed. This meant that millions of workers suddenly found themselves unemployed and desperate. By 1933 were over 6,000,000 Germans unemployed.

• Factory Workers

By 1932 40% of all factory workers were unemployed. At the same time the government reduced unemployment benefit as it couldn't afford to help all the unemployed people unless it did this. Not only that but it also increased taxes to try to pay the benefits they had to give to the 6 million unemployed Germans.

• The Young

In 1933 more than 50% of people aged between 16 and 30 were unemployed. They had no hope of finding a job, lived in poverty and blamed the government. They wanted change.

• Businessmen

Many businesses had to close as they either couldn't repay their bank loans or because they didn't have enough customers as many people were unemployed and couldn't afford to buy anything but the basics. Those businesses that did stay open also struggled because the government raised taxes. It did this so it had enough money to pay unemployment benefit. Both the unemployed and those in work now hated the government



How did the Nazis gain support?

The Nazis managed to convince Germans that they could solve the country's problems. They did this in a number of ways:

1. **Organisation:** Many Nazis had been soldiers in the First World War. They brought to the party the same obedience, organisation and team work skills. The local workers were well trained and motivated with skilled leaders at every level.
2. **Propaganda:** They used mass rallies, election posters, radio broadcasts, parades and speeches by Hitler to gain support for the party. Many Germans were scared that the communists would win the next election so the Nazis claimed that they would deal with the communist threat. All the propaganda was organised by Josef Goebbels.
3. **Hitler over Germany:** Television didn't exist so Hitler hired a plane and visited 20 cities in 6 days, giving speeches in everyone. He was the only person to do this. More and more people now felt that they had met him with many being very impressed.
4. **Promises to voters:** The Nazis promised the German people lots of different things, most of which they had no idea how they would deliver. Some of these were to:
 - destroy the Treaty of Versailles and restore Germany's strength.
 - rebuild Germany's economy and provide jobs, decent wages and a good standard of living for everyone. They promised to solve all the problems of the Great Depression.
 - employers were promised greater profits
 - Workers were promised jobs,
 - Farmers were promised higher prices and people were promised cheaper food.
 - The Nazis also gave Aryan Germans someone to blame for Germany's problems – the Jews.The Nazis were successful because they were flexible. They realised that it doesn't matter what you promise as long as people trust you. Many Germans were very unsure what exactly the Germans stood for.

5. **Hitler the superman:** Hitler was an extremely strong and charismatic leader. Posters and rallies built him up into a **superman**. He never wore glasses in public. His physical appearance was adapted on posters and he developed his speech making skills. Nazi election campaigns focused on his personality and skills. The opposition had no one to match him.



How did Hitler consolidate his power and create a dictatorship?

On 30th January 1933 Hitler was appointed Chancellor (Prime Minister) of Germany by President Hindenburg. The other members of the government believed that they would be able to control Hitler and get him to do whatever they wanted. However by the end of 1934 Hitler was Fuhrer (leader) of Germany and able and Germany had become a dictatorship. The information below explains how he was able to do this.

1. The Reichstag Fire 27th February 1933

On 27th February 1933 the Reichstag (German Parliament) burnt down. A Dutch Communist called Marius van der Lubbe was arrested and confessed to the crime. Hitler got President Hindenburg to pass an emergency decree which allowed police to search houses and arrest people without trial. Hitler used this power to arrest his opponents, particularly communists. Many were sent to concentration camps where they eventually died.

2. The Enabling Act March 1933.

This was a law passed by the Reichstag after pressure from Hitler. It allowed the Nazis to:

- arrest opponents and imprison them without trial
- execute their enemies, particularly Communists
- watch people while they voted in elections, ensuring they voted for the Nazis
- make any law he wanted without asking the permission of the Reichstag



3. The Elimination of the SA (The Night of the Long Knives) 30th June 1934

The SA (Sturm-Abteilung) was the Nazis' private army. They had been used in the past to beat up opponents. By 1933 there were over 3 million members and its leader, Ernst Rohm, wanted it to take over Germany's professional army. He was also unhappy with Hitler's leadership of the Nazis. The leaders of the army hated the SA as many members of the SA were criminals or thugs, not professional soldiers. Hitler now faced a choice: support the army or the SA?

On the night of 30th June 1934 Hitler acted. He ordered the SS to arrest the leadership of the SA and execute them. As a result of this the army swore an oath of allegiance to Hitler himself and promised to be loyal to him until death. He needed the army to break the Treaty of Versailles.

4. The Death of Hindenburg

On 2nd August 1934 President Hindenburg died. Hindenburg had been the only person who could limit Hitler's power, with him out of the way Hitler could introduce any policies he chose. Hitler now combined the power of Chancellor with that of president, he became known as the Fuhrer. He now had total power over Germany

How did the Nazis control Germany?

The SS: The organisation was led by Heinrich Himmler. Its main task was to destroy the opposition and carry out the racist policies for the Nazis. The SS had unlimited power to arrest people without trial, search houses or confiscate property. They also ran concentration camps. By 1939 there were 250,000 members. It was led by Himmler.

The Gestapo: This was the name for the secret police. It was originally run by Goering and later came under the command of Himmler. The Gestapo tapped telephones, intercepted mail and spied on people. They had a network of informers. It had powers to arrest anyone and could send them to concentration camps. Some of the groups it targeted were: communists, trade unionists, Jews and homosexuals.



Police and courts: The regular police still existed, but were controlled by the SS. The judges took an oath of loyalty to Hitler. The police and courts were told to ignore crimes committed by the Nazi and to act harshly against the enemies of the Nazis.

Concentration camps: Opponents of the Nazis were taken to these concentration camps for questioning and torture. By 1939 there were 150,000 people in these camps for opposing the Nazis. Later, these camps were used to exterminate millions of people who were seen as a threat to the 'Aryan' race and the Nazi regime.

The Nazis also controlled Germany by winning people over. They really did make some people's lives better. You need to remember to use the information on the economy and youth when considering how they controlled Germany and why people did not oppose them.

Opposition to the Nazis (1)

Opposition from Religion

When Hitler came to power in 1933 he had to decide whether he would try to destroy religion in Germany or whether he would try to use the priests to help him control and influence the German people.

Destroy them?

The Nazis saw the churches as a threat. They wanted total control over German life, and the churches stood in the way of this

- ▶ In 1933 all Germans were Christians. Around one-third were Roman Catholic and two-thirds were Protestants. The Protestant church had more members than any other organisation including the Nazi party.
- ▶ Religious beliefs were powerful ones. People who believed in God might be less likely to worship Hitler as the leader of Germany. Church meetings could also be used for spreading anti-Nazi ideas.

Use them?

On the other hand, the Nazis needed the churches.

- ▶ Many church members had voted for Hitler, Protestants in particular. Protestant church pastors were among the most popular and successful Nazi election speakers.
- ▶ If he could make a deal with the Catholic Church and get them to help him it would be much easier to get the German people on side. If the Catholic Church opposed him it would be much harder.

What actually happened?

Roman Catholics – in June 1933 the Catholic Church signed a Concordat (agreement) with Hitler. Hitler promised that the Catholics could carry on their religious work, and that Catholic schools and youth groups would be left alone. In return the Pope promised to stop Catholic priests criticising the Nazis.

Protestants – the Nazis took over the Protestant church. A 'Reich Church' was set up and all pastors had to swear an oath of loyalty to Hitler. They became known as the German Christians. Their slogan was 'The swastika on our breasts and the cross in our hearts'.

Opposition

Despite Hitler's promises to leave the churches alone, in 1936 all Church youth groups were stopped and by 1939 nearly all Church schools had been closed down. There was very little opposition from the Church. Only 50 pastors (out of 17,000) were actually put in prison for opposition activities or speeches.

How did the Nazis change the lives of women?

In Weimar Germany, before the Nazis came to power, women had opportunities to become doctors, teachers, lawyers and to pursue a career. By 1933, there were 100,000 women teachers and 3,000 female doctors. However, the Nazis wanted more traditional roles for women as wives and mothers not as workers. They used a variety of methods to achieve this.



- ▶ **OUT** – All women employed by the state lost their jobs this included doctors, civil servants and teachers. In appointing new staff, men were preferred to women.
- ▶ **LOANS** – Couples were offered marriage loans to encourage them to get married. They received around 1000 marks which was the equivalent of half a year's pay. The more children they had the less they had to pay back. But there was one condition: the woman had to leave her job.
- ▶ **PROPAGANDA** – The Nazis tried to persuade women to follow their ideals by using an intensive propaganda campaign. Leaflets and posters urged women to follow the 'Three Ks': Kinder, Kirche, Küche (children, church and cooking).
- ▶ **MEDALS** – The Nazis awarded women with medals for having children (Gold for eight children, silver for six children and bronze for four children). These medals gave women special privileges for example receiving salutes from Hitler Youth members and being able to queue jump.



However.....

Women did not give up their jobs easily. The number of marriages and the number of babies born both went up BUT the number of working women also increased from 4.2 million to 6.2 million by 1939. In 1937 the Nazis needed women to work because men were joining the army. As a result, they abolished the marriage loans and introduced a compulsory 'duty year' for all women. Women had to work on farms or in factories for free for a whole year! The work was hard, dirty and unpleasant.

Even with their need for workers, the Nazis still wanted to women to produce more children and increase Germany's birth rate. In 1938, they changed the divorce law and allowed divorces if either a husband or wife could not have children. The Nazis also set up the Lebensborn programme whereby specially chosen unmarried women could 'donate a baby to the Fuhrer' by becoming pregnant by racially pure SS men.

How did the Nazis try to control young people?

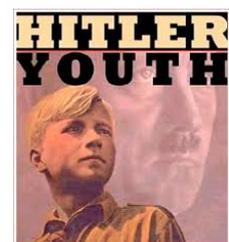
It was vital for the Nazis to win the hearts and minds of young people. If they could control young people they would control the future. Hitler wanted a new generation of loyal Nazis and 'willing' followers. Without the support of the young, Hitler's vision would die. Two main ways were used to try and win the support of young people.

1. Education

- ▶ The curriculum in schools was adapted so that Nazi ideas could be taught.
- ▶ Traditional subjects like Maths and History were used to teach Nazi beliefs. Maths questions focused on calculations about how to plan a bombing raid on an enemy city and History focused on Germany's greatness, the destructiveness of Jews and how Germany was 'stabbed in the back' after World War 1.
- ▶ Physical education (PE) was given 15% of the school timetable. Some sports such as boxing became compulsory for boys. It was all about preparing boys for the military and girls for childbirth.
- ▶ New subjects were also introduced such as Eugenics (how to produce perfect offspring by selecting ideal qualities in a partner) and Ideology which was about learning Nazi beliefs.
- ▶ Girls were taught how to be good wives and mothers
- ▶ Teachers had to join the Nazi Teacher's League and by 1937, 97% of teachers were members.
- ▶ New types of schools were set up to prepare the best of Germany's youth for leadership: Napolas and Adolf Hitler Schools.
- ▶ Napolas (National Political Institutes of Education) controlled by the SS educated the future chiefs for the government and army.
- ▶ Adolf Hitler Schools prepared future political leaders.

2. Youth movements

- ▶ Organisations such as the Hitler Youth and the League of German Maidens (BDM) were set up to control the leisure time of young people and to prepare them for their future roles in a Nazi state.



- ▶ Belonging to these organisations was compulsory after 1936
- ▶ 80% of young people were members by 1939 meaning that 20% still hadn't joined
- ▶ Hitler Youth members spent their time doing physical activities such as hiking, running, marching and listening to Nazi ideology. This was to prepare them for war
- ▶ Fitness and indoctrination were a key part of the activities the girls did in the BDM. They were expected to be fit enough to have lots of children and then bring them up as loyal Nazis. They were expected to be good wives and mothers.
- ▶ All Hitler Youth members had to swear an oath of loyalty to the Hitler.

Opposition and criticism

- ▶ Universities complained about falling academic standards.
 - ▶ Some young people disliked the state's control over young people and set up opposition groups.
1. Swing Youth – Groups of teenagers who rejected Nazi ideas and gathered in the cities to listen to Jazz. The Nazis hated jazz as they believed it was African American music. They believed that children should be listening to classical music or opera instead!
 2. Edelweiss Pirates – Groups of working class youths who would meet together go on hikes, camp, sing, talk and beat up Hitler Youth members. These were youth groups set up by people who refused to join the Hitler Youth. They also helped British and American pilots who had been shot down over Germany. They killed members of the Gestapo when they could. Many were hanged.
 3. White Rose Group – A group of students in Munich who distributed leaflets attacking the Nazis slaughter of the Jews.



Employment and Living Standards

One of the key promises Hitler had made to the German people was to end the Great Depression and get the 6 million people who were unemployed in Germany a job. His main aims are below:

Aims

1. To reduce unemployment. When the Nazis came to power six million Germans were unemployed.
2. To get Germany ready for war
3. To make Germany economically self-sufficient so it didn't need to rely on imports.

Success

- Germany spent 18.4 billion marks on creating jobs in 1933 and 37.1 billion marks by 1938
- In 1933 the army had 100,000 men, by 1939 it had 1,400,000 men
- In 1933 Germany had spent 3.5 billion marks on rearming (weapons), by 1939 it was spending 29 billion marks
- From 1935 all unemployed men had to spend 6 months in the Reich Labour Service. They had low pay but were given a job
- Production of coal, oil and steel increased hugely. Coal production doubled in the years 1933-1939 and oil and steel production tripled.
- In 1933 over 6 million Germans were unemployed, by 1939 only 302,000 were unemployed.

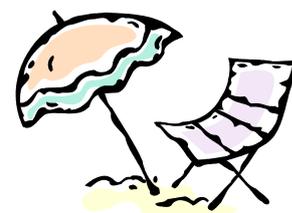


Was it REALLY a success?

- Men were forced to join the Reich Labour Service. They often hated the work they had to do
 - Women in work were sacked and their jobs given to men. Women were not counted as unemployed as they should be in the home looking after children anyway!
 - Anyone who opposed the Nazis were sent to concentration camps and their jobs were given to loyal Nazis
1. The groups that the Nazis hated such as: Jews, gypsies, socialists were not counted as being unemployed. They were sacked and their jobs were given to loyal Nazis.

The Effect of Economic Policy on Workers

- When the Nazis came to power in 1933 there were over 6 million people unemployed. The Nazis created millions of jobs for these people, particularly in the armaments industry and many Germans were very grateful for this. However, when they came to power, the Nazis also made people work or they would lose their unemployment benefit. These government work schemes paid very low wages and some people's pay was actually lower than the unemployment benefit they had received when they had no job. Despite this most people's lives improved greatly, particularly in the mid to late 1930s.
- In return for work German workers lost a lot of freedom. Trade Unions were banned in 1933 and replaced by the **German Labour Front** (known in Germany as the DAF), run by Robert Ley. This organisation was supposed to help workers, but its main aim was to keep control of them. Strikes were made illegal. Many workers were grateful for work, but pay tended to be low and there was a good deal of grumbling about shortages of goods and day to day conditions.
- **Strength through Joy (known in Germany as the KdF)** was part of a campaign launched by the Nazis to keep workers happy. Strength through Joy organised leisure activities for people. Cheap holidays, trips to the theatre, sports and recreation were all organised and subsidised by Strength through Joy.
- **The Volkswagen (people's car).** In 1933 owning a car was very rare and they were a real luxury. Hitler asked Porsche to design a car that was relatively cheap and the VW Beetle was the result. Workers could pay in 5 marks a week to save up to buy a car. The scheme was extremely popular as it gave ordinary people the opportunity to own a car but, when World War II began in 1939, no one had saved enough money to buy one. The money was used to help pay for the war instead.



How did the Nazis treat minorities?

The Nazis believed in social Darwinism (survival of the fittest). They believed that in order for a country to be strong it needed a strong population. The Nazis believed that the German people (Aryans) were the strongest and in order for Germany to be strong the weaker races of people had to be eliminated.

The Nazis hated the following groups:

- Jews – 500,000 in Germany
- Gypsies - 30,000 in Germany
- Homosexuals – hated as they couldn't have children
- The disabled – hated as they couldn't work as hard as people who weren't disabled
- Communists – hated as they had very different beliefs to the Nazis.



Gypsies

The Nazis hated them because they were non-Aryan but also because they regarded them as work shy. In 1935 the Nazis banned marriage between Germans and Gypsies and in 1938 all Gypsies had to register with the government.

The Treatment of the Jews

The Nazis were anti-Semitic (hated Jewish people) and as soon as they came to power began to introduce legislation (laws) designed to make their lives more difficult. They worked hard to make all Germans anti-Semitic as well

April 1933- The Nazis organised a boycott of Jewish shops. Members of the SA stood outside Jewish shops to intimidate people so they did not enter. This lasted 1 day and was carried by the SA.

September 1935 – The Nazis passed the **Nuremberg Laws**. The law known as the '**Law for the Protection of German Blood**' and made it illegal for Jews to marry non-Jews. The '**Reich Citizenship Law**' made Jews 'subjects' rather than citizens. As a result they couldn't vote or work for the government.

1936 – The Nazis briefly stopped mistreating the Jews as the Olympic Games were held in Germany. The Nazis didn't want the world to know how badly they were treating the Jews and wanted the Olympic Games to show to the world how great Germany had become.



November 1938 – Kristallnacht. This is also known as the Night of the Broken Glass. During this night of violence 91 Jews were murdered, many Synagogues and Jewish shops were destroyed and 20,000 Jews were taken to concentration camps.

Causes of Kristallnacht

1. In March 1938 the Germany had taken over Austria (Anschluss). The Austrian Nazis were even more extreme than the German Nazis and wanted the Jews to be treated more harshly.
2. The Nazis were running short of money. Confiscating Jewish businesses and property would get them more money which they could spend on rearming Germany so it was ready for war as soon as possible.



Quick Quizzes

The Treaty of Versailles

1. When was the Treaty of Versailles signed?
2. What were reparations?
3. How much were reparations
4. What percentage of Germany's land did it have to give away? Select the correct answer.
12% 13% 15%
5. How large was Germany's army allowed to be?
6. What did Article 231 say?
7. Why was it impossible for Germany to pay reparations?
 -
 -
8. What was the 'Stab in the back Myth'?
9. Why did the army support this myth?
10. What does LAMB stand for?
 - L
 - A
 - M
 - B

Attempts to overthrow the government

1. List the 3 main revolts in the correct order below
 - 1919
 - 1920
 - 1923
2. Explain why the first revolt happened (what did they want to achieve?)
3. Why did the first revolt fail?
4. Why did the second attempt to overthrow the Weimar government nearly succeed?
5. Why did the final attempt to overthrow the government happen?
6. This final attempt also failed but why can it be argued to have been a success?

Quick Quizzes

1923

1. List the problems the Weimar Republic faced in the correct chronological order
 -
 -
 -
2. Which two countries invaded the Ruhr?
 -
 -
3. Why did they invade the Ruhr?
4. What was passive resistance?
5. How did passive resistance help to cause hyper-inflation?
6. How much was a loaf of bread in 1919?
7. How much was a loaf of bread in 1923?
8. Who was *Gustav Stresemann*?
9. Why did the French and Belgians leave the Ruhr?
10. What was the name of the new German currency introduced by *Stresemann*?
11. How did this solve hyperinflation?

The Golden Years

What do the following statistics relate to?

1. 10%
2. 2,000,000
3. 3000
4. 100,000
5. 12
6. What was the Locarno Pact?
7. What was the Kellogg-Briand Pact?

Quick Quizzes

The Great Depression and support for the Weimar Republic

1. What do the following statistics relate to?
 - \$800 million
 - \$3000 million
 - 6 million
 - 40%
 - 50%
2. Explain why the Wall Street Crash in the USA hurt Germany so badly. Use some of the statistics above to help you

3. Why did many unemployed Germans hate the Weimar Government?

4. Why did many employed Germans hate the Weimar Government?

Support for the Nazis

1. Give 2 examples of Nazi propaganda
 -
 -
2. What do 20 and 6 relate to?

3. Give 2 examples of promises the Nazis made to the German people
 -
 -

The creation of a Nazi dictatorship

1. Sequence these events into the correct chronological order
 - The Enabling Act
 - President Hindenburg dies and Hitler becomes Fuhrer.
 - The Reichstag Fire
 - The army swears an oath of loyalty to Hitler
 - The Night of the Long Knives
2. Which of these statements goes with which of the events listed above?
 - Hitler now had complete control. There were no limits to what he could do

 - Germany was now a dictatorship but the army and President could still remove Hitler from power if they wished

 - The leadership of the SA were murdered by the SS. This included Ernst Rohm.

 - Hitler used this to gain emergency powers and arrest

Women contd.

4. What was the Lebensborn Programme?

5. How could you reduce the amount of the marriage loan that you had to pay back?

6. What was the Duty Year?

7. Why did more women have to work after 1937?

8. How many women had a job by 1939?

Education

1. Which organisation did all teachers have to join?

2. What percentage did so?

3. Why was 15% of the curriculum spent doing PE?

4. What was an Adolf Hitler School?

5. What was taught in Eugenics?

Youth

1. Name the two youth groups the Nazi set up
 -
 -

2. Give 3 activities the boys would do
 -
 -
 -

3. Give 3 activities the girls would do
 -
 -
 -

4. When did joining these groups become compulsory?
 -

5. List the 3 youth groups that opposed the Nazis
 -
 -
 -

Quick Quizzes

Employment and Living Standards

1. What were:
 - The KdF
 - Strength through Joy
2. How many Germans were unemployed in 1933?
3. How many Germans were unemployed in 1939?
4. Give 2 groups that weren't included in the unemployment statistics
 -
 -
5. How much could you save every week for a Volkswagen Beetle?
6. How many people actually received a car?

Minorities

1. Write the group next to the reason why the Nazis singled them out
 - These couldn't have children and, therefore, couldn't contribute to the 'Master Race'
 - These couldn't work as hard as other people and often had to be cared for which cost money
 - These moved from place to place and were hard to control
 - Hitler personally hated this group and blamed them for Germany losing the First World War
2. Name the two parts of the Nuremberg Laws of 1935
 -
 -
3. Why did the persecution of the Jews briefly stop in 1936?
4. How many Jews were killed during Kristallnacht?
5. How many Jews were arrested and sent to concentration camps during Kristallnacht?
6. Give 2 reasons why Kristallnacht took place
 -
 -

Glossary

General

An interpretation – The opinion of a historian

Provenance – The information about a source such as who wrote it, when, and what type of source it is.

Source - Something from the period you are studying

Section 1 – The Weimar Republic 1918-1920

1. **Abdicate** – When a monarch resigns.
2. **Allies** - The name given to the countries that fought against Germany during World War I. The 'Big Three' were: France, the USA (after 1917) and the UK.
3. **Armistice** - The ending of fighting in a war.
4. **Coalition government** - A government of two or more political parties
5. **Communist Party (KPD)** - The German Communist Party, following the ideas of Karl Marx
6. **Communists** - People who believe that all wealth and possessions should be shared equally.
7. **Constitution** - The rules which decide how a country is governed
8. **Democracy** - A system of government in which all adults have the right to vote for the government they want.
9. **Diktat** – This means 'dictated peace'. It was used, by the Weimar Republic, to describe the Treaty of Versailles as Germany had been forced to sign it.
10. **Dolchstoß** - 'Stab in the back'. The false belief that Germany could have carried on fighting in 1918 and didn't need to sign the armistice.
11. **Extremist parties** - Groups holding extreme political views. In Germany at this time the Nazis and the Communists were extremist parties. They both wanted to end democracy
12. **Freikorps** - Private armies set up by senior German army officers at the end of the First World War. Mainly comprised ex-soldiers
13. **Kaiser** - German Emperor (the last Kaiser's rule ended in 1918)
14. **Kapp Putsch** - An attempt by the Freikorps to overthrow the government in March 1920
15. **Left wing** - People who support socialism and communism
16. **November Criminals** - Name given to the German politicians who accepted the armistice which ended the First World War. It was signed in November 1918
17. **Proportional representation (PR)** - The number of votes won in an election, determined the number of seats in the Reichstag
18. **Putsch** - An armed uprising aimed at taking over the government
19. **Right wing** - Groups who want absolute obedience to the government and often have sexist and racist ideas. The Nazis were an extreme right-wing group.
20. **Social Democratic Party (SPD)** - Germany's socialist party
21. **Socialism** – A belief that wealth should be shared more equally and the government should make sure businesses treat their workers fairly.
22. **Spartacists** - Communists who tried to overthrow the new German government by force in January 1919
23. **The Ruhr** - An area of Germany rich in coal.
24. **Treaty** – A written agreement.
25. **Treaty of Versailles** - The agreement Germany was forced to sign on June 28th 1919 to finally end World War I. It was hated by the Germans and extremely unfair. Even some of the Allies felt it was too harsh.
26. **Weimar Republic** - The name of Germany from 1919 to 1933

Glossary

Section 2 – The Weimar Republic 1920-1923

1. **Hyperinflation** - When money decreases in value so much that it become worthless
2. **Munich / Beer Hall Putsch** – A violent attempt by the Nazis in November 1923 to take over the state of Bavaria and then Germany as a whole.
3. **Mein Kampf** - The name of the book written by Hitler when he was in prison after the Munich Putsch. It set out his beliefs and became a best seller. It made his ideas famous.
4. **NSDAP** - The National Socialist German Workers Party (the Nazi Party) This was a right-wing part and definitely NOT socialist.
5. **Passive resistance** - Opposing government action in non-violent ways such as striking
6. **Reich** - In German, this has many meanings – state, kingdom, empire. When used by the Nazis it tended to mean empire or Germany
7. **Reichstag** - German Parliament
8. **Reichswehr** - German army and navy
9. **Reparations** - Compensation for the damage caused by the First World War demanded by the victorious Allies from Germany on the grounds that Germany was to blame for the War (by Article 231 of the Treaty of Versailles). The amount was fixed at £6.6 million in 1921 but nothing like this amount was ever paid
10. **Republic** - A state which has an elected head of state rather than a hereditary ruler
11. **Twenty-five Point Programme** - The aims of the Nazi Party which Hitler set out in 1920

Section 3 – The Weimar Republic 1924-1929

1. **The Golden Years** - The period 1924-1929 when life in Germany was much better. Most people had jobs, pay increased and more and more people supported democracy. Support for the Nazi and communist parties was very low.
2. **Culture** – Theatre, cinema, architecture, art, music
3. **Bauhaus** – A new type of architecture in Weimar that became respected world-wide
4. **Zeitoper** – A new type of opera in Weimar that became respected throughout Europe
5. **Zetttheatre** – A new type style of theatre performance in Weimar that became respected throughout Europe.
6. **Economic recovery** – When an economy gets better. It normally means that there are more jobs that are better paid and people’s lives get better.
7. **Dawes Plan** - An agreement between the USA and European countries in 1924, drawn up for the US by Charles Dawes. The US agreed to lend Germany \$800 million to help it recover.
8. **Young Plan**- An agreement made between Germany and the Allies, named after US representative Young, to lower reparations and allow Germany to pay them back over a longer period
9. **League of Nations** - The international body established after the First World War in order to maintain peace
10. **Locarno Pact 1925** – An agreement between Germany, France and Belgium to respect the borders of each country. This was important for Germany after the invasion of the Ruhr in 1923.

Glossary

Section 4 – Germany 1929-1933

1. **Wall Street Crash** 29 October 1929. This caused America to demand Germany repay the loans from the Dawes Plan immediately. It caused the Great Depression that the Nazis were able to take advantage of.
2. **Great Depression 1929-1933** - When the German economy collapsed. Eventually over 6 million people were unemployed and every year life got worse. People were so desperate for help that they started to vote for extremist parties such as the KPD and NSDAP.

Section 5 – Nazi Germany The establishment of the Nazi Dictatorship (1933-34) and the Police State.

1. **Informant** - Person who gives information to the authorities about other people
2. **Concordat** - An agreement between the Pope and the Nazis. The Catholic Church would not criticise the Nazis and the Nazis would leave Catholic youth groups and Church services alone.
3. **Concentration camp** - Harsh prison for people who opposed the Nazis or for groups they hated.
4. **A dictator** – Someone who has total power in a country. They can do anything they please without the need to get permission first.
5. **A dictatorship** – A country ruled by a single person with no elections.
6. **German Faith Movement** – Nazi religious movement that sought to move Germany away from Christianity.
7. **Gestapo (*Geheime Staatspolizei*)** - The Nazi secret police
8. **Emergency powers** - The right of the German President to do whatever he wanted when there was an emergency
9. **Enabling Act** - The law that gave Hitler the power to do whatever he wanted without having to consult (ask) the Reichstag.
10. **SA** abbreviation for Sturm-Abteilung (Stormtroopers) - The brown-shirted gangs set up by Hitler to protect his meetings and break up the meetings of opponents in the 1920s and 30s.
11. **Night of the Ling Knives 29th-30th June** – When Hitler used the SS to kill the leaders of the SA as he no longer trusted them. This included Ernst Rohm who had been one of Hitler's greatest friends.
12. **Police State** – A country ruled by fear.
13. **SS (*Schutzstaffel*)**. Originally Hitler's private bodyguard, they wore black uniforms and swore a personal oath of loyalty to him
14. **Third Reich** - Nazi name for Germany. Means 'Third Empire'
15. **Führer** - The German word for leader. Hitler's title after the death of President Hindenburg in 1934
16. **Swastika** - Emblem of the Nazi Party; a cross with the arms bent at right angles

Glossary

Section 6 Life in Nazi Germany – The establishment of the Nazi Dictatorship by other means: Women youth, propaganda and the economy

1. **Anti-Semitism** - Hatred of Jews
2. **Informant** – A person who gives information to the authorities
3. **BDM** - Organisation set up for the young girls in Germany to convert them to Nazi ideas
4. **Hitler Youth** - Organisation set up for the young boys to convert them to Nazi ideas
5. **Aryan** - Nazi term for a non-Jewish German, someone of supposedly 'pure' German stock
6. **Censorship** - Controlling what is written, performed, read, watched and listened to.
7. **KDF**- 'Strength through Joy'
8. **German Labour Front (DAF)** - Organisation set up by the Nazis to control German workers. They had to be part of it.
9. **Beauty of Labour** – A Nazi organisation to improve working conditions. It improved canteens, and even built swimming pools. Workers had to do all of this in their spare time. It was hated.
10. **Nazi Teachers' League** - Organisation set up to control teachers and what they taught
11. **Indoctrination** - When you convince people you are right by controlling what they read, listen to, watch and can say.
12. **Thousand Year Reich** - Hitler wanted the Nazi era to last for a thousand years
13. **Trade unions** - Organisations set up to protect and improve the rights of workers
14. **Propaganda** - Methods used to indoctrinate people. It involves controlling what people read, see, hear and watch to make them think a certain way.
15. **RAD** – The National Labour Service. All unemployed Germans aged 18-25 Had to work for free for 6 months for this organisation. The pay was low, the work was hard and it was hated.

Section 7 – Opposition to the Nazis

1. **Swing Youth** – Groups of teenagers who rejected Nazi ideas and gathered in the cities to listen to Jazz.
2. **Edelweiss Pirates** – Groups of working-class youths who would meet together go on hikes, camp, sing, talk and beat up Hitler Youth members. They also helped British and American pilots who had been shot down over Germany. They killed members of the Gestapo when they could. Many were hanged.
3. **White Rose Group** – A group of students in Munich who distributed leaflets attacking the Nazis.
4. **Martin Niemoller** – A protestant pastor (priest) who originally supported the Nazis but later opposed them. He was arrested many times and sent to a concentration camp in 1938. He spent 7 years there despite being offered release if he stopped opposing the Nazis.

Section 8 – The persecution of minorities by the Nazis

1. **Euthanasia** - For the Nazis this meant killing people who were physically or mentally disabled.
2. **Boycott** – When people stop using or buying something.
3. **Kristallnacht 9-10th November** -The first organised national violence against the Jews. Jewish businesses, homes and synagogues were smashed and burnt. 100 Jews were murdered.
4. **Nuremburg Laws** -These banned Jews from marrying non-Jews, no longer classed them as German citizens, made them wear a yellow star for easy identification and prevented them from having a passport.
5. **Ghetto** - A densely populated area of a city inhabited by a particular ethnic group, such as Jews
6. **Roma / Sinti people** - Groups targeted by the Nazis who have different heritage but were commonly referred to as 'gypsies' This is a term we no longer tend to use. They were targeted as they had their own way of life and were nomadic, so hard for the Nazis to track and control.

The Medieval Period Summary Chart

| <u>The Middle Ages / Medieval Period 1250-1500</u> | |
|--|---|
| Beliefs about the cause of illness. | <p>There were many different beliefs</p> <ol style="list-style-type: none"> 1. God made people who had been bad (sinners) ill as a punishment. Some people would punish themselves hoping that God would leave them alone. An example is the flagellants who would walk the streets whipping themselves in the hope that God wouldn't give them the plague 2. Miasma (bad smells) was believed to make you ill. 3. The Four Humours was used. It was believed that illness was caused by an imbalance in the humours (having too much of one of them) 4. The alignment of the planets (astrology) was believed to make you ill. 5. Jews and other minorities were believed to have poisoned food and water to make people ill. <p>People did not know germs caused disease until the work of Louis Pasteur in 1864</p> |
| Treatments | <ol style="list-style-type: none"> 1. The only cure was to pray and repent (say sorry for the things you had done wrong). 2. Taking medicine based on herbs 3. Balancing the four humours. An example would be bloodletting (draining a set amount of blood from your body). This would often be done by a barber-surgeon or a non-medically trained person. 4. Going on a pilgrimage (a holy journey to a special religious place) 5. Fasting (going without food for a certain period. Jesus had done this for 40 days and nights according to the Bible.  |
| Disease and prevention | <p style="text-align: center;">Black Death 1348 - 1349</p> <ul style="list-style-type: none"> • Bubonic plague - spread by the fleas on rats biting people • Pneumonic plague - spread by ill people coughing and sneezing on others • Killed 30% of the entire population of England • Believed to have been brought by sailors on ships from Europe. Infected rats and people made the journey and then the disease spread in England. <p>Symptoms</p> <ul style="list-style-type: none"> • Fever and chills, headache, vomiting, diarrhoea and stomach pain, swelling of the lymph glands in the neck, armpit and groin which turned black (Black Death) <p>Believed to be caused by:</p> <ul style="list-style-type: none"> • Miasma (bad smells) • God punishing sinners • People who were already sick spreading the disease • An imbalance in the four humours <p>Preventions</p> <p>Believed it could be prevented by:</p> <ul style="list-style-type: none"> • Avoiding bad smells by smelling sweet smelling herbs. • Cleaning the streets to get rid of the bad smells - ordered by King Edward III in 1349 • Going on a pilgrimage to show your devotion to God • Attending prayers • Punishing yourself so God wouldn't feel the need to give you the Black Death. An example is the flagellants who would walk the streets whipping themselves in the hope that God wouldn't give them the plague • Stopping large gatherings of people such as banning wrestling matches that many people attended  <p>Cures</p> <p>They believed the plague could be cured by:</p> <ul style="list-style-type: none"> • Balancing the four humours (bleeding or purging the sick) • Using holy charms • Praying to God • Cutting the buboes open to let out the pus  |
| Knowledge of anatomy | <ul style="list-style-type: none"> • Galen was still believed to be completely correct about human anatomy. He was never questioned. • Human dissection was allowed but Galen's book was used to guide the dissection. Professors would read from Galen's book while a dissection was carried out by the lower-class barber-surgeon. Dissection was carried out to prove Galen was right rather than to check his work. • Many professors of anatomy had never actually dissected a body themselves.  |

The Middle Ages / Medieval Period 1250-1500

Surgery

- Broken bones could be set and simple surgery could be carried out on cysts and wounds.
- Amputations were carried out but there was no effective anaesthetic.
- Some doctors did try using opium to reduce pain but the patient remained fully awake throughout surgery.
- They had no effective way of stopping heavy bleeding and infection continued to kill patients.

Key individuals

Hippocrates and Galen
 The work of Galen and Hippocrates was used during this period and was not questioned by MOST doctors.

1. Hippocrates

- Rejected supernatural beliefs and believed all disease had rational causes and cures
- Believed in the theory of the four humours which said that the body was made up of
- Black bile
- Yellow bile
- Blood
- Phlegm

To be healthy these had to balance. Treatments should be about reducing the amount of one humour, for example by bloodletting.

- Believed in clinical observation

2. Galen

- Supported Hippocrates' ideas
- Proved that the brain controlled the body not the heart
- Believed to be 100% accurate
- Couldn't be questioned even if people believed he was wrong!

Roger Bacon

- Suggested that Galen had made some mistakes
- Arrested and put in prison at some point between 1277-1279
- This meant that the few other doctors who might have questioned Galen now didn't as they were too frightened.

The Church (religion) said that Galen should never be questioned. It argued that it was impossible that Galen could have made any mistakes. He should be accepted as the truth and taught in all medical schools and universities, most of which the Church controlled.

Caring for the Sick

- 1. An Apothecary**
 - Trained but no medical qualifications
 - Mixed medicines for customers who had to pay for them.
 - Cheaper than a physician
 - Similar to a modern day pharmacist
- 2. Wise Woman**
 - Often oldest lady in the village.
 - No medical training but learned which cures worked and which didn't through experience.
 - Probably the best person to see for help
 - It was however risky to give advice as, if the patient died, they could be accused of being a witch and possibly killed.
- 3. Physicians**
 - Trained in university and had to pass exams
 - Diagnosed illness, gave treatments or sent patient to an apothecary or barber-surgeon
 - Very expensive
- 4. The Lady of the Manor**
 - Sometimes the Lady of the Manor (the wife of the rich man who owned the land) would provide treatments / medical advice for free. She wasn't trained.



The Middle Ages / Medieval Period 1250-1500

| | | |
|-------------------------------|--|---|
| Hospitals | <ul style="list-style-type: none"> • Set up and controlled by the Church • Often places where travellers and pilgrims stayed on their journeys • Wouldn't accept the sick in case they spread a disease • Helped the injured and the run down only. • They were warm and clean. • Patients were given fresh food and plenty of rest. • Their number increased during this period of time. • An example is St Bartholomew's in London which today is one of the most famous hospitals in the world. |  |
| Impact of factors | <ol style="list-style-type: none"> 1. Religion - The Church set up monasteries which had clean living conditions, clean water and sewage systems. Many operated like hospitals treating the sick for free. Both monks and nuns believed they had a religious duty to care for the sick and injured <ul style="list-style-type: none"> • The Church also set up hospitals throughout Europe such as St Bartholomew's in London. • The Church did not allow people to question or to check the work of Galen. As a result his work continued to be believed throughout this period. • The Church said that illness and disease was a punishment from God. The main treatment was prayer. As a result the real causes of disease were not looked for. • The Church preserved (kept safe) Galen and Hippocrates' work during the Dark Ages so people could read it and use it again during the Middle Ages and Renaissance. 2. Government - The government didn't provide a public health system. Towns were disgusting with human and animal waste lying in the streets. The only time the government did anything was when diseases such as the plague hit. Then they would clean the streets. 3. Communication - Latin was an international language which means that educated people in all European countries could understand it. <ul style="list-style-type: none"> • Many medical books were written in Latin so knowledge could spread. • However, books had to be copied individually by hand, so there were only a few copies of each book • Most books were copied by monks and nuns so the Church controlled what people learned, it pushed the ideas of Galen and said they couldn't be questioned. 4. Education - Education was controlled by the Church with most universities being run by it. Doctors continued to learn the ideas of Galen and Hippocrates and were told it couldn't be questioned. <ul style="list-style-type: none"> • Anatomy was taught by using Galen's book with dissections being done by barber-surgeons not by professors or medical students. 5. Respect for tradition - People didn't question old ideas, they believed they should be learned and respected not questioned as this would be disrespectful. |  |
| Key questions | <p>Why WASN'T there progress during this period</p> <ol style="list-style-type: none"> 1. The Church controlled education so Galen was taught to be correct and not questioned. Doctors were not encouraged to think for themselves. Doctors observed dissections and read Galen's work, they didn't check it! 2. The Church continued to say illness was sent by God to punish sinners. As a result no one looked for cures as prayer was all that was needed. 3. The Church controlled communication with only books it agreed with being copied. 4. The Church ensured anyone who questioned Galen was imprisoned for example Roger Bacon at some point between 1277-1279 5. The Church set up and controlled many hospitals such as St Bartholomew's Hospital who would only use treatments Galen supported. Prayer remained a key part of staying healthy and curing disease. 6. People were too scared of going to Hell to challenge what the Church said. 7. Training of physicians took time (7 years) in universities controlled by the Church. In the 1300s there were only 100 trained physicians in England. 8. The government didn't act to improve public health until diseases like the Black Death struck - this was too late. 9. People respected the old ideas and, as a result, didn't even think about questioning them. Galen had written over 300 medical books so his work was all that was needed and people believed he was right. | |
| Keywords | <p>Physicians - Doctors who trained at universities and treated the wealthy.</p> <p>Flagellants - People who punished themselves during the plague in the hope that God would have mercy and keep them healthy.</p> <p>The Black Death - The killer disease that hit England in 1348. It killed 1/3 of the entire population.</p> <p>Supernatural - The belief that illnesses can be caused and cured by God or magic.</p> <p>Rational - The belief that illnesses are not caused and cured by God or magic.</p> <p>The Church - A term that means religion in general</p> <p>The Theory of the Four Humours - The belief that the body is made up of four liquids (humours) and, for a person to be healthy, they need to be balanced.</p> <p>An apothecary - Someone who mixed medicines which they sold to sick people. Similar to a modern day pharmacist.</p> | |
| Other possible exam questions | <p>Explain one way in which beliefs about the causes of disease during the Middle Ages were similar to beliefs about the cause of disease in the Renaissance period.</p> <p>Explain one way in which hospitals during the Middle Ages were different to hospitals during the in the Renaissance period.</p> <p>Explain why there was very little progress in medicine during the medieval period.</p> | |

The Renaissance Knowledge Organiser

The Renaissance 1500-1700

| | |
|-------------------------------------|---|
| | <u>The Renaissance 1500-1700</u> |
| Beliefs about the cause of illness. | <p>This was a very important period. For the first time, since the Greek period 2000 years earlier, people began to try to find new cures for illness and learn more about the body. Fewer people believed in supernatural; causes and cures People began to study science and used this to try to come up with new ideas about how to prevent and cure illness.</p> <p>There were many different beliefs most of which had also been believed during the medieval period</p> <ol style="list-style-type: none"> 1. God made people who had been bad (sinners) ill as a punishment. The only cure was to pray and repent (say sorry for the things you had done wrong). Fewer people believed this than before. 2. Miasma (bad smells) was believed to make you ill. 3. The Four Humours continued to be believed and treatments based on these ideas continued to be used BUT this belief began to die out after 1700 4. Fewer and fewer people believed that astrology (the position of the planets) caused disease. <p>People did not know germs caused disease until the work of Louis Pasteur was accepted in 1864</p> |
| Treatments | <ol style="list-style-type: none"> 1. Balancing the humours continued to be used BUT it became less popular after 1700 2. Prayer and going on a pilgrimage were still used BUT by fewer people. They tended to be common during epidemics when large numbers of people were dying - the Great Plague is a good example of this. 3. New herbal remedies were used, some of which were very effective. 4. The theory of transference became popular. This involved rubbing yourself with an object to transfer the illness to it. 5. Alchemy, which involved mixing chemicals using metals or minerals, became popular - it didn't work. |
| Disease and prevention | <p style="text-align: center;">Great Plague 1665 - 1666</p> <ul style="list-style-type: none"> • Bubonic plague - spread by the fleas on rats biting people • Pneumonic plague - spread by ill people coughing and sneezing on others • Killed over 100,000 people in London <p>Symptoms</p> <ul style="list-style-type: none"> • Fever and chills, headache, vomiting, diarrhoea and stomach pain, swelling of the lymph glands in the neck, armpit and groin which turned black (Black Death) <p>Beliefs: Believed to be caused by:</p> <ul style="list-style-type: none"> • Miasma (bad smells) • God punishing sinners • People who were already sick spreading the disease • An imbalance in the four humours • Dogs and cats <p>Preventions Believed it could be prevented by</p> <ul style="list-style-type: none"> • Avoiding bad smells by smelling sweet smelling herbs. Fires were lit to cleanse the air. Barrels of tar were also burnt to get rid of any bad smells. • People were ordered to clean the streets outside their homes / shops. • Locking the sick in their houses and placing watchmen outside to make sure they didn't leave. Many watchmen were murdered by the sick who were desperate to escape. • Places where large numbers of people would meet were closed such as theatres and pubs • Killing dogs and cats - 40,000 dogs and 200,000 cats were killed. <p>Cures They believed the plague could be cured by:</p> <ul style="list-style-type: none"> • Balancing the four humours (bleeding or purging the sick) • Using holy charms • Praying to God • Drinking 'plague water' which was wine mixed with herbs <div style="text-align: right;">  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>This shows the uniform worn by a plague doctor.</p> <p>The mask was in the shape of a bird as they believed that birds attracted the disease so it was believed the mask would cause the plague to leave the patient.</p> <p>The beak also contained sweet smelling herbs as it also believed it was spread by bad smells</p> </div> </div> |

The Renaissance Knowledge Organiser

The Renaissance 1500-1700

| | |
|-----------------------------|---|
| | <h3 style="text-align: center;"><u>The Renaissance 1500-1700</u></h3> |
| <p>Knowledge of anatomy</p> | <p>This improved greatly during the Renaissance. The dissection of human was allowed and Vesalius used this to check the work of Galen. He discovered that Galen had made mistakes and proved this beyond doubt in his book called 'The Fabric of the Human Body.' 1543.</p> <p>Despite his work surgery remained extremely dangerous as there were no antiseptics, anaesthetics or blood transfusions. People died of pain, infection and blood loss. Vesalius' work was important as it showed that Galen could make mistakes and encouraged others to check Galen's work and the work produced by other anatomists and doctors. An example would be William Harvey who appears later on this sheet.</p>  |
| <p>Surgery</p> | <p>Vesalius' book 'The Fabric of the Human Body' of 1543 dramatically improved people's knowledge of anatomy as it was mass produced. However, without anaesthetics, antiseptics or blood transfusions surgery remained very dangerous.</p> |
| <p>Key individuals</p> | <p>Vesalius. He proved that Galen had made mistakes and is a turning point in the history of medicine.</p> <ul style="list-style-type: none"> • Proved that the jaw bone was one bone not two as Galen had said. • Proved that the kidneys in humans are level (Galen had believed they were not) • Proved that blood does not flow from one side of the heart to the other through the septum as Galen had believed. • Wrote 'The Fabric of the Human Body', which was published in 1543. This was important for a number of reasons: <ul style="list-style-type: none"> ❖ It was the first printed and mass produced medical book ❖ It used illustration which were clearly labelled and explained. Vesalius used the best artists of the time to illustrate his books. The medical diagrams were clear and easy to follow ❖ He encouraged others to dissect humans rather than animals and to check his work for themselves. <p>BUT many people continued to believe Galen. Vesalius' book was just about human anatomy and, even though it was brilliant, didn't actually make people healthier or lead to new treatments or save any lives. His importance is in the fact the he DID prove that Galen made mistakes. This encouraged other people to check the work of Galen and other doctors. Because of him progress started to be made.</p> <p>William Harvey</p> <ul style="list-style-type: none"> • Born in England and discovered that the blood is pumped around the body by the heart. • Got this idea after he saw the new invention of a water pump being used to put out a fire. He believed that the pump was like the heart and the hose carrying the water was like the veins in the body carrying blood. • Discovered that the blood only flows in one direction as there are valves in the veins • Discovered that there is a set amount of blood in the body. As a result bleeding should have stopped. However, many people didn't believe him and people continued to use bleeding as a treatment. • His book was called 'An Anatomical Treatise on the Motion of the Heart' and was published in 1628. • Important as it also proved that Galen had made mistakes and led to other discoveries by other people. • Took 50 years for his work to be taught at the University of Padua in Italy, which was one of the best universities in Europe • Harvey's work had no impact at all at the time as it couldn't really be used to save lives. • It became hugely important in the 1800s as people tried to solve the problem of blood loss. • It was actually only in 1901 that blood groups were discovered and blood transfusions could be carried out successfully. • It was Harvey's work that proved that blood transfusions were actually necessary. <p>Thomas Sydenham 1660s and 1670s</p> <ul style="list-style-type: none"> • Known as the 'English Hippocrates' • Believed that every disease was different and that it was important to identify the disease before treating a patient. • He said that doctors needed to take a full history of the patient's health and symptoms, recording the illness with great care. • He wrote detailed descriptions of many illnesses including the very first description of scarlet fever <p>His book was called 'Observationes Medicae and was published in 1676</p>    <p style="text-align: right; font-size: small;">Library of Congress</p> |

The Renaissance Knowledge Organiser

The Renaissance 1500-1700

| | | |
|----------------------------|---|---|
| <p>Caring for the Sick</p> | <ol style="list-style-type: none"> 1. An Apothecary <ul style="list-style-type: none"> • Trained but no medical qualifications. • Mixed medicines for customers who had to pay for them. • Some worked in the new hospitals. • Cheaper than a physician. • Similar to a modern day pharmacist. 2. Wise Woman <ul style="list-style-type: none"> • Often oldest lady in the village. • No medical training but learned which cures worked and which didn't through experience. • Probably the best person to see for help. • It was however risky to give advice as, if the patient died, they could be accused of being a witch and possibly killed. 3. Physicians <ul style="list-style-type: none"> • Trained in university and had to pass exams. Also very expensive • Diagnosed illness, gave treatments or sent patient to an apothecary or barber-surgeon • During this period they no longer used astrology or urine analysis to diagnose patients. • During this period they spent more time examining and observing their patients rather than relying on the patient to tell them what was wrong. 4. Travelling 'Quack' <ul style="list-style-type: none"> • Someone who travelled from place to place claiming to sell cures for certain illnesses. • These were conmen and the cures didn't work • The 'Quack' would move on before people realised that the cures were fakes. |   |
| <p>Hospitals</p> | <ul style="list-style-type: none"> • Started to take in the sick • Doctors trained on the wards so they could gain experience as they trained. An example is St Bartholomew's in London which, by the 1660s had 12 wards, 3 physicians and 3 surgeons. • Most were run by the Church BUT some were now run by town councils or charities. • Herbal remedies were used and many had their own apothecary to mix treatments • More hospitals that specialised in certain illnesses began to be set up. These were called 'Pest Houses'. | |
| <p>Keywords</p> | <p>Turning point - A completely new idea that has a significant, long-term impact. Vesalius' work was a turning point.</p> <p>Printing press - A machine that allowed books to be printed. It used raised letters with ink painted onto them. These would then be pressed down on paper</p> <p>Progress - Getting better</p> <p>Regress - Getting worse</p> <p>Stagnating - Staying the same</p> <p>Trend - Something based on a previous idea or discovery</p> <p>Renaissance - Rebirth. A time when people started to check the work of the previous periods and try to find things out for themselves. This was exactly the same approach that the Greeks had used.</p> <p>Transference - The belief that a disease could be transferred from the ill person to an object</p> <p>Diagnose - Studying a patient carefully before deciding what was wrong with them and suggesting a treatment.</p> <p>Herbal remedy - A medicine made from a mixture of plants. These were sometimes effective.</p> | |
| <p>Key questions</p> | <p>Why WAS there progress during this period</p> <ul style="list-style-type: none"> • The influence of the Church reduced. Most people were still religious but were also willing to listen to and consider new ideas. There was a real desire to find out new knowledge rather than relying on what other people had discovered. • The new invention of the printing press meant that the Church could no longer control education. Anyone's book could now be mass produced. The Royal Society used this to publish its journal called 'Philosophical Transactions' which allowed doctors and scientists to share their ideas relatively quickly allowing progress to be made. • The printing press meant that knowledge could spread much more quickly and there were many copies of books - for example the Fabric of the Human Body (1543) which disproved Galen. The Church couldn't stop this knowledge from spreading no matter how hard it tried • Individuals such as Vesalius, Sydenham and Harvey weren't willing to just accept what they were told. They wanted to check and learn for themselves. Respect for tradition was starting to reduce. • Communication - As more people read or heard about Vesalius' work more people began to question and check the work of Galen and others. Harvey was inspired by Vesalius' work and made more discoveries about the heart and circulation as a result. | |

The Renaissance Knowledge Organiser

Impact
of
factors

1. **Communication** -Exact copies of books were produced rather than books which were copied by hand and which could contain mistakes made by the copyists.
2. **Science and technology** - The microscope was invented in the 1600s. This was important because:
 - It allowed people to see things not visible to the naked eye BUT they were not, however, powerful enough to see germs.
 - It allowed people to prove that Vesalius (no Galen) was correct and there were no holes in the septum.

In the 1440s the printing press was developed by Johannes Gutenberg. This was important because:

 - .For the first time each book didn't have to be written by hand so there were more copies for people to read. As a result, medical knowledge could spread much faster than before.
 - The Church no longer controlled the books that people could read!
3. **Government** - The government made much more of an effort to keep towns clean. People who lived there were often ordered to clean the streets outside their homes in an attempt to keep the city clean. However, there was no public health system and disease continued to spread due to the dirt. Overcrowding was common which again meant that disease could easily spread. The government didn't spend much money at all on caring for the sick or preventing illness.
4. **Religion** - The Church opposed the work of Vesalius and continued to say that Galen was correct. As a result it took a long time for Vesalius' work to be accepted BUT he wasn't thrown in prison for questioning the old ideas as the Church wasn't powerful enough to do this. Kings and queens (the government) now made these decisions.
5. **Attitudes: seeking improvement** - The Renaissance was a period in which people WANTED to learn new ideas and make discoveries. This was important because:
 - Accepting old ideas was now not enough. People believed they should be checked and improved on.
 - There was a real desire to learn and make progress.
 - The Royal Society was set up in 1662 by scientists to discuss new scientific ideas. It met weekly. In 1665 it published a journal called 'Philosophical Transactions' which allowed doctors and scientists to share their ideas relatively quickly allowing progress to be made.
6. **Individuals** -
 - Vesalius encouraged others to question the old ideas and make new discoveries of their own. As he proved Galen wrong
 - William Harvey discovered the circulation of the blood and that bloodletting wouldn't work.
 - Thomas Sydenham were interested in learning from experience rather than learning from books. This allowed new discoveries to be made.
7. **Attitudes: Respect for tradition** - Galen's work was still believed and respected by many, many people and new ideas took a long time to be accepted. Harvey proved that bloodletting wouldn't work but King Charles II of England was treated by this method over 50 years after Harvey's work was published.



The Early Modern Period 1700-1900 Knowledge Organiser

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| Beliefs about the cause of illness AND infection | <ul style="list-style-type: none"> At the start of this period the most common belief was that illness was caused by miasma (bad air) and dirt. A few people continued to believe in supernatural causes and the Theory of the Four Humours. Some people also believed in spontaneous generation as a cause of disease. This was the belief that were the result of decay and disease NOT the cause of them. However, Louis Pasteur proved that germs cause decay and then proved that germs cause disease in 1861. People accepted this in 1864 and the belief in miasma began to decline. The discovery that germs caused decay and, therefore, infection, led to the development of antiseptics (carbolic acid) by Joseph Lister in 1867 Now the real cause of infection and disease was understood vaccines and new treatments that worked could be developed. |
| Treatments | <ul style="list-style-type: none"> Once Pasteur had proven that germs caused disease in 1861 treatments advanced but the main focus was on prevention through the use of vaccines and improving public health |
| Disease and prevention | <p>Vaccination</p> <ul style="list-style-type: none"> Vaccines were introduced with the first being Jenner's vaccination for smallpox in 1799 The government got involved in prevention of disease as it made Jenner's vaccination free for all infants in 1840 and compulsory in 1852 Vaccination was properly enforced by the government in 1871 with parents being fined if they didn't vaccinate their children Parents were allowed to choose whether to vaccinate their children or not after 1887 <p>Public Health</p> <ul style="list-style-type: none"> Towns and cities were cramped, dirty, without clean water or a sewage system. The government did very little to change this The government's role increased by the passing of the First Public Health Act of 1848. It said councils should clean up their area but it was voluntary and not that effective. The importance of clean water became clear after the work of John Snow in Broad Street in 1854 but little changed at that time The Second Public Health Act of 1875 was compulsory and ensured clean water was provided, sewers were built and street lighting was provided. The government did this because: <ul style="list-style-type: none"> Snow had proved that cholera was water-borne in 1854 The 'Great Stink' hit London in 1858. The summer was very hot and there was less water in the River Thames to wash away all the rubbish and excrement in it. The river smelled terrible and went past the Houses of Parliament where the government met. Poor public health was finally starting to impact on the rich people who made the decisions. More and more of them felt that things had to change. Pasteur had proven that germs cause disease in 1861. It now made sense that cleaning the streets and water would save lives The UK became the richest country in the world. The government could afford to improve public health In 1867 the working class were allowed to vote. These were often poor and lived in terrible conditions. The political parties needed their votes to win an election so now had to introduce laws to help them. |
| Caring for the sick and hospitals | <ul style="list-style-type: none"> Thanks to Florence Nightingale hospitals and caring for the sick greatly improved New hospitals were designed carefully to make sure they were functional - some were designed by Nightingale Hospitals were hygienic and patients dressings (bandages) were also regularly changed Training of nurses improved. They could be trained at a Nightingale School or other training providers <p>Also</p> <ul style="list-style-type: none"> New hospitals were paid for by charities and local councils They all looked after the sick even if they were infectious Specialist hospitals continued to be built for people with particular diseases. In 1919 the government passed the Registration of Nurses Act which ensured ALL nurses were trained in exactly the same way |
| Surgery | <p>At the start of this period pain, blood loss and infection continued to kill people during surgery. Anaesthetics and antiseptics came into wide use during this period</p> <ul style="list-style-type: none"> 1799 - Nitrous Oxide was discovered to have anaesthetic properties by Humphrey Davy. However, while it numbed the pain it did make operations difficult as it didn't make the patient unconscious. 1846 - The first operation using ether as an anaesthetic was carried out. It was successful but ether was explosive and hard to give to people. A new, safer anaesthetic was needed 1847 - James Young Simpson discovers that chloroform was an effective anaesthetic and it becomes widely used. <p>However, anaesthetics actually made surgery MORE dangerous for a number of reasons:</p> <ol style="list-style-type: none"> It was very easy to give an overdose to people as there wasn't a good way of working out how much each person needed. As a result, people died. The young and fit were most at risk of dying as they tended to take in bigger gasps of air as the chloroform was held over their mouths and therefore overdosed Surgeons took their time now the patients were unconscious. As a result more patients died of blood loss than ever before Infection remained a problem that hadn't been solved and continued to kill many, many patients. This resulted in the period of time between the use of chloroform and the introduction of antiseptics being known as the black period of surgery. <p>Surgery improved when antiseptics were introduced</p> <ul style="list-style-type: none"> 1867 - Joseph Lister read Pasteur's work on germ theory and wondered if germs falling into wounds were actually causing infection. He decided to use carbolic acid during his next operation to try to kill the germs on his hands and the surgical instruments. It worked and the death rate during his operations dropped from 46% to only 15%. The use of antiseptics and anaesthetics together had made surgery much safer. <p>Surgery still remained dangerous though because:</p> <ul style="list-style-type: none"> People still overdosed on anaesthetics Blood loss remained a problem that they couldn't solve. Operation still had to be done quickly or the patient would lose too much blood and die. |



WATER TUBS INTRODUCED BY ORDER OF THE GOV. OF LONDON. 14 PUBLISHED BY THE GOV. OF LONDON.



The Early Modern Period 1700-1900 Knowledge Organiser

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|-----------------|--|
| Key individuals | <p>Edward Jenner</p> <ul style="list-style-type: none">• In the 1700s smallpox killed more children than any other disease. Thousands of adults also died too.• Edward Jenner was a country doctor who worked in Gloucestershire• Before the work of Jenner people had tried to prevent smallpox by using inoculation• Inoculation involved infecting a healthy person with a mild version of the disease hoping they would fight the disease off and become immune. It was extremely dangerous.• Jenner created the world's first vaccine in 1798. It used a disease called cowpox to protect people against a killer disease known as smallpox.• He developed this after hearing a rumour that cowpox would protect you from smallpox and, after testing it on an orphan, he proved it worked. It was called a 'vaccine' after the Latin word <i>vacca</i> which means cow.• In 1802 Jenner was given £10,000 by Parliament to help him with his work and another £20,000 in 1806. It also made vaccination free for all infants in 1840 and compulsory in 1852. Vaccination properly enforced by the government in 1871• This vaccine saved many hundreds of thousands of lives but Jenner had no idea how it worked so many people opposed his work. His work was opposed because:<ul style="list-style-type: none">○ Many people were uncomfortable with the idea of a human being given an animal disease. Religious people in particular were unhappy as they believed that God had made humans superior to all other life.○ Inoculators had charged people to inoculate them. They lost customers as vaccination was much safer. It was also free after 1840!○ Some people didn't trust Jenner as he wasn't a famous London doctor. They believed that a country doctor wasn't skilled enough to develop such an effective way of preventing disease.• Jenner vaccine saved thousands of lives but didn't lead to any other vaccines being created as he didn't know how it worked. <p>James Young Simpson</p> <ul style="list-style-type: none">• In 1847 he discovered that chloroform was a safer anaesthetic than ether which was used at the time.• He did this by chance. He and his friends sniffed chloroform to see the effect it had on humans and were instantly unconscious.• It was soon widely used but it was not safe. In fact more people died during surgery after chloroform was introduced than had died before it was used. <p>Dr John Snow</p> <ul style="list-style-type: none">• Cholera was a killer disease in many cities. It was known as 'blue death' as it turned the skin blue.• Most people believed it was caused by miasma or spontaneous generation.• As a result some councils tried to clean the streets to prevent the smells.• Snow was a respected doctor in London.• He studied an outbreak of cholera in London in 1854 and believed it was caused by dirty water not miasma. He noticed that most deaths took place near the water pump on Broad Street.• 1854 he proved that cholera was caused by dirty water by removing the handle of the Broad Street Pump. When people stopped drinking this water the cholera in that area disappeared.• Snow recommended that a new system of sewers should be built in London to keep drinking water and sewage separate.• The government didn't do this as there was no way to PROVE that cholera was spread by dirty water• His work partially led to the building of a new sewer system which was completed in 1875• His work also partially led to the Second Public Health Act of 1875 BUT this act wasn't introduced until 21 years after he had published his work. <p>Florence Nightingale</p> <ul style="list-style-type: none">• She went to the Crimea to improve the care of wounded British soldiers in 1854• She reduced the death rate in this hospital from 42% to only 2%. She did this by cleaning the hospital, getting proper medical supplies, introducing trained, hardworking nurses and focussing on hygiene and quality care.• Nursing became a respected profession.• She returned to the UK and wrote a book called '<i>Notes on Nursing</i>' which set out a clear list of rules and described her methods. Nurses soon had to read this book• She designed hospitals across Europe to make sure they were efficient and clean• She set up the Nightingale School of Nursing which trained nurses and soon other training schools were set up    |
| Key individuals | <p>Louis Pasteur</p> <ul style="list-style-type: none">• Came up with germ theory. This was the belief that germs in the air caused things to decay and caused disease.• Before Pasteur's work most people believed in 'spontaneous generation theory'. This said that germs were created by decaying matter rather than it causing matter to decay.• The improvement in the power of microscopes helped Pasteur make his discoveries. By 1850 they were powerful enough to see extremely tiny images making the study of germs possible.• Published his germ theory in 1861. This said that germs caused decay and disease rather than being created by decay. He had disproved spontaneous generation theory. People believed him by 1864 BUT Pasteur couldn't identify which germs caused which disease.• Even now people still continued to believe in miasma. Florence Nightingale is an example.• Thanks to the work of Robert Koch, Pasteur created vaccines for chicken cholera in 1880, anthrax in 1881 and a vaccine for rabies in 1885. This was the first human vaccine since Jenner's smallpox vaccination.• His work led to the development of antiseptics and the Second Public Health Act |

Robert Koch

- He was German and he read Pasteur's work and developed it further
- He identified which germs caused certain diseases. He was able to dye (colour) these germs and photograph them so they could be identified. If you could identify which germs cause which disease you could start to try to come up with ways to kill it or prevent it from infecting humans
- In 1876 he discovered which germ caused anthrax in animals
- He then identified the germs that caused human diseases such as TB in 1882 and cholera in 1883.

Joseph Lister

- He read Pasteur's work on germ theory and wondered if germs falling from the air caused wounds to become infected.
- He decided to use carbolic acid during his next operation to try to kill the germs on his hands and the surgical instruments. It worked and the death rate during his operations dropped from 46% to only 15%.
- The use of antiseptics and anaesthetics together had made surgery much safer.

Joseph Bazalgette

- Designed and built London's sewers in the late 19th century



Impact of factors

Government

- In 1802 Jenner was given £10,000 by Parliament to help him with his work and another £20,000 in 1806. It also made vaccination free for all infants in 1840 and compulsory in 1852. Vaccination properly enforced by the government in 1871
- Passed the 1848 First public Health Act but it was voluntary. Impact was very limited as the rich didn't want to pay tax to help the poor. By 1853 only 103 towns had introduced Boards of Health whose role was to improve public health.
- In 1853 the government stopped taxing soap. This made it much cheaper so more people could afford to keep clean.
- The government paid for sewers to be built in the major towns of the UK. The sewers in London were designed and built by Joseph Bazalgette. In total he built over 11000 miles of sewers.
- In 1854 the British government asked Florence Nightingale to go to the Crimea to help reorganise and improve the military hospital there. It paid for the supplies she needed to save lives. It also introduced new laws to improve nursing such as the Registration of Nurses Act in 1919 which set out the qualifications people needed to have to be nurses.
- The 1875 Public Health Act had a huge impact with the government building sewers and providing clean water on a national basis.

Communication

- In 1798 Jenner published his work on vaccination spreading knowledge of his work world-wide and saving thousands of lives
- Medical journals allowed doctors to learn about new discoveries. An example would be Lister who read Pasteur's work and then trialled the use of carbolic acid leading eventually to aseptic surgery.
- The newspapers in the UK reported the terrible conditions in the military hospitals during the Crimean War. As a result the government asked Nightingale to go there and improve them.
- Pasteur and Koch learnt about each other's work and were determined to outdo each other. The knowledge of what the other had achieved made them determined to beat them.
- The telegraph was developed in the 1850s so communication between people, in different countries could happen in a few minutes rather than in days or weeks.

Religion

- A small number of people in the 1800s continued to believe that disease was caused and could be cured by God.

Science and Technology

- The flushing toilet was invented in the late 19th century. At first they were just available to the rich
- New engineering techniques allowed sewers to be built.
- New technology allowed more powerful microscopes to be built, helping Pasteur and Koch in particular to see and identify germs.



Keywords

Inoculation - The name given to the first method of preventing smallpox. It involved giving someone a low dose of the disease in the hope they would fight it off and become immune. It was VERY dangerous.

Vaccination - The name given to Jenner's method of preventing smallpox. It was then used for all methods of preventing disease by injecting a weakened disease to create immunity

Germ theory - The belief that germs in the air causes decay and disease.

Spontaneous generation theory - The belief that germs in the air are a result of decay and disease not a cause.

Anaesthetic - A drug designed to make people unconscious so they cannot feel pain

Antiseptic - A drug designed to stop infection by killing the germs in the wound

Cholera - A killer disease spread by contaminated water

Faeces - Poo.

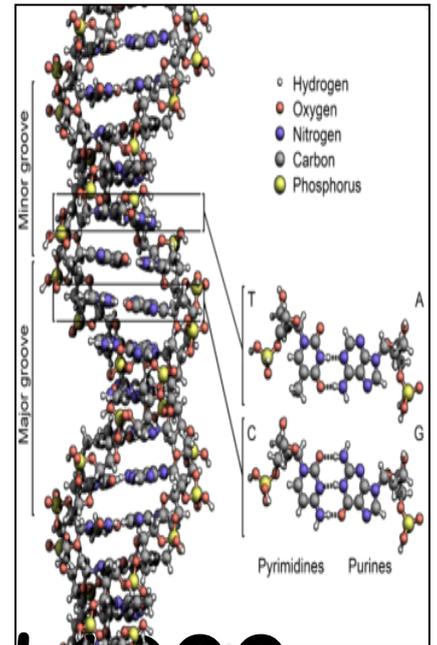
Urine - Wee

Public Health - The health of the entire population.

Smallpox - A killer disease in the 18th and 19th century defeated by vaccination.

Laissez Faire - The belief that the government should not act to improve public health. People were poor because they chose to be and, therefore, should not be helped by the government.

History Knowledge Organiser.



The Modern Period 1900- present day



The Discovery and Development of Penicillin

Penicillin was the first successful antibiotic discovered.

This drug killed most infections inside the body without causing harm.



The discovery of penicillin

- Many soldiers in the First World War developed infected wounds.
- Soldiers with those infections died as there wasn't a drug that could effectively kill infection inside the body.
- Alexander Fleming, a scientist, was sent to France to study these wounds.
- Once back in England he was more determined than ever to find a way to deal with these bacteria.
- Alexander Fleming was studying **staphylococcus** and noticed that bacteria in a petri dish he had left out before he went away, was being killed by a penicillium mould that had floated through the window and landed on the petri dish.
- Fleming experimented with the penicillin and successfully treated a colleague's conjunctivitis infection. However it did not seem to work on infections inside the body and it took a very long time to produce enough penicillin to use. Furthermore he had not tried injecting it into animals and therefore did not think it would help in his fight against the staphylococci bacteria.
 - In 1929 Fleming wrote an article in a medical journal on penicillin but nobody thought his article was important at that time.

The development and mass production of penicillin

- In 1938 Howard Florey and Ernst Chain were researching how germs could be killed and read Fleming's article.
- They realised that penicillin could be very effective and tried to get funding from the British government.
- The British were spending all their money on preparing for World War II so could only give them £25.
- Instead Florey asked for money from America and got enough to pay for five years of research.
- They tested it on mice and discovered it worked on infections inside the body!
- The next move was to test penicillin on humans but this needed 3000 times the amount of penicillin needed for a mouse so took time to produce enough.
- By the beginning of 1941 there was enough penicillin juice to use on one human.
- They used it on Albert Alexander, a policeman who had been scratched by a rosebush and staphylococci germs had invaded the wound and infected his whole body. It worked and he recovered but they ran out of penicillin and he eventually died.
- This had showed it worked on humans but the problem was producing enough. They needed factories to make it.
- The British government was now fighting World War II so couldn't help.
- Florey and Chain went to America instead.
- In 1941 Japan attacked the USA and America joined Britain in fighting World War II.
- The American government realised the potential of penicillin for treating their wounded soldiers and helped to pay for it to be mass produced in American factories by 21 companies.
- By June 1943 425 million units of penicillin were being produced each month - but this was only enough for 170 patients.
- By June 1944 this had risen to 100,000 million units a month - enough for 40,000 patients.
- After the war penicillin was used to treat ordinary people, not just the army and it has saved millions from dying of infections.



The Establishment of the NHS in 1948

- In the 1800s the government had believed in laissez-faire.
- This meant the government believed that it should not interfere in people's lives and tell them how to live.
- It also meant that the government should not help the poor by providing benefits or free healthcare.
- This belief changed in the late 1800s with the best example being the Second Public Health Act of 1875 which provided sewers, clean water and street lighting across the UK.
- However even in the early 1900s many people still lived in terrible housing, with a shared toilet and without free healthcare.
- If you were ill you had to pay for your treatment no matter how poor you were.

Changes 1900-1939

- Gradually the government started to provide more help for the poor. Examples are:
- 1907 - Nurses had to carry out medical checks on children in schools.
- 1911 - The National Insurance Act - This provided sick pay for 26 weeks for any worker who was too ill to work. The worker and the employer would pay into this when the worker was healthy and they could then claim this benefit if they were ill.
- But it only helped the worker, not his family or anyone who didn't have a job and was sick.
- 1912 - Clinics in schools gave free treatment to the children there.

Setting up the NHS



- A man called Aneurin Bevan was responsible for setting up the NHS and putting the Beveridge Report into action.
 - He had to work very hard to do this as many people didn't want the NHS set up:
1. Doctors didn't want to be told how much to charge and who they had to treat. They wanted to decide this for themselves
 2. Some people believed that the poor were poor because they were lazy. If they were given free medical treatments they would just stay lazy. There was no need to work!
 - Despite this opposition he was successful and, in 1948, the NHS was set up to care for people 'from the cradle to the grave' meaning from birth to death.
 - New hospitals were built, more doctors and nurses were employed, new equipment for hospitals was provided.

The Impact of the NHS

- It provides access to free health care with both GPs and at hospitals.
- It includes diagnosis, treatment and prescriptions including; operations, treatments, vaccinations, dentistry, eye examinations, X-rays and blood transfusions.
- The government runs health campaigns such as anti-smoking campaigns or healthy lifestyle campaigns to try to tackle obesity.
- The government introduces new laws to try and improve the health of the population. **Examples are:**

1. Smoking and Lung Cancer

- 1965- Advertising of cigarettes is banned.
- July 2007 it became illegal to smoke in an enclosed space such as a pub.
- October 2007 you now have to be 18 to buy cigarettes.
- 2015 it becomes illegal to smoke in cars with children.
- These have saved many lives but lung cancer remains a killer.
- 40,000 people are diagnosed with this in the UK every year and only 10% of people live for more than 5 years once diagnosed. With most other cancers its 50%.
- New treatments have also been introduced:
 - ❖ Surgery - new techniques and technology have made this safer. Remote controlled micro-instruments can now be used.
 - ❖ Radiotherapy - beams of radiation are used to kill cancers. These can now be targeted very precisely
 - ❖ Chemotherapy - this uses chemical medicines to target cancer cells. It has major side effects but the NHS is working hard to reduce these.
 - ❖ Immunotherapy - Cancers are hard to cure as the body's immune system cannot kill them. Money is being spent on trying to find ways to super-charge the body's immune system so it is strong enough to find and kill cancer cells.



Obesity and Lifestyle

- Today the UK has the second highest rates of obesity anywhere in the world. Only the USA has a worse rate
- Obesity costs the NHS huge amounts of money as it can lead to a wide range of medical issues. Some of these are:
 - ❖ depression, joint pain, heart disease, kidney disease, cancer.
- The government has introduced the 'sugar tax' which is designed to make high sugar foods and drinks more expensive so people buy the less sugary types.
- This had led to food and drink companies reducing the sugar content of their products so people buy them
- The NHS also funds the 'Change4life' campaign.
- The problem remains that the cheapest food is often the least healthy so poverty and poor diet remain linked.



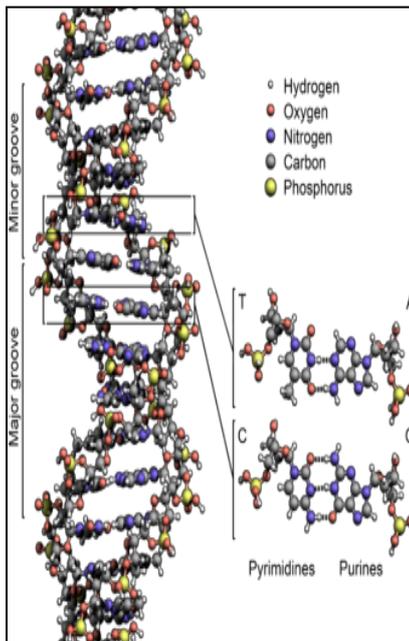
Other actions

- The NHS has started to focus on trying to catch illnesses early as they are easier and cheaper to treat. Screening is an example of this.
- Examples are cervical screening campaigns for women, over 40 health checks that take place when someone turns 40 and every 5 years after that. The aim is to catch illness early so it can be treated.
- Mass vaccinations take place today in the UK. For example the MMR vaccine which was introduced in 1988.

Problems

- Some treatments are rationed and patients now have to meet certain requirements to be treated - losing weight / stopping smoking for example. In some instances the NHS will not provide lifesaving treatment as they cost too much and people die as a result.
- Prescriptions are now no longer free for many people.

The Importance of DNA and Gene Therapy



DNA

- DNA is the material that carries all the information about how a living thing will look and function. For instance, DNA in humans determines such things as what colour the eyes are and how the lungs work. Each piece of information is carried on a different section of the DNA. These sections are called genes.
- DNA is short for deoxyribonucleic acid. It is in every cell of every living thing.
- New electron microscopes allowed DNA to be discovered
- 1953 - Two men called James Watson and Francis Crick worked out the structure of DNA.
- In 1990 James Watson led the human genome Project which mapped every gene in the human DNA.
- This means that we now know what healthy genes look like so we can now identify genes that aren't acting as they should be and start to come up with ways of changing that.

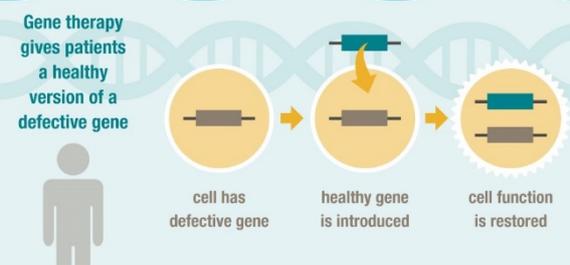
Gene Therapy

- Genes are a part of DNA. They are the code inside the body that results in you being you.
- Genes can decide if you will live a long or short life.
- Some people may have a genetic defect that might make them more likely to get a particular type of cancer for example.

What is gene therapy?

- The main aim of gene therapy is to find any defects in someone's genes and switch them off so they don't get ill in the first place.
- In the future, this technique may allow doctors to treat an illness by inserting a gene into a patient's cells instead of using drugs or surgery. Researchers are testing several approaches to gene therapy, including:
 1. Replacing a mutated gene that causes disease with a healthy copy of the gene.
 2. Turning off a mutated gene that isn't functioning properly.
 3. Introducing a new gene into the body to help fight a disease.
- It may even be possible in the future to cure these genetic defects, for example, people born blind may one day be able to see
- Gene therapy is currently being tested only for diseases that have no other cures
- It is controversial as one approach is to use stem cells from embryos.
- This results in the destruction of the embryo which some people feel should not be done.

What is Gene Therapy?



Glossary

Genes- A part of your DNA that passes on a trait from a parent to a child. For example a parent with curly hair **MAY** have a child with curly hair

Mutated gene - A gene that isn't behaving normally and is causing illness. An example would be a gene that gives someone cancer.

Inherited disorders - An illness you get from someone because you are related to them. Breast cancer, for example, can be inherited (not caught) from a relative.

High Technology Surgery

- By 1900 pain, and infection no longer killed many patients.
- The discovery of Chloroform by James Simpson in 1847 and the discovery of Carbolic Acid by Lister in 1867 solved these problems.
- Blood loss still killed many patients as blood transfusions could not be successfully carried out.



X-rays

- In 1895 Wilhelm Rontgen had discovered rays of light that could pass through flesh and still light up a wall.
- He did not know what they were so called them 'X-rays'. Within months X-ray machines were in use in hospitals.
- The First World War led to a great increase in the use of X-rays to locate bullets and shrapnel lodged deep in wounded men.
- After this X-rays became routine and used in many different ways. For example they changed the care of pregnant women and their babies as it became easier to monitor the development of babies in the womb.

Blood transfusions

- In 1901 Karl Landsteiner discovered that different people had different blood groups and that you had to give someone the same blood group if a blood transfusion was to successfully work.
- However, blood transfusion still involved a direct transfer of blood from one person to the other as the blood clotted if it was exposed to the air.
- During World War I scientists discovered how to prevent blood from clotting by adding something called sodium citrate.
- They also worked out how to store blood for long periods without it going off.



Transplants

- Kidney and heart transplants are almost taken for granted today but remain extremely complicated and dangerous.
- The first heart transplant was carried out in 1967 by a surgeon called Christiaan Barnard in South Africa.
- Since this first attempt many hundreds of these operation have been carried out and the survival rate is improving year by year.
- Since then more ambitious transplants have been carried out including the first heart and lung transplant in 1982.
- In the past 10 years transplant surgery has improved even further with the ability to carry out entire face transplants for severely injured people.

Micro-surgery

- With the development of small cameras and surgical instruments surgeons now only need to make small cuts in the body to perform surgery rather than large cuts.
- This reduces the risk of infection and improves recovery time.



Robotic Surgery

- Some surgery can now be done simply by programming a robot using a computer.
- This makes surgery even more precise than that carried out by humans.
- Some people, however, are worried about trusting an operation to a robot as it is possible that things can still go wrong.

Case study - lung cancer in the 21st century

Lung cancer is one of the most common cancers in Britain, killing thousands every year. As a result, the government and the National Health Service (NHS) work to try to ensure it can be *diagnosed*, prevented and treated effectively.

Smoking and lung cancer

90% of lung cancer is caused by smoking. In some cases, lung cancer is a result of passive smoking, where people have inhaled the smoke from other people's cigarettes. Only 33% of people diagnosed live for longer than a year. Only 10% live longer than 5 years. For most other cancers, 50% of people live for at least 10 years after diagnosis.

However, until the mid-20th century, smoking was incredibly common and very few people would have regarded it as a dangerous activity. Indeed, smoking was even allowed in doctors' surgeries and many medical professionals smoked. During World War Two, cigarettes were provided as part of a soldier's rations. By 1950, 80% of UK men smoked!

Diagnosis and Prevention

Lung cancer is very difficult to diagnose in its early stages. More advanced lung cancer can be diagnosed using *CT scans*. In the past x-rays were used but these were not that effective.



The best thing to do is to prevent lung cancer and the government tries to educate people about the dangers and prevent the disease in the first place. It does this in various ways:

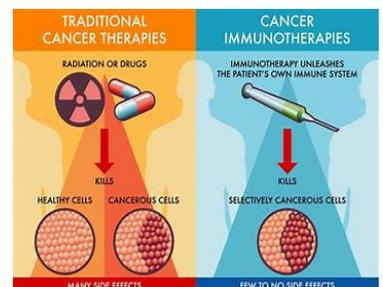
- **Anti-smoking campaigns** warn people of the dangers of smoking. For example, you can see very graphic warnings and photographs of damage and disease caused by smoking on cigarette packaging.
- **Advertising campaigns** highlight the symptoms of lung cancer. There are regularly adverts on television that do this.
- **Advertisements for cigarettes have been banned.** Previously, tobacco companies even sponsored sporting events.
- **Laws have been passed** that have raised the legal age of buying tobacco from 16 to 18. Since 2007 smoking has been banned in public places.



Treatments

Treatments for lung cancer have progressed throughout the 20th and early 21st centuries following advances in science and technology and government funding. Currently, some of the treatments for lung cancer include:

- **Radiotherapy** - radiation is used to attack and kill the cancer cells.
- **Chemotherapy** - powerful chemicals are used to attack and kill the cancer cells.
- **Immunotherapy** - the patient's *immune system* is boosted using this treatment so that it can attack and kill the cancer cells.
- **Transplant** - damaged lungs are replaced with lungs from an *organ donor*.



Medical research into the causes, diagnosis, prevention and treatment of lung cancer continues today. Further advances in scientific knowledge and technology will lead to improved understanding and more treatments.

The Impact of Technology on Medicine 1900 – present day

| Technology | <u>Description</u> | <u>Prevention, / Diagnosis / Treatment</u> | Cancer? Transplants? Broken bones? Surgery? |
|---|---|--|---|
| Radiotherapy 1920s | This uses beams of radiation to cure or control cancer. | T | C |
| Blood tests 1930s | These can be used to diagnose many different illnesses allowing the correct treatment to be used | D | C, S |
| Chemotherapy 1940s | This uses powerful chemicals (drugs) to try to control or cure cancer | T | C |
| Heart-lung machines 1950s | These perform the same role as the heart and lungs allowing transplants of these organs to take place | T | T, S |
| The discovery of DNA 1953 | In 1953. It was discovered by the scientists Francis Crick and James Watson. They worked with X-ray photographs taken by Rosalind Franklin and powerful microscopes to build a model of DNA. DNA stores all information about a person and passes it from parent to child. Once scientists were able to map the code of DNA, they were able to understand the cause of genetic diseases such as Parkinson's disease. | P, D, T | C, |
| A CT scanner 1971 | These are used to diagnose tumours and growths in the body as well as identifying broken bones. | D | C, B, S |
| An MRI scanner 1980 | Magnetic resonance imaging, or MRI, produces detailed images of almost every internal structure in the human body, including the organs, bones, muscles and blood vessels. It can be used to identify cancers, strokes and brain tumours. | D | C, B, S |
| Keyhole surgery 1980s | This uses tiny cameras and surgical instruments to perform an operation with just a tiny cut. This enables the patient to heal much quicker. | T | B, S |
| Gene therapy 1990 | This can prevent or treat disease. It can involve replacing a faulty gene with a healthy one, turning off a faulty gene that is causing a disease or introducing a new gene to treat a disease. | T | C, S |
| The Human Genome Project 1990-2003 | The Human Genome Project was launched in 1990. Scientists all over the world worked together to map the human genome, which is the full set of hereditary information found in a human's DNA. This was only possible because there had been many advances in technology and computers. The project was completed in 2003. Scientists have now been able to identify that some people carry a gene that leads to breast cancer, which has led to better treatments. | D, T, P | C |

The Impact of the Government on Medicine.

You can find these in this booklet. Examples are:

1. Support for the development of penicillin
2. The establishment of the NHS
3. Running public health campaigns such as anti-smoking and anti-obesity campaigns

WESTERN FRONT

Knowledge organiser

Topic 5

Key Dates

KEY BATTLES IN WW1

- September 1914:** WW1 begins.
- Oct-Nov:** First Battle of Ypres – The British stopped the Germans from capturing the port of Calais
- Apr-May 1915:** Second Battle of Ypres – A German attack using Chlorine gas for the first time.
- July-Nov 1916:** Battle of the Somme – Major attack led French and British to move German troops from Verdun.
- Apr-May 1916:** Battle of Arras – large scale allied attack. Very high casualties.
- July-Nov 1917:** Third battle of Ypres – aim to capture Passchendaele ridge near Ypres. The ground turned to mud.
- Nov-Dec 1917:** Battle of Cambrai – first use of a large number of tanks by the British. 40,000 British casualties
- SPRING 1918:** The German Spring Offensive – Large scale German attack to bring the war to an end before the Americans arrive.
- 11 Nov 1918:** Germany surrendered and the war ended.

FANY

First Aid Nursing Yeomanry. Founded in 1907, helped the wounded as ambulance drivers and nurses. They supports the Queen Alexandra's nurses trained in Nightingale's image.

RAMC

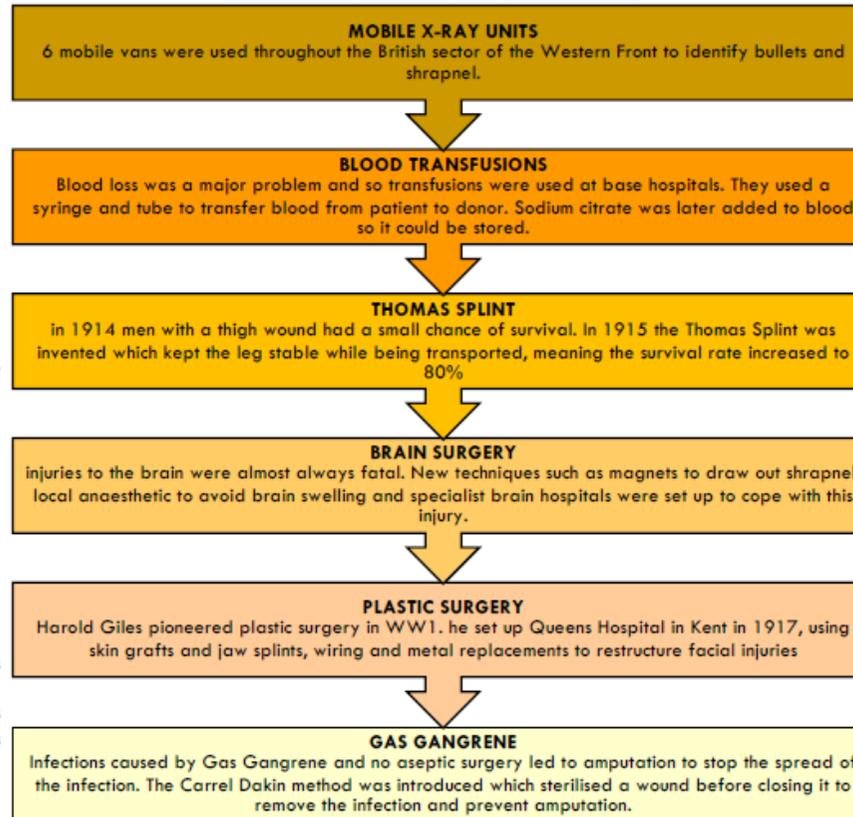
Royal Army Medical Corps. This organisation organised and provided medical care. It consisted of all ranks from doctors to ambulance drivers and stretcher bearers.

WEAPONS OF WAR

| | |
|--|--|
| RIFLES- Loaded from a cartridge creating rapid fire. Pointed bullets which drove deeper into the body. | MACHINE GUNS – Could fire 500 rounds in a minute. Pierced organs and fractured bones. |
| ARTILLERY- continuous bombardments which could last weeks and months. Caused 1/2 of all casualties. | SHRAPNEL – exploded mid-air. Caused maximum damage, injured arms and legs. 58% of all wounds. |
| MUSTARD GAS- odourless gas, worked in 12 hours. Caused blisters & could burn the skin through clothing. | PHOSGENE GAS- faster acting than Chlorine but with similar effects. Could kill a person within 2 hours. |

The First World War was a turning point in modern medicine. With the new weaponry being designed to produce maximum casualty rates, medicine had to keep up with the constant medical challenges they faced.

INJURIES, WOUNDS AND TREATMENT



THE EVACUATION ROUTE

STRETCHER BEARERS

These would advance on No Mans Land at night to collect the dead or the wounded, Each battalion had 6 stretcher bearers and it took four men to carry a stretcher.

REGIMENTAL AID POST

These gave immediate first aid. Aimed to get as many men as possible back to the fighting. Could not deal with serious injuries – these patients would move onto the next stage. These were usually located near to the frontline, in communication trenches or abandoned buildings.

FIELD AMBULANCE & DRESSING STATION

Field ambulance was a large medical unit with medical officers and support staff. Dressing station was where emergency treatment was given to the wounded.

CASUALTY CLEARING STATION

These often dealt with critical injuries. Set up in buildings such as factories and schools. Often near a railway line. Had x-ray machines and wards with beds.

BASE HOSPITALS

Located near the coast so wounded men could be shipped back to Britain. They divided patients up into different wards according to their wounds. This allowed doctors to experiment and specialise in a specific injury.

ILLNESSES ON THE WESTERN FRONT



TRENCH FOOT

Caused by waterlogged trenches. Prevented by changing socks regularly and keeping feet dry. Rubbing whale oil into feet.



TRENCH FEVER

Caused by body lice. Prevented by disinfecting clothes with a repellent gel and setting up 'delousing stations' behind the lines.



SHELL-SHOCK

Caused by the stressful conditions of war. This was not well understood and so patients were told to rest or given shock treatment.