

## TOPIC 5 – THE HISTORY OF MEDICINE

### Week 1 – Early theories of disease and treatment

Focus + Resources	Lesson Notes
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To research early theories of disease.</li> <li>• To investigate unusual medical treatments from the past.</li> <li>• To consider which treatments might have been dangerous.</li> </ul> <p><b>Key Ideas</b> In early civilisations there were many different ideas about what caused disease and how to treat diseases.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• The History of Medicine</li> <li>• Killer Bugs</li> <li>• Potions, Poisons and Pills</li> <li>• WES Y6 Humanities Workbook 5</li> <li>• Term 3 Appendix</li> </ul> <p><b>Extension Activity</b> The work can be extended by further reading of the material in The History of Medicine.</p>	<ul style="list-style-type: none"> <li>• <b>Introduction to the history of medicine.</b> During this topic your child will be studying the history of medicine from the earliest ideas in ancient civilisations to modern methods of treating illness and disease. In this week you will be studying the very earliest ideas about what caused disease and then looking at ways of curing or treating these diseases. There is a good deal of reading in this week and you will need to split the work into two lessons, with your child doing some of the reading between lessons. Start by asking your child to read the Introduction on pages 6-7 in <i>History of Medicine</i> (or share the reading) and discussing the way that science has advanced our knowledge of diseases and ways to combat and treat them. Look together at the Timeline at the bottom of these pages. Ask your child if he recognises any of the names in this. He may have heard of Hippocrates and possibly one or two of the more recent names mentioned.</li> <li>• <b>Causes and treatment of disease.</b> There is a great deal of information on very early theories of disease and their treatment in <i>History of Medicine</i> (pages 8-15) and you will need to use your discretion in how much of this you ask your child to read. Activity 5.1 in <i>Human Wbk 5</i> sets out a table with some of the main early civilisations and asks children to find information about each of these from <i>History of Medicine</i>. Most of this can be found from the information summaries at the bottom of each page. There is also some fairly light-hearted information on treatments on pages 6-13 in <i>Potions, Poisons and Pills</i>. This should be mainly a discussion exercise with brief notes added after discussion. Encourage your child to read the longer text if he is interested (and a quick reader!) between Lessons 1 and 2.</li> <li>• <b>Hippocrates and Galen.</b> Two of the most famous people involved in early Greek medicine were Hippocrates and then Galen. Read together about Hippocrates on pages 16-17 in <i>History of Medicine</i> and about Galen on page 19 and also in the <i>Term 3 Appendix</i> (Hippocrates and Galen). Discuss their importance and the effect they had on the development of medicine. Activity 5.2 has a simple matching exercise about the <b>four humours</b>.</li> <li>• <b>Developments in Medieval and Renaissance Medicine.</b> Arab physicians and surgeons developed and expanded the ideas of the Greeks and the Romans. The influence of the Christian Church also had an effect on thinking about medicine. Read about the developments on pages 20-23 in <i>History of Medicine</i> and a more light-hearted look on pages 14-17 in <i>Potions, Poisons and Pills</i>. From about 1400 onwards, advances started to be made in the understanding of the human body and how to treat illnesses. Read about the Renaissance developments on pages 24-25 in <i>History of Medicine</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>What did people believe caused disease and illness?</b> Spread out the strips cut out from this sheet from the <i>Term 3 Appendix</i> (see Preparation). These include a range of views about the causes of disease and illness which were held in medieval times. Read these together and ask your child to underline or highlight what each person thought was the main cause of the illness or disease. Use Activity 5.3 to sort these out into <i>beliefs in Religious causes</i>, <i>beliefs in the Supernatural</i>, <i>ideas about Natural causes</i> (which may be false) and <i>beliefs in Scientific explanations</i> (of the day). Discuss which ones are difficult to assign and where they could fit more than one category.</li> </ul>
--	--

## Week 1 - Additional Teaching Points

### Preparation for the lesson

You will need to cut out the views set out on the sheet ***What did people believe caused disease and illness?*** from the *Term 3 Appendix*. Your child can do this but it is probably best done in advance of the lesson.

### Teacher tips

In this week you will be starting the topic on the **History of Medicine**. This is a topic that covers a long period of time and links to a number of different civilisations. There is a great deal of reading on early theories and treatments in the course book *The History of Medicine* and these aspects are covered fairly briefly in Week 1, as later developments are of greater significance. You can use your discretion in whether to focus on the information boxes at the bottom of each two-page spread in the textbook for Week 1 or whether to encourage your child to read the full text on each page (probably best done as an extension, outside the lesson itself).

As children have learnt a good deal about developments in the Arab world in the topic on *Early Islamic Civilisations*, this area of development in medicine is not covered in any detail.

You might suggest that your child starts a timeline of ***Developments in Medicine***. He could start this with the information collected in Activity 5.1 from *Humanities Workbook 5* – just a brief note of the main points to remember – adding Hippocrates and Galen this week, plus perhaps one or two of the renaissance physicians. There will be a great many more developments in the coming weeks as he learns about antiseptics, anaesthesia, changes in surgery, antibiotics, blood transfusions and X-Rays. The timeline could be on a long sheet of paper (or several stuck together) and displayed on a wall where it can be reviewed and extended each week.

Theories of disease and treatment

Activity 5.1  
Week 1

Civilisation	Significant person/people	Theories of disease	Methods of treatment
Egyptian			
Native American			
Hindu (Vedas)			
Chinese			

## The Four Humours

## Activity 5.2

### Week 1

Draw lines to match the statement on the left with one on the right.

The four humours were	the seasons with the elements.
If the humours were in balance	more natural explanations of disease.
If the humours were out of balance	blood, phlegm, yellow bile and black bile.
The Greeks believed that everything was made up from four elements, which	then a person was healthy.
They also linked	then a person was unhealthy.
If people were sneezing and had runny noses in winter	in moderation to keep the humours balanced.
The idea of the four humours led the Greeks to do everything	were air, water, fire and earth.
This meant that people had started to look for	then this meant that they had too much phlegm.

## What did people believe?

## Activity 5.3

### Week 1

Cut out the strips showing different beliefs on the sheet in the *Term 3 Appendix*. Discuss whether each of these showed:

- **religious beliefs;**
- **a belief in the supernatural;**
- **a belief in natural causes (as understood at that time);**
- **an understanding of a scientific explanation (as known then).**

Make four piles to categorise each view. Discuss which one has the most responses and which one has the fewest. Think of reasons for this.