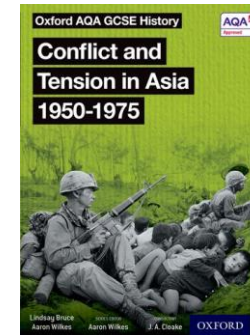


History Revision booklet

This booklet contains all the Knowledge Organisers for both History exams, in the correct order that you will sit the exams.

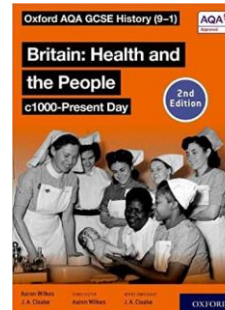
Paper 1 total time 2 hours

- Germany (1 hour)
- Conflict in Asia (1 hour)



Paper 2 total time 2 hours

- Health and the People 1 hour
- Elizabeth 1568-1603 1 hour



Germany 1890-1945 Knowledge Organiser 1: Germany, the Kaiser and the growth of democracy



Germany before 1890

Before 1870, Germany was a collection of small states linked together by similar language and cultural. These states united in 1871 making France and Austria feel

threatened as Germany now formed a large land mass in the middle of Europe. The largest and most powerful German state was Prussia, so their leader became **Kaiser** of the whole of Germany. Prussia was strongly **MILITARISTIC**, believing a country should have a strong armed forces. This view influenced the whole of Germany and led to Kaiser Wilhelm II pushing to have a huge, well equipped army and navy. **Kaiser Wilhelm II became Supreme Commander of the new united German Army.**

Kaiser Wilhelm II and the German government

A biography

- Lived 1859 to 1941. Ruled Germany: 1888-1918
- Grandson of Queen Victoria, cousin of George V of Britain and Tsar Nicholas of Russia.
- Character: strong, energetic, outgoing, charming, kind, impatient, rude at times. Sacked ministers who disagreed with him.
- Career: youth spent in the army; became Kaiser after his dad died after only 6 months as Kaiser.
- Ambitions, dreamt of making Germany as great as Britain. He wanted Germany to be wealthy, have big colonies, a large navy; Proud of their strong army.

The Kaiser ruled over all the states in Germany. He made all the decisions about the army, navy and Germany's foreign policy (relationships with other countries). He was an **autocratic** leader, meaning he wanted to make all the decisions, but Germany did have a government to help him. **The Kaiser could choose to ignore what the government said.**

The government was made up of the following parts:

The Bundesrat made up of representatives sent from each state in Germany. They discussed new laws with the Kaiser. **Advisers or ministers** supported the Kaiser

The Chancellor - the title of the Kaiser's chief minister. (The Kaiser could ignore his advice)

The Reichstag - the main German parliament elected by votes from all men over the age of 25. Their job was to discuss and vote on laws that the Kaiser and his ministers drew up. The Kaiser could choose to ignore their advice.

What problems did the Kaiser face?

Problem 1: Parliamentary government and the growth of socialism

- German industry had overtaken Britain's by 1913. Landowners, business and factory owners had become very rich. Along with noble army officers, these people had a lot of power under the Kaiser.
- The noble army officers had lots of influence over the Kaiser and as a result, the army and navy were one of the main focusses of government policy.
- Under the Kaiser's rule Germany introduced a national postage system, railway network, law system, national coinage. Ethnic minority groups were encouraged to blend with the rest of the population. (e.g. Poles in east, Danes in North, French in Alsace & Lorraine) and Germany had a thriving industry producing 1/3 of the world's electrical goods. It had the best telephone system and was a world leader in chemical and steel industries. Germany also had a growing population.
- However, many workers in the new factories, mines and workshops were unhappy because they got low wages, had poor working conditions. Food was expensive. Many workers did not have a good quality of life. So many working class people joined Trade Unions. These groups organized **strikes** to try force the Kaiser, his advisors & politicians in the Reichstag to improve their living and working conditions.

The growth of the SPD:

- Many
- working-class people voted for the Social Democratic Party (SPD). This political party believed in Socialism – this was the idea that **wealth should be shared equally amongst the people**. They hoped the Kaiser would share some of his power and allow the Reichstag to

make more social reforms or laws to improve workers' rights and conditions. **Approximately one in three German people voted for the SPD.**

- Some members of the SPD had more extreme views. They wanted to rebel against the Kaiser's rule, start a revolution, take over the country and allow cities and towns to be run by **councils of workers**.
- **His caused problems for the Kaiser because he wanted to be an autocratic leader.** Pressure from the SPD had forced the German government to introduce some changes. In 1883 Chancellor Bismarck introduced a compensation scheme for workers who were ill. In 1884 an Accident Insurance law was introduced to compensate workers injured at work. By 1911 they covered 14 million workers.
- In 1888/9 an Old Age Pension scheme was introduced for workers over seventy. (20 years before a pension scheme was set up in Britain).

Problem 2: Colonies and world Leadership

The Kaiser had two main aims:

1. To build a large German empire.

- By the 1880's other European countries like Britain, France and Belgium had large empires. Germany wanted one too.
- By 1913 Germany had control of 6 countries in Africa (Togo; Cameroon; South West Africa & East Africa); Asia (Kiaochow, a province leased from China) and Australasia -Kaiser Wilhelm Land.
- The desire to have a big empire was known as Germany wanting **'a place in the sun'**.
- Germany was also wanted to gain a larger part of **China**, however other European countries such as France, Italy and Britain were also interested in dividing China up between them.

2. To make Germany into a Global Power with control and influence over countries in different parts of the world. This was called **Weltpolitik**, meaning 'world policy'.

The Kaiser wanted other countries to look to Germany for advice, in a way other countries might be influenced by America today. Unfortunately, Germany often felt ignored.

The Naval Laws 1898 -1913

Kaiser Wilhelm wanted a large powerful navy because:

- 1) a large navy would **help Germany take over more countries and protect the empire Germany already controlled.**
- 2) to **rival Britain's** navy which was the best in the world in 1914.

A series of Naval Laws were passed between 1898 and 1912 that rapidly increased the size of the navy. The German army also grew during this time. **The remilitarization was paid for by raising taxes and borrowing money. Germany would be in debt for a very long time, causing financial problems.**

First Naval Law 1898

Germany already had 12 battleships. This law planned to build **7 new battleships** over the next three years, plus 50 other naval ships were to be built by 1904.

Second Naval Law 1900

This doubled the size of the size of the fleet to **38 battleships**. Plus the fleet would now have 58 other naval ships. It was passed during the **Boer War** (Between GB and Dutch settlers) in South Africa.

The German government criticised GB and sympathised with the Dutch (Boers). Britain thought that the main objective of the German navy was not to patrol its coastlines, but to rival the British Royal Navy, they felt threatened by German naval expansion.

In Germany the policy encouraged imperialist attitudes (a desire to take over more land just to look more powerful) and a fear of British ambitions.

From 1902 the Anglo-German naval rivalry had officially begun.

1904 (not a law but worth noting)

The Anglo-French Entente Cordiale signed in 1904, Germany did not know what the two countries had agree and they felt threatened by this.

Third Naval Law 1906 The building of 6 battleships was proposed. These were the last pre-Dreadnoughts to be built. The revolutionary British all big-gun battleship **DREADNOUGHT** was launched in 1906. It was faster than all earlier ships, could fire its guns further and

was more manoeuvrable. Whoever had the most Dreadnoughts would win the naval race.

Germany would now build 6 new Dreadnoughts for themselves. In 1908 and 1912 there were more amendments to the 1900 law that led to building **up the navy further**

Problems caused by building up the navy

- **Building the navy cost a lot of money. Not everyone was happy with this cost.**
- **The SPD thought that the money would be better spent on improving the living and working conditions of the poor.**

The impact of World War One on Germany (not including the Treaty of Versailles)

When war broke out in 1914, the Germans were proud. The Kaiser was a virtual dictator. Their army was probably the finest in the world. Businesses and trade prospered. On the whole, the working classes were well educated and well fed. Most people were excited at the prospect of war, believing it would be a quick victory for Germany.

Germany by the end of the war in 1918

- Very little fighting took place in Germany but the war destroyed much of the old Germany. The German army was defeated.
- The British naval blockade stopped food and medical supplies reaching Germany. Most of the food was sent to soldiers at the front. German people had less to eat.
- As early as 1915 people began to grow weary of the war. 500 women gathered in front of the German Parliament buildings (the Reichstag) and protesting to get their men back from the front!
- In 1916, 10,000 workers assembled in Berlin shouting 'Down with war, down with the government' repeatedly. The government calmed the situation by sending in the police and making arrests.
- By 1918 civilians were surviving on turnips(turnip winter) and bread.

- A flu epidemic swept across Europe, killing thousands of German people weakened by rationing
- The navy was ready to mutiny and members of the army predicted defeat.

The end of the war and the end of the Kaiser's rule

- October 1918, General Ludendorff told politicians that Germany couldn't win the war, advised them to make Germany more democratic hoping the allies would give them a lenient peace treaty.
- The Kaiser tried to share more power with the German Reichstag, allowing the main parties to form a new government, transferring some powers to them.
- This was not enough. German's demonstrated, some said the Kaiser should abdicate, talking of revolution.
- 28th October 1918 the German fleet was ordered to sail from Kiel to attack the British fleet. The sailors refused, not wanting to fight any longer. The mutiny gained the support of workers in towns and cities. Some towns were taken over by workers and soldiers councils.
- Germany was in chaos, the Kaiser lost his generals support.
- On 9th November 1918 the Kaiser abdicated (gave up the throne) and left Germany.

Friedrich Ebert took over as German leader.

He promised to hold elections and end the war. On 11th November 1918 an **armistice (Ceasefire) was signed.**

What was Germany like at the end of the War?

The Kaiser was an Autocratic leader who rarely allowed the Reichstag to change laws. When he abdicated, there were riots and rebellions all over Germany. Revolution seemed likely.

Friedrich Ebert, leader of the **Social Democratic Party (SPD)** became the temporary leader. He signed an **armistice** to end fighting in the First World War on **11th November 1918**, ordered improvements to working conditions, housing and food supplies and promised help for the unemployed. He guaranteed **freedom of speech and religion and elections** for a new German parliament, declaring Germany would be a **democratic republic.**

Knowledge Organiser 2: Growth of Democracy 1918-1929

The New Weimar Republic

Government and politicians would be chosen by democratic elections. All men and women over the age of 20 could vote. Not everyone was happy about this.

The Weimar Republic faced challenges from both Left wing and Right wing people.

Left wing beliefs: A collection of workers' councils should rule the country; equality for all, no class system or differences in people's wealth. Want change: e.g. Communist Party (KDF).

Right wing beliefs: Strong leaders should rule, there should be major differences between classes and races; A Strong Germany, powerful military, large empire; don't like change; Anti-left-wing. e.g. Nazis

Murders and Uprisings

1. The Spartacist Uprising Jan 6th 1919

A left wing, communist political group, the **Spartacus League** rebelled against Ebert's rule. They wanted Germany to be run by small councils of soldiers and workers, not by a large parliament. They tried to take over Berlin. 1000's roamed the streets, fired guns, trying to take over key buildings. Solution: Ebert put down this uprising by **giving guns to the Freikorps** who brutally attacked the Spartacists, taking 3 days to defeat them. Leaders **Rosa Luxemburg** and **Karl Liebknecht** were murdered without a trial.

The Freikorps were a group of ex-soldiers who hated communism.

2. Kapp Putsch 1920 (rebellion). Wolfgang Kapp led 5000 Freikorps, a right-wing group to take over Berlin. The government fled. This uprising failed due to the lack of workers support. Ebert called a general strike and the

workers in Berlin obeyed. With no water, electricity or trains the rebellion failed in 4 days, Kapp fled abroad.

3. The Red Rising - a failed, left-wing uprising caused by many workers in the Ruhr staying on strike even after Kapp fled. The government, killed over 1,000 workers.

4. There were 376 **political murders between 1919 & 1922.**

What was the Weimar Republic?

The New German government. First elections were in January 1919. **SPD won the most votes** and **Ebert became the first German President**. They could not meet in Berlin because revolts made it unsafe, so they met in the nearby town of Weimar. Hence the name **Weimar Republic**. At their first meeting they decided how Germany should be governed.

How was the Weimar Republic organized?

The Constitution – a fair list of setting out how Germany should be governed.

Proportional Representation meant smaller parties, who won a proportion of the vote, won seats in the Reichstag. This meant lots of political parties in the Reichstag, argued over issues, making them very slow to make decisions. No party ever got an **absolute majority (50% seats)**, so they often formed a **coalition** with smaller parties in order to pass laws, leading to more arguments.

The President: Head of State, elected every 7 years, controlled the army, navy and air force. Stayed out of day to day running of the country. In crises they could rule without the Reichstag or with the support of just one party known as **Article 48** and could also issue special **emergency decrees** (laws)

The Chancellor chosen by the President, usually from the largest party. Responsible for the day to day running of the country e.g. law and order, taxes and healthcare.

The Reichstag = elected politicians who debated & passed laws, elected every 4 years by the people. Men & women over 20 could vote.

Many groups disliked the new Weimar Republic, including:

1. People who benefitted under the Kaiser such as judges, army generals, upper class, factory owners, university professors and others often wanted the Kaiser back.
2. Weimar politicians signed the Armistice & the **Treaty of Versailles** so many Germans blamed them for the loss of the war, nicknaming them the **November Criminals**.

The terms of the Treaty of Versailles

Clause 231 forced Germany to accept all **Blame** for starting the war. As result they had to pay **£6.6 billion in reparations** between 1921 and 1924. Paid in gold, cash, 16% of coalfields, half the iron & steel industry.

Territorial losses: all colonies, the Polish Corridor and other land, plus **12% of the population**.

Military terms: banned conscription, **100,000** men in the army, **6 battleships**, no submarines no air force. Germany not allowed to unite with Austria or put troops in the Rhineland (**De-militarisation zone**).

Why Germans hated it:

- 1) **It was too harsh**, took too much land & reparations.
- 2) It was a **humiliating 'diktat'**.
- 3) Many Germans **didn't think they'd lost the war** and felt **betrayed** by the new government asking for a ceasefire.

Economic Problems faced by the Weimar Republic

1. The Invasion of the Ruhr Germany borrowed money to pay for war planning to pay it back by taking land and reparations from the losers. Germany lost the war so couldn't do this. The financial terms of the Treaty were huge. In 1921 Germany paid the first instalment, but in **January 1922 they couldn't pay the second** leading to the French and Belgium invasion of the **Ruhr**, a rich industrial area that produced most of Germany's coal and steel. Their soldiers forced German workers to make goods to pay the reparations. The German government ordered a **general strike** in the area (**passive resistance** - a form of non-violent refusal to obey orders) but French

troops retaliated by killing over 100 German workers and throwing 15,000 German people out of their homes.

The German government printed more money to pay the striker's wages, causing **hyperinflation**.

2. Hyperinflation 1923, the sudden rise in prices. People couldn't spend money fast enough before it lost its value. The government just printed even more money so prices spiraled higher. People carried money in just to buy a loaf of bread. People on fixed income like pensions, salaries, or with savings, found their money became worthless. People on wages managed as their income rose with inflation, getting paid twice a day and shopping straight away before prices rose again. People with debts like loans or mortgages on a fixed rate of interest, could soon pay the debt off

5, Hitler and the Munich Putsch

Hitler won the iron cross in WWI and didn't accept the Armistice or the Treaty of Versailles. He hated the Weimar Republic, wanting the 'glory days' of the Kaiser back. After WWI he worked for the army intelligence services in Munich where he came across the DAP (German Workers Party) led by Anton Drexler. He liked their ideas and joined in 1919. By November 1923 **Hitler was leader**, renaming it the **National Socialist German Workers' Party (NASDP)**

The Munich Putsch 9th November 1923:

Hitler hijacked a meeting in a Munich beer hall, led by the head of the Bavarian government Gustav von Kahr. At gunpoint, Hitler told them he was going to take over Munich, Berlin and finally Germany, demanding their support. The next day, the police and army stopped Hitler & his 5000 SA supporters. After a shootout, 3 policemen and 16 Nazis died. **Hitler was arrested and placed on trial for treason**. He was jailed for 5 years, a lenient sentence for treason suggesting the judges were sympathetic to his ideas. He used the time to write **Mein**

Kampf. He decided the Nazis would win power democratically.

Stresemann and recovery of Germany

August 1923, new Chancellor, Gustav Stresemann worked hard to repair Germany's political instability, economy and reputation as a global power. This era is often known as **Germany's Golden Age**. 1924-1929 he served as German Foreign Minister, uniting the different parties.

Stresemann's solutions:

Hyperinflation – 1. He **stopped printing paper money** and stopped new loans so that no new debt was created, prices stopped going up. 2. October 1923, he **recalled all the old marks**. People could exchange a small amount of old marks for the new **Rentenmark**, this was replaced by the **Reichsmark** in 1924. This was successful in ending hyperinflation, but people who'd lost all their savings never got it back & blamed the government.

French and Belgium troops in the Ruhr 1. Stresemann called off the strike & promised to restart paying reparations. 2. **The Dawes Plan 1924** signed with the USA who gave Germany 800 million gold marks to rebuild German factories and infrastructure and longer to pay reparations. 3. **The Young Plan**, signed in **Jan 1929**, reduced reparation payments to **£1.8 billion**. French and Belgium troops left the Ruhr. Some Germans thought Stresemann should have demanded an end to reparations altogether.

German reputation abroad: Stresemann worked hard to improve relationships with other countries. **1. 1925 –** Germany, France, Italy & Belgium signed **The Locarno Pact** which agreed to the borders set out in the ToFV & promised never to invade each other.

2. 1926 – Germany joined the **League of Nations**.

3. 1928 – the Kellogg Briand Pact signed by countries promising never to go to war unless attacked. These helped **Germany regain its international status**. Some right-wing Germans criticized Stresemann for not

demanding some of the land back that was taken in the Treaty of Versailles and some feared that Germany relied too heavily on US loans.

Under Stresemann Germany entered an **era of peace and prosperity**. **1924-1929** there were no attempts to overthrow this government. Extremist political parties did not receive as much support during this period. In 1928 the Nazi party gained less than 3% of the vote.

Political Stability threatened:

Both the Nazi and Communist parties spent this period organising their parties, setting up youth groups and having recruitment drives. Hitler got 32 seats in 1924, but only 12 in 1928. Industrial workers were voting for the Communists & so Hitler began to focus on other groups in society. Even during this period there were 4 different Chancellors and about **30% of the vote went to parties that did not support the Weimar Republic**. The most serious Right Wing threats stayed quiet but were not destroyed. The right wing Nationalist Party (DNVP) and the Nazis began to collaborate closely & make themselves appear more respectable.

The Golden Age

The Kaiser had controlled all entertainment. Weimar Germany had a Golden Age. Cinema became very popular with Berlin attracting directors and producers from around the world. Plays, opera and theatre boomed alongside the growth in nightclubs and the popularity of Jazz music. Literature and poetry blossomed. Art and design developed a more realistic vision of life. A new popular design movement called Bauhaus developed. Most young people enjoyed it, often older people hated it's it challenge of traditional values. Berlin seemed corrupt and sex-obsessed. German rural areas saw the culture of the cities as immoral, influenced by American immigrants, Jewish artists and musicians.

Germany Knowledge Organiser 3: Depression and Hitler's rise to power

Hitler's biography (b Austria 1889)



Both parents died before he was 18. A failed art student he ended up living in Munich, joining the army in 1914, was awarded medals for bravery, was injured and in military hospital when war ended.

Background

1919 Hitler worked for army intelligence investigating new political groups & came across the **German Workers Party** led by

Anton Drexler. He liked their hatred for Weimar politicians who'd ended the war and for the Treaty of Versailles. He joined the party, persuaded them to buy its own **party newspaper**, the Munich Observer to promote their ideas and soon became its leader.

Hitler made some key changes to the party, designing a **new flag** and the **swastika**; in 1921 He **set up the SA (stormtroopers or brownshirts)**, a violent group of mainly ex-soldiers who guarded Hitler's party meetings and disrupted the meetings of others. In 1925 he set up the **SS (Blackshirts)** his private body guard. He changed the name to the **National Socialist German Workers Party = Nazis**.



In 1920 there were 3000 members, by 1921 there were 5000. In Nov 1923 Hitler took advantage of the chaos in Germany caused by hyperinflation to try to get power

through the **Munich Putsch**. He failed and was put in jail, serving 9 months of a 5 year sentence. He used this time to write **Mein Kampf** and to rethink his ideas on how to

get power. He realized he needed to work within the law to get votes democratically.

Between 1924 and 1929 Germany seemed stable.

Stresemann borrowed money from the USA (the Dawes Plan) to invest in the German economy. **Extremist parties didn't get much support.**

How did Hitler become Chancellor?

A) The Economic Depression



October 1929 - US economy crashed & causing economic depression. World trade fell effecting all European countries, **causing high unemployment in Germany** because they'd lent money from the USA. The US banks recalled their loans, expecting Germany to pay them back in full straight away. **The German government raised taxes and cut unemployment benefit to try and pay the loans back but this led to many German businesses going bankrupt.** By 1932 almost 6 million Germans were unemployed. Many other had such low wages they could not afford to pay rent & became **homeless**. **This helped Hitler to become Chancellor because in times of hardship and chaos, many people turn to extremist parties.** The Communists appealed to working classes, Hitler needed to win their vote too.

B) The Appeal of Adolf Hitler

1. Hitler was charismatic & promised to **make Germany great**. 2. He was a **powerful, inspiring speaker** filling his desperate audiences with hope 3. He talked of 'Germans standing together' to recover. 4. Hitler was **ambitious**, without him the Nazis had nothing. 5. In the 1932 **Presidential election Hitler lost to President Hindenburg 19 million votes to 13 million**. The campaign raised his profile hugely. 6. He seemed to be a man of the people, who understood Germans problems.



C) **Threat from Communism**
The 1917 communist revolution in Russia caused fear in Germany. German Communists **The Spartacists** failed to take power in 1919. **Middle and upper-class Germans, including businessmen and landowners, were frightened of a Communist takeover.** September 1930 the Communist Party got almost as many seats in the election as the **Nazi Party**. In industrial areas like the Ruhr, they got up to 70% of the vote. **Hitler promised to destroy communism.** The SA disrupted Communist Party meetings and to fought with the communist gangs. **This helped him become Chancellor because he gained support from the businessmen, and upper and middle classes. They gave him money to fund his propaganda campaign.**

D) NAZIS Party (PROMISES AND POLICIES)

Party Structure – He set up Nazi Party offices all over Germany to recruit loyal followers. In 1931 there were 100,000 men in the SA, by 1932 there were 400,000. They looked disciplined but were not always under Hitler's control. Uniformed SA and SS marched through streets looking ordered and disciplined, popular with many Germans.

Propaganda



In 1929 **Josef Goebbels** was became head of propaganda for the Nazis party. He used **MODERN and TRADITIONAL methods**. E.g. rallies with banners, posters, parades of SA & SS in military uniforms. **Propaganda posters were always targeted at a specific group** (e.g. unemployed, small shop keepers etc...). **Messages were simple & repeated**. E.g. "ein Volk, ein Riech, ein Furhrer" (One people, one nation, one

leader). **Hitler gave speeches targeting local issues to mass audiences.**

Party Policies – 1. The Nazis **appealed to the unemployed & rich businessmen** who lost everything in the economic crash. **2.** Hitler promised to unite Germany under one **STRONG LEADER**. **3.** He promised a return to **'TRADITIONAL VALUES'** Small shop keepers & farmers liked this. **4. 35% of the population** didn't prosper **1924-29**. **5.** Conservatives (people with traditional ideas) liked Hitler's **hatred of Weimar liberalism** & saw immoral cities as the fault of Jews and politicians. **6. Nazis dropped policies if they were criticised.** e.g. Industrialists were worried about Nazis plans to nationalise industry so they dropped it. **7.** The Nazis organised **soup kitchens & provided shelter in hostels** for the unemployed & appealed to people's Nationalism and Pride for Germany. **NEGATIVE COHESION** some people supported the Nazis because of a shared a hatred. E.g. Nazis used **scapegoats:** they **blamed the Jews, Treaty of Versailles, Communists and the Weimar government for all of Germany's problems.**

E) Germans weren't happy with the WR

Weimar Republic didn't deal with chaos of depression and high unemployment. **There were problems with the way the Weimar Republic was organised: Proportional Representation** - no party ever got a majority of votes so they formed **COALITIONS** which were weak and led to more general elections. **ARTICLE 48** meant the president could rule without the Reichstag in an emergency. **March – May 1932 unpopular Chancellor BRUNING** raised taxes, cut unemployment benefit and reduced the salaries of government employees. He used ARTICLE 48 setting the precedent. **March 1932 Hindenburg chose Von Papen as chancellor** (Centre Party) but he lacked the support to rule effectively. **In July 1932** Von Papen called



a general election to try get more support. The **Nazis got the most seats.**

November 1932 Von Papen called another election losing more seats & was forced to resign. **The Nazis lost 38 seats & Hitler needed to get power fast before losing more.** Hindenburg chose unpopular **Von Schleicher** as Chancellor but he was forced to resign. Meanwhile **Hitler pretended to support the traditionalist values of Germany** and **manipulated** Von Papen and Hindenburg to choose him as the next chancellor, he would bring the support of the Reichstag with him. **On January 30th 1933 Hitler finally became Chancellor.**

From Chancellor to dictator Jan 1933 – Aug 1934

Hitler needed an **absolute majority** in the Reichstag to keep power, so he immediately called for another **general election for March 5th 1933. 27th February the**



Reichstag Fire occurred & Communists were blamed after van Der Lube a Dutch communist was found at the scene and confessed. Hitler used this to persuade Hindenburg that there was a **national Communist plot**

to overthrow democracy and the Reichstag. **Hindenburg passed a presidential decree** banning all communist politicians from taking part in politics and the March elections. **4000 communists were arrested. Despite this the Nazis did still not get a majority in they needed, they got 288 seats** so joined forces with the **Nationalist party adding 56 seats to get the majority he needed to pass laws.**

On 23rd March 1933 Hitler used this majority to get the Enabling Law passed in the Reichstag. This disbanded all the other parties leaving just the Nazis and President Hindenburg in control legally until 1937. Hitler used this extra power to reorganise Germany:

April 1933 – Nazi State Governors were appointed to all **18 states** (he later got rid of these and ruled centrally). **2nd May 1933** The Nazis broke into **Trade Union offices**, confiscated their funds and arrested 1000's of officials. Then he merged what was left of the unions with the **German Labour Front. 10th May all rival political parties were banned & they had their party funds confiscated.** By July 1933 only the Nazi Party remained in Germany.



The Night of the Long Knives 30th June 1934

By June 1934 the only major threat to Hitler came from within his party. **Ernst Rohm was the leader of the SA** which now had

thousands of members. **He wanted to merge the SA with the regular German army.** In theory this would make him more powerful than Hitler. **Himmler persuaded Hitler that Rohm was plotting to overthrow him.** Hitler arranged for the **SS to arrest Rohm** and other officers in the SA, he also rounded up ex politicians like Von **Schleicher**, they were **arrested and either shot or locked up in Dachau**, the first concentration used for political prisoners. Hitler claimed he was saving Germany from a plot.

On the 2nd August, now Hitler had removed Rohm, he was able to persuade the **German generals to get their men to swear an Oath of Allegiance** to him. Regular SA soldiers were absorbed into the German army. **On the 2nd August President Hindenburg died** of cancer leaving Hitler to combine the role of Chancellor and President in to one. He was now known as **Der Fuhrer** and had created a dictatorship in Germany.

Germany knowledge organiser 4: experiences of German people under Nazi rule.

Nazi Economic Policies

Hitler used economic success to keep the support of many Germans. He'd promised voters 'work and bread'. Nazi Economic Minister **Dr Schacht**, organised money for huge **public works projects** to begin immediately to solve the unemployment (6 million) and farming crises

Work schemes included:



The RAD = all men aged 18 – 25 worked for 6 months in the RAD improving farming and the countryside planting trees, forests, hedges and digging drainage ditches.

They got free meals, a uniform and pocket money. It took thousands off the unemployed figures.

The Public work Schemes – employed 100,000 men who built schools, hospitals & the new autobahns (motorways – 3800 km by 1938) to link Germany's major towns (vital for Germany to be a great military nation).

Rearmament – conscription created over 1.3 million jobs.

From 1935, men aged 18 to 25 were forced to join the armed forces for at least 2 years. In 5 years the army grew from 100,000 to 1,400,000. In 1936 Goering's 4 year plan for war increased production of aeroplanes, tanks, battleships, guns and uniforms creating jobs in coal mines, steel and textile mills. Huge government contracts made factory owners very rich.

Invisible unemployment - The Nazis manipulated

unemployment figures by not counting: Women (told not to work), part-time workers were classed as full-time, Jews, Communists etc. were sacked and their jobs given to Aryan Germans. **In 1933 there were 6.1 m unemployed compared to 0.4 in 1939.**



Economic problems: remilitarisation needed lots of raw materials like iron, coal, steel, rubber and wood. Germany would need to rely on expensive imports.

Schacht signed trade deals in South America and south-east Europe to supply Germany with raw materials in return for German made goods. Hitler wanted **AUTARKY** (Germany would produce all the materials they needed within their empire). They never fully achieved this.

Farming Problems: 30% of the population were involved in agriculture or forestry. Farmers overproduced in the 1920's, taking out large loans to keep their farms going. In 1933 Hitler set up the **Reich Food Estate**. A central board would buy agricultural produce from farmers and distribute it to towns across Germany. Farm subsidies guaranteed prices.

The **Reich Entailed Farm Law** part of Hitler's **Blood and Soil policy** - guaranteed farmers state protection from banks, so they wouldn't be thrown off their land if they got into debt. Hitler did this because he needed peasant farmers to populate the new German empire in the east; he cut their taxes and changed German inheritances laws so the eldest child inherited the farm. **Not all farmers were happy** as many banks stopped lending them money and they disliked inheritance laws as it split families & led to **Rural Depopulation** as 3% of young Germans left the countryside each year for better paid jobs in cities.

Strength Through Joy (KDF) - This scheme rewarded workers



for hard work by offering them cheap theatre, cinema and sport events tickets. Cheap holidays walking in the Alps or cut price cruises on the luxury liners (many working classes could not afford this reward). Thousands of workers saved 5 marks a week to be buy a new Volkswagen Beetle – the 'People's Car'. No worker got this because car production was halted by the war.

Women - not seen as equal to men. In 1933 many female doctors, teachers, lawyers and judges were sacked and banned from the Reichstag. Propaganda told women that their job was to have large families. Smoking, wearing trousers, make up and high heels was seen as unladylike & discouraged. The **Law for the Encouragement of Marriage** gave newlyweds a loan of 1000 marks. For every child they had they kept 250 m. Contraception and abortion were banned, slimming was discouraged because it was not thought to be good for getting

pregnant. Every year on 12 August, (birthday of Hitler's mother) he gave the Motherhood Medal to women with the most children. Mothers of 8 children received the 'Gold Cross' and a privileged seat at Nazi meetings. **Lebensborn** encouraged anonymous births by unmarried women and arranged their adoption by "racially pure, healthy" parents, e.g. SS families. Organisations spreading and enforcing Nazi views. **The German Women's League** – gave advice on cooking, childcare and healthy eating. **The Nazi Women's Organisation** was set up as an elite female group dedicated to Nazi beliefs and ideas. **The policies had some success.** The birth rate rose & many women agreed with the Nazi ideas. **However in WW2, total war meant women workers were needed, but successful pre-war propaganda meant women stayed at home.**

Education and the Young – children were so important

because if they were brought up believing in Nazi ideas, they'd grow up to be loyal so Hitler tried to control their school and home life. **Nazi Teachers & University Lecturers** had to join the German Teachers League or were sacked. 1933-1934, 15% of university lecturers & professors were replaced. **School education** included: 4 hours a day of sport, some health education and biology so that students knew how to keep themselves healthy. Boys had a month's military training each year. **Teachers were retrained to teach Nazi ideas, textbooks were rewritten** to be full of pro Hitler and anti-Jewish or Communist propaganda. **Indoctrination was key.** Universities were not seen as important and had to change their courses to reflect Nazi beliefs. **Gifted and Talented students** were picked out by teachers as potential future Nazis leaders and sent to special academies known as 'Napolas' (National Political Educational Institutions). **The Hitler Youth organisations also set up 'Adolf Hitler Schools' which created 'ideal Nazis' – clever, tough and fiercely loyal to Hitler. Order Castles** were set up for the best students who would become the Nazi elite". **Hitler Youth** est 1922. More joined **In 1933 when the Nazis banned all other youth groups.** 1939 Membership became compulsory It had equal status to home or school life. **Boys youth groups: Little fellows (6-10); Young Folk 10-14 & Hitler Youth 14-18.** Met several times a week, had **special monthly camping, marched kept fit, used knives, fire and guns like soldiers.** **Girls joined Young Girls 10-14 and the League of German Girls 14-17.** They did **tough marches, monthly weekend camps,**

learnt how to cook, keep fit and prepare for motherhood.

Both were encouraged to report parents and teachers if they criticised the Nazis.

Religion -The Church as a threat. 1/3 of Germans were Catholics & 2/3 were Protestants. At first the church cooperated with the Nazis - they offered protection from communism & promoted traditional morals and family values. Hitler signed a **concordat with the Pope** in 1933 (**Catholic**), promising full religious freedom if they stayed out of politics. **Soon Nazis closed churches as people listened to their priests more than to Hitler.** The **Pope protested** with a letter '**With Burning Anxiety**' in 1937, it had no impact. The Nazis arrested **400 priests & sent them to concentration camps.** In 1941 **Catholic Archbishop Galen**, criticised the Nazis using **terror tactics, euthanasia and concentration camps.** He was too high profile so they paused euthanasia of the mentally ill and physically disabled and kept him under house arrest.

The National Reich Church and Protestants

Hitler merged Protestant groups into the **National Reich Church** in 1936. **Non-Aryan ministers** were suspended. Some Protestants liked Nazi morals, these '**German Christians**' wore a Nazi uniform. Many churchgoers supported the Nazis or didn't oppose them. **Exceptions.** **Martin Niemöller** formed the **Confessing Church** in 1934. He was arrested in 1937 and sent to a concentration camp. **Dietrich Bonhoeffer** plotted to overthrow Hitler. He was imprisoned in 1943 & hanged in April 1945. **Some groups disappeared from Nazi Germany like the Salvation Army, others were banned e.g. Astrologers & Healers.**

Nazi policies against Jewish and minority people Hitler believed in the Master (Aryan) Race.

Anti-Jewish Laws:

- **1933: March** sacked Jewish judges & lawyers;
- **April** sacked Jewish teachers, banned Jews from sports clubs;
- **Sept 1st** Race Studies in schools;
- **1934: Jan** Jewish shops marked with yellow Star of David & SS turned shoppers away.

- **Sept 1935 Nuremberg Laws**, took away Jewish German citizenship, banned marriage between Jews & non-Jews.
- **Jan '36 Jews** not allowed electrical equipment e.g. cameras
- ; **1938 – July** Jewish doctors sacked;
- **Aug** Jewish men had to add 'Israel' & women 'Sara' to their first names.
- **Nov – Kristallnacht (Night of Broken Glass)** Jewish children banned from German schools; Jewish homes, businesses and synagogues attacked. 100 Jews killed & 20,000 sent to concentration camps.
- **Dec** Jewish children banned from playing with non-Jewish;
- **1939 – April** Can evict Jews from homes; **Sept 8pm-6am** curfew.

The Final Solution. WW2 trapped Jews under Nazi rule. 3 million in Poland, 2.7 m in Western Russia and over 1 m in occupied Europe. Nazis were brutal – bricking up **ghettos** in Eastern European cities, sent millions to **labour camps and execution squads (Einsatzgruppen)** shot and gassed many in Russia and Poland. Nazi leaders agreed the **Final Solution** at the **Wannsee Conference in 1942 to murder all Jews in German territory** - working them to death or gassing them. **6 death massive camps** were built for Jews, gypsies, homosexuals, political opponents, the disabled and others. 6 million were murdered. **Jewish Resistance**, some fled to forests; 1943 the 43 day Warsaw Ghetto Uprising, all involved were executed. **1000's of ordinary German people** helped e.g. railway workers, office clerks, typists, telephone operators etc. **Even foreign governments like GB and the USA knew some of the holocaust.**



Propaganda and Censorship

Propaganda was Using simple messages, repeated often & bold images. He used mass rallies (e.g. yearly Nuremberg Rallies), newspapers, posters, cinema newsreels & radio broadcasts, placing speakers on street corners and producing cheap radios with one Nazi radio station. **Censorship** removed information the Nazis didn't want you to see. E.g. **banning all books and plays written by Jews, Black people, communists or that didn't support the Nazi ideology;**

encouraging Mass book burnings. In 1936 5000 works of art were burnt. Goebbels read all film scripts before production. Cabarets & Bauhaus architecture were banned. Sporting events glorified Nazi rule. August 1936 Berlin Olympics was a propaganda success.

The police State- Hitler also used fear to keep control. **Himmler was head of the SS** whose tasks grew when the Nazis took power. **The SS were made up of: The SD who looked after security. The SS Waffen, an elite army unit & The Death Head Units ran concentration camps. The Gestapo (secret police) in civilian clothes tapped phones & spied on normal people, encouraging snitching. Law courts and police were led by key Nazis and dealt with normal crimes, ignoring those committed by Nazis.**

Opposition to the Nazis

The Swing Youth Rural, middle class teenagers who refused to join the Hitler Youth. They partied, listened to American Jazz music & had Jewish friends.

The Edelweiss Pirates = Working class teenagers from cities aged 14 - 17. 6 were hung for the assassination of a Nazi official in Cologne.

White Rose Movement - against Nazi rule and WW2. Led by **Hans Scholl.** 1942-43 they made & distributed six anti-Nazi and anti-war leaflets. They were arrested, tried and guillotined. Sophie Scholl was 21.

The Stauffenberg/ July Bomb Plot –an attempt by senior German Army officers to kill Hitler and end WW2. Stauffenberg hid a bomb in his briefcase & left it near Hitler. The briefcase was moved so Hitler survived. The conspirators, were **court martialed and shot.**

Grumblers – dislike certain rules, used passive protest e.g. **dodgy salute.** Many Germans supported Nazi rule at first, WW2 brought early victories & luxury imports **The turning point= the Battle of Stalingrad against the USSR 1942-43** Germany began to lose the war, allied bombing of German cities grew. Nazi propaganda didn't match reality. From this time onwards, many became less satisfied with Nazi rule.

Knowledge Organiser 1: Conflict and Tension in Asia Part 1: Conflict in Korea

Why were the USA and the USSR rivals?



- The two countries were run in different ways. The **USSR was communist**, the **USA was a capitalist** country. USA is a **democracy** and the USSR was run by a **dictatorship**. Both sides felt other countries should use their systems.

- Background:** 1917 the Russian Revolution saw Russia leave World War One. They were not invited to the peace talks and were isolated from the west until they allied to defeat Hitler in World War Two.
- World War Two ended and the USA thought the USSR wanted to spread communism across the world.
- This led to the US **policy of containment**.
- The USA used money (**Marshall Aid**) and military support (**Truman Doctrine**) to help **contain communism**.
- Relationships between the two sides deteriorated into **Cold War**, where both sides threaten or ignore each other but stop short of open warfare.
- By 1945 the USA had **the atomic bomb**. The **USSR developed their atomic bomb by 1949**. Any conflict between the two sides might lead to **nuclear war**.

Europe by 1949: East (communism) and west (capitalism). The threat of communism spreading moved to Asia.

How was Korea divided at the end of the Second World War?



- From early 1900 Japan controlled Korea. At **the end of World War Two**, Japanese soldiers in the **north of Korea surrendered to the USSR** and in the **south they surrendered to US forces**.

- The country was divided along the **38th parallel**, into two **temporary, separate zones**.

- The **United Nations (UN)** would oversee elections to create an **independent country of Korea**.

Two new governments:

In **1948**, before the planned elections could take place, the Soviets in the northern zone allowed the **Korean communist Kim Il-sung** to take power of the north. The USA went ahead with **elections in the south**. **Syngman Rhee** was elected as the leader. Both zones had now officially become **two separate countries**.

Why did

	North Korea	South Korea
leader	Kim Il-sung until 1994	Syngman Rhee
Aims	Unite Korea under their rule	
Economic /political Ideology	Communist & dictatorship	Capitalist & democracy
Capital	Pyongyang	Seoul

China become involved in Korea?

Since **1927** China had been in a civil war between the communists and the government. Japan invaded China in 1931, taking over large parts of land. At the end of World War Two, Japan surrendered, leaving China, and the Chinese Civil War restarted. Despite the US sending support to the non-communist government, in **1949 the**

communists won and China became a communist country.

The US believed the USSR leader, Stalin, was also trying to encourage communist revolutions in other parts of Asia and **decided that communism should be stopped from spreading any further in Asia!**

China, the United Nations and the USSR

In the **UN** the big decisions were taken by the **Security Council** made up of 15 member states. **5 of these were permanent (GB, USSR, USA, France and China)** and had the power to **VETO** any decisions made. When China became a communist country the Security Council met to discuss whether to allow this new Chinese, communist government to take their place on the council. The USA voted that they should not be allowed. The USSR protested by refusing to take part in future meetings giving the USA the freedom to almost do what they liked.

Build up to the war in Korea 1949-1950

There were many border clashes between the North and South. Kim Il-sung wanted to invade the south and visited the USSR in 1949 to ask Stalin for permission, but Stalin said no because US soldiers were still based in South Korea. Stalin wanted to avoid USA fighting the USSR.

By April 1950 Stalin said the North could invade the South because:

- China had become a communist nation
- The USSR now had the nuclear weapon
- The US had withdrawn troops from the South.
- The Soviets had cracked a secret code used by the USA to communicate with other governments. This made the USSR think the USA would not interfere in Korea.

The USSR trained Korean soldiers, supplied tanks, artillery and aircraft to North Korea. To avoid nuclear war with the US Stalin said North Korea had to look to China for any extra support.

The invasion of South Korea by North Korea 25th June 1950.

- 2 days after the North invaded the South, President Truman declared US support for the South and that the UN must meet quickly to decide what to do.
- 16 nations sent troops to the UN, but most were from the USA. US General MacArthur was in charge of the UN response. Some think the USA were using the UN to fight their war!
- MacArthur sent UN troops to Pusan** to stop the collapse of South Korea. (Map 1)
- On **15th September** the UN launched a **surprise attack from the sea at the port of Inchon** on the west coast of South Korea. (Map 2). This was a success and **UN forces pushed inland to retake Seoul** whilst **UN and South Korean troops at Pusan pushed north** taking thousands of prisoners.
- By **early October** the **North Korean troops had been pushed back behind the 38th parallel**. The UN followed the retreating North Korean soldiers, invading North Korea pushing towards China.
- General MacArthur convinced President Truman that China would not get involved in the war.**
- However as the UN approached the **Yalu River** that divided China from North Korea, **200,000 Chinese soldiers** came to help North Korea. (Map 3).
- By the **25th October** the **UN was fighting North Korea and China**. They were **pushed back behind the 38th parallel**. North Korea **retook Seoul**, which was **quickly retaken by the UN**. It had now changed hands 4 times.

- Truman wanted to back off to avoid direct war with the USSR** but **MacArthur wanted to use nuclear force against China** and to push UN troops back into North Korea. He ignored Truman's instructions and so Truman sacked him.



Stalemate: By the middle of 1951 **stalemate** developed, both sides faced each other across the 38th parallel.

- For **two years, until 1953**, both sides tried to break the stalemate by bombing the other side to surrender.
- US planes bombed North Korean towns, cities, transport facilities, factories and military bases. They also dropped napalm. The raids killed up to 1 million soldiers and civilians.
- Stalin sent military equipment to the North. USSR planes, disguised in Chinese colours, flown by USSR pilots in Chinese uniforms, bombed the South.
- Peace:** Talks began in July 1951 but failed. In November 1952 a US general election replaced Truman with President Eisenhower and in March

1953 Stalin died. North Korea and China were not confident the new Soviet leader would support them so looked to negotiate peace.

27th July 1953 both sides signed an **armistice** to end the fighting. Both sides remained independent countries but now there is a **3 kilometre demilitarised zone** along the 38th parallel.

Cost of the Korean War

- 3 million soldiers and 2 million civilians died.
- It was the first time the superpowers had become directly involved in a military conflict.
- It marked the spread of Cold War from Asia.
- The USA made alliances with the Philippines, NZ, Australia and invested huge sums in Japan.
- US containment policy led to their involvement in the Vietnam War.
- The USA cut all ties with communist China.

Importance of the Korean War

- Arms Race:** USA and USSR increased spending on nuclear weapons. The USA to \$60 billion with 760 nuclear bombs. The USSR introduced 'intercontinental ballistic missiles.'
- The US increased their navy, army and air force by 50%, 25% of their forces were now based overseas.
- The UN gained respect, although some saw the UN as a puppet of the USA.
- North and South Korea remain in a permanent state of cease fire as no peace treaty was ever signed.
- USSR and China became closer.
- The USA was determined to contain communism.

Knowledge organiser 2 Conflict and Tension: French and US support in Vietnam

The End of French Colonial Rule

- Vietnam had been ruled by France before the Second World War.
- Japan occupied Vietnam during the war. Japan stripped Vietnam's resources and food became scarce. 2 million Vietnamese people starved to death.
- During the war a Communist resistance group grew called the **Viet Minh**. They were led by **Ho Chi Minh**.
- By the end of the war in 1945 the Vietminh controlled most of **the North of Vietnam**. On 2nd Sept 1945 they declared North Vietnam **independent** with Ho Chi Minh as **president**.
- The French refused to accept this and began a **bitter war against the Vietminh**.
- **In 1949 China became Communist** and the USA became more concerned that Communism would spread across all of South East Asia.
- Over the next three years the **USA** spent \$3 billion on tanks, planes, armaments and military advisers to **help the French** fight the Vietminh.

The First Indo-China War 1945-54

This is the name for this first period of conflict. The Vietminh fought under General **Giap**. Much of the fighting took place in North Vietnam. The Vietminh used **guerrilla tactics** which involved hit and run attacks and using jungle hideaways. The French began to suffer casualties. 80,000 soldiers were killed. The most important event in this war was the battle of **Dien Bien Phu** in the **spring of 1954**. A

small French air base was surrounded by 50,000 Vietminh soldiers. The French troops were **trapped** and soon ran out of water and medical supplies. 3000 French troops were killed in the battle and 12,000 wounded. France was forced to **surrender**. France's prime minister resigned and **France withdrew from Vietnam**.

Vietnam is caught in Civil War 1954-1973

Peace talks continued to decide how Vietnam should be governed during the fighting. In South Vietnam the French set up a **non- communist government**. As the battle of Dien Bien Phu was finishing the leaders of Britain, France, China, the USSR and USA met in **Geneva, Switzerland** to decide what should happen to Vietnam. They tried to find a peaceful solution.

This was called the **Geneva Agreement (1954)**.



It was agreed:

1. that Vietnam **would be divided along the 17th parallel**.
2. The **North** would be ruled by **Ho Chi Minh**.
3. The **South** would be ruled by **Diem**.
4. The French would leave Vietnam.
5. The Vietminh would leave South Vietnam.
6. The Vietnamese could choose if they wanted to live in the North or the South.
7. There would be **new elections held in July 1956** (i.e. within 2 years)



Ngo Dinh Diem: Catholic and anti-Communist. Spoke English and French, so worked well with French and US leaders. Liked by Kennedy. Invited to be Prime Minister of South Vietnam. Used violence and nepotism to keep control. Disliked by the majority

Diem held an election in South Vietnam, **a year earlier** than elections were planned for whole country in the Geneva Agreement. Protesters were arrested and **100,000 were sent to prison camps**. The former emperor of Vietnam called **Bo Dai** also stood for election against Diem. Diem ordered his supporters to intimidate anyone who seemed to be voting for Bo Dai. Unsurprisingly, Diem won the election with 98.2 % of the vote. Many of Diem's opponents left their homes and moved into the jungle to form resistance groups. The US worried that they were supporting a corrupt politician.

Growth of the Vietcong

- Many South Vietnamese people were opposed to Diem and by 1957 Civil War had broken out.
- **The National Liberation Front (NLF)** was created by Ho Chi Minh in 1960. The ARVN (the South Vietnamese army) and the US called them the **Viet Cong or VC**. They wanted to **reunite the North and South** and replace Diem's government with one that represented **all social classes and religion**. They also wanted to improve the **rights of peasants** – returning land and reducing taxes.
- The Vietcong were **not all Communists**, but the majority were. People joined the Vietcong for a variety of reasons, such as supporting unifying Vietnam or wanting their land returned.
- The Vietcong had **strict rules** that made sure they respected the people of South Vietnam. For example, they were not to damage peasant's crops or belongings.
- The Vietcong used the same **guerrilla tactics** as the Vietminh. They attacked at night, they used traps and surprise attacks. They were supplied by the Ho Chi Minh Trail. (see map over)

Early US Involvement in Vietnam 1954-1963



Domino Theory

The USA were afraid that South Vietnam would fall to Communism and this would spread to other countries across Asia. They called this '**Domino Theory**'.

President Eisenhower believed in this and used the **Containment Policy** to try stop communism from spreading to other countries.

They did this with the **Marshall Aid Plan** which involved US investing **money** in countries to show non- communist countries the benefits of Capitalism.

They had done this in other parts of the world, like West Germany in Europe. They also used the **Truman Doctrine** which provided **military aid** to countries threatened by communist takeovers.

Policies of Eisenhower and Kennedy

There were many **similarities** between the policies of President Eisenhower (1954-61) and President Kennedy (1961-63):

- Both men ruled during a period of **intense fear** that there were Communist spies working in the USA. **McCarthy**, a US senator claimed that there were 200 communists working secretly for the government.
- Both Eisenhower and Kennedy believed that **communism was a dangerous threat that had to be contained**.
- Both **gave money, military advisers and weapons** to the ARVN.
- Both **used propaganda** to turn people away from Communism.
- Both were **reluctant to send US troops** to fight directly, especially as the relationship between

the USSR and the USA became increasingly tense during the Cold War.

There were also some **differences** in their policies:

- Kennedy **increased the amount of military experts and financial aid**. This meant the ARVN grew from 150,000 to 170,000 by end of 1961. He used **US helicopter pilots** to transport ARVN soldiers. They were instructed not to fight, but this was sometimes difficult.
- Kennedy also **withdrew his support for the corrupt leader Diem**. On 1st Nov 1963 Diem was taken prisoner by ARVN troops and shot. South Vietnam was now led by leaders of the ARVN.
- Kennedy expanded the Strategic Hamlet Programme which had been started by Diem.

The Strategic Hamlet Programme.

This forced peasants to leave their homes in areas where the Vietcong were active and moved into **heavily defended villages**. The programme aimed to win the '**hearts and minds**' of the Vietnamese peasants. In reality it caused great resentment as peasants had to walk miles back to farm their lands and resented leaving their ancestral homes and burial grounds. By 1963 2/3rds of the population had been moved. **Support for the Vietcong increased 300%** as a result of this policy.

In Nov 1963, the same month that Diem was killed by the ARVN, **Kennedy was assassinated**. He was replaced by his vice President Lyndon Johnson (LBJ).

Knowledge Organiser 3 Conflict and Tension: USA escalate involvement in the War

President Johnson's (LBJ) View of the Vietnam War



Johnson believed in the **Domino Theory** and wanted to **contain communism** but was reluctant to send US troops to fight. He wanted

a peaceful solution so he could spend more money on his 'Great Society', his idea to invest money in the USA to improve housing, hospitals and education.

Johnson's advisors wanted the US to get more involved in Vietnam. The ARVN was not strong enough to fight the VC on their own. Johnson used **Operation Plan 34A**, which sent mercenaries to fight in North Vietnam and he ordered US naval ships to spy on the North from the sea.

However the US did become directly involved in the fighting against North Vietnam and the VC because of several events.

1. The Gulf of Tonkin August 1964



The **USS Maddox**, patrolled and spied on North Vietnam. **3 August** they sailed into North Vietnamese waters and were approached by 3

North Vietnamese patrol boats who followed them. Maddox fired 3 warning torpedoes, and then attacked and hit a boat. US Jets helped USS Maddox and hit all three boats. All boats made it back to port. The Maddox was unharmed, but it made the crew nervous. The next day the Maddox reported another attack had been launched against them. This was confirmed by US Jets and the crew reported it to the US government.

Johnson used this information to tell Congress that the **USA were under attack**. Congress passed the **Gulf of Tonkin Resolution** giving the **President huge powers**. Johnson could take any military action he thought necessary to defend South East Asia from communism, without asking Congress first.

Within 6 months this led to the US being directly involved in the fighting against North Vietnam.

Note: 2005 evidence showed Johnson knew Maddox was not under attack, but he kept it from congress. The Gulf of Tonkin Resolution was based on a lie.

2. Operation Rolling Thunder Feb 1965

Camp Holloway, Pleiku, a **US helicopter base** in South Vietnam, was attacked by the VC. Destroying helicopters, killing 8 US servicemen and wounding 126. In retaliation President Johnson ordered **Operation Rolling Thunder**. **US Navy jets attacked North Vietnam**.

This was a turning point as it meant US troops were directly involved in the fighting against North Vietnam. **Operation Rolling Thunder** was a continuous bombing



campaign using 'precision bombing' of government and military targets. As the war went on the US used 'carpet bombing'.

It aimed to lower the morale of the North Vietnamese and to make their government withdraw support for the VC in

the south. It didn't work. The bombing was meant to **last 8 weeks but went on for 3 years**.

As well as aerial bombing more US marines were sent to South Vietnam to fight. In **March 1965 there were 3500** and by **December 1965 there were 200,000**.

How did the Vietcong Fight?

VC used guerilla tactics, wore **no uniform** and **blended in with peasants**. They relied on the support of villagers for help but **used terror** against supporters of the South Vietnamese government such as police and tax collectors. They had **no base camp** or headquarters, fought in **small well-armed groups** and retreated when the enemy attacked and attacked when the enemy retreated.



The VC used the **Ho Chi Minh Trail** to get supplies from North Vietnam. It went from North to South Vietnam and into Laos and Cambodia. Porters on ponies or bicycles carried weapons, food and equipment from North Vietnam to the VC in the south, taking 6 weeks.

The US never destroyed the trail

because it was hidden in the jungle and could have 10 routes between two points.

Another tactic was 'Hanging on the belts' of the Americans, made possible using the tunnels and temporary camps on the Ho Chi Minh Trail. This involved staying close to US troops as the US were unlikely to bomb their own men were. 51% of US soldiers died in VC ambushes.



VC used a variety of **booby traps**. E.g. using sharpened bamboo spikes covered with excrement and hidden in rivers, in the ground, in doorways or in trees. The most famous is the **punji trap**.

How did the Americans fight the Vietcong?



The **average age of an American GI was 19**. The US liked to use their superior technology and fire power against the enemy, but could often not find the VC so they used **Search and Destroy methods**.

This meant sending US marines, via helicopter, into areas with high VC activity. They searched villages and if they found any signs of the VC they would burn the village as a warning to others not to support the VC, these were known as **'zippo raids'**.



US GI's suffered **high casualties** in these areas and **mental strain** from not being able to see the enemy and the constant threat of being ambushed, maimed or killed. Morale was low and many

soldiers took drugs to try to cope. There were incidents of **'fragging'** where GI's murdered their superior officer to avoid having to go on dangerous missions. The strain led to some GI's committing war crimes.

The US also continued to bomb the north and areas where they thought the VC trail would be.

The US developed new types of bombs: cluster bombs



which exploded horizontally scattering 600 smaller bombs. These aimed to maim not kill the Vietnamese, putting financial strain on the

North Vietnamese government looking after the injured. The US also used **chemical weapons**.

Agent Orange – a toxic weed killer designed to destroy the jungle and expose the Ho Chi Minh Trail. **Agent Blue** –

a pesticide designed to kill crops and starve out the VC and **Napalm**, a sticky gel mixed with fuel which would burn at high temperature through anything it stuck to jungle or bone.



The US bombing campaigns had some success and did uncover parts of the trail, but not for long. Few members of the Vietcong were killed and it made the US unpopular with the peasants as it destroyed their land and villages.

The Tet Offensive 30 January 1968



This was a **coordinated attack by the VC** supported by the North Vietminh on **hundreds of towns and cities in South Vietnam**. It happened on their 'New Year' when the US were expecting the VC to be celebrating. In order to have a chance at attacking the well defended cities and towns,

the VC prepared for this in advance. **Since September 1967**, the VC had **attacked lots of US airbases**, costing the VC 90,000 casualties, but it achieved what they wanted. The US moved lots of their troops to defend their air and army bases, **leaving the towns vulnerable**.

In the Tet Offensive, the VC took over the Saigon radio station and **entered the US embassy**. Most of the VC were captured or killed, but it took weeks to regain complete control of the cities. 1000's of civilians in Hue were murdered by the VC as they worked for the government and helped the US.

The Tet Offensive is seen as a turning point for two reasons:

1. It made Johnson realise that USA couldn't win the war and he started looking for an **'honorable withdrawal or peace'**.
2. The US public watched news report of the fighting on TV and it made them realise that the government had

lied to them about how well the US were doing in Vietnam. It made many people stop trusting the US government.

My Lai Massacre March 1968

As part of the **Search and Destroy missions**, US marines



from Charlie Company were helicoptered into the village of **My Lai** in an area where there was heavy VC activity. Up to **500 old men, women and children were raped,**

mutilated and murdered by the US and the village destroyed. No members of the VC were found.

A year later, the US press published the story. The commanding officer and soldiers involved were put on trial for murder, but no one was brought to justice. Soldiers and officers said they were following orders. It increased US **people's mistrust of the army and government** and even more people stopped supporting the war.

ARVN	Official 'Army of the Republic of (SOUTH) Vietnam'.
VC	Vietcong, communist guerrilla movement who fought South Vietnamese government. Supported by Vietminh.
Precision / surgical bombing	Bombing specific targets e.g. military or transport links.
Carpet bombing	Widespread bombing, no specific targets. Usually to lower civilian morale.
Zippo raid	US soldiers used cigarette lighters called 'zippo's' to set fire to South Vietnamese villages suspected of supporting the VC

Knowledge Organiser 4: Conflict in Vietnam Protest Movements in the USA and end of War

In 1964, **61% of Americans supported** the US fighting in Vietnam. However over time, public support fell and protests against the war increased.

Early protests

In the 1960's and 1970's protests in the USA were common. Protests against the Vietnam War began in **1963** before the USA was officially involved in fighting. In **1965** after the US began to **carpet bomb North Vietnam** the anti-war movement grew.

Who protested against the Vietnam War?

Students

In 1965, 1000's of students protested against the war. They set up '**Students for Democracy**' group and organised '**teach-ins**', where they discussed the war with their lecturers instead of attending class.

Draft Dodgers and the 'Anti-Draft Movement'

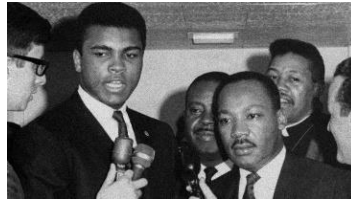


In **April 1967 400,000 American people** attended an anti-war protest in New York, **175 men burnt their draft cards**. This became a common form of protest.

These men were known as 'Draft Dodgers'. All men aged 18 to 26 registered with the draft board, ready to join the army. People could postpone the draft by going to university. Students at Cornell University set up the '**We won't Go**' group. By **1969 there were 34,000 draft dodgers**.

Black Civil Rights leaders

Martin Luther King (MLK) attended the April 1967 protest in New York. He said the war was **morally wrong** and war cost too much - **\$66 million a day**, money



promised for welfare reforms in **LBJ's Great Society plan**. He argued there was a higher ratio of black soldiers to white. In 1967 **Muhammad Ali** was imprisoned and had his World Heavy Weight boxing title removed for refusing the draft.

Vietnam War on TV



By **1961, 93% of US people had TVs**. It was the first major war shown on nightly news bulletins. Before 1964 there were 40 news crews in Vietnam, by **1965 there were 400**. Early war reports followed army and government accounts. US soldiers were shown as good guys. At 5pm every day the US army briefed Journalists who soon worked out they weren't been told the truth, so they nicknamed the briefings the '**Five O'Clock Follies**'!

The Tet Offensive was a turning point in the way the war was reported.



News reports became more realistic showing napalm attacks and, American teenage casualties which made people question US involvement. In 1968, Walter Cronkite, the most trusted news reader in the country, said the war would end in a 'Stalemate!' Johnson said that if he had lost Cronkite, then he had lost the country!' In 1969 Time Magazine printed names and



photos of 242 US troops killed in one week bringing the distant war home to many Americans.

Protests increase from 1967 onwards

October 1967, saw the march on the Pentagon. 100,000 anti-war protestors gathered at the **Lincoln memorial in Washington**, then 50,000 marched to the Pentagon. (Military HQ) where some tried to enter the building, the troops fired tear gas and violence broke out.

Veterans against Vietnam

Set up in **1967** by **ex-soldiers and veterans** of Vietnam. Many publically threw away their Vietnam medals. This helped increase anti-war movements.

Student protests increase 1968

In 1968, there were over 100 student protests, many criticised Johnson. Student's chanted '**Hey, hey, LBJ! How many kids did you kill today?**' The Tet Offensive increased public mistrust of the government and Johnson run for re-election.

Republican President Nixon and Vietnamisation

Richard Nixon became President in January 1969, winning the election by promising that **he would withdraw the US from Vietnam**. To do this he introduced a policy of **Vietnamisation**, or '**giving the war back to the people of South Vietnam**'. He aimed to build up the ARVN to fight the VC on their own, then he would withdraw US troops. Training the ARVN would take time, so Nixon ordered the

bombing of Cambodia and later Laos to try to destroy the Ho Chi Minh Trail. He then sent more US troops to Vietnam. US attacks just increased support for the communist parties in both countries. **Ultimately Vietnamisation failed,** but led to the largest protest in US history, in 1969 in Washington involving 500,000 people. **China, the USSR and the USA**

Whilst Nixon set up Vietnamisation, **China and the USSR fell out.** Both looked to improve relations with the USA. In 1970 the USSR began talks with USA to limit nuclear weapons. Nixon was invited to visit China in Feb 1972. **He asked both countries to get North Vietnam to end the War.**

Kent State University May 4th 1970

Student protests increased when news broke that Nixon had expanded the war into Cambodia. Many turned violent. At Kent State University, students set fire to the Reserve Officers Training Corps building. Two days later, 3000 protesters gathered on campus. The National Guard were drafted in to stop further trouble. Students threw rocks. Guardsmen fired tear gas, then opened fire killing 4 students and wounding 9.

Impact of Kent State shootings:



2 million students went on strike. Many US Universities were closed. 11 days later 2 more students were shot and killed by police at Jackson State University. Some people blamed the

student's, others were shocked but the shootings increased support to end the war. In **66% of Americans wanted to end the war quickly.**

Watergate Scandal 1970

The Democratic Party offices were burgled. The burglars were caught trying to bug the telephones and steal secret documents. In August 1974 President Nixon was shown

to have tried to cover this up. It led to his **resignation in 1974.**

How did the USA withdraw from Vietnam?

Nixon used 4 methods to withdraw the USA:

1. Vietnamisation



2. Pressure on leaders of the North and South Vietnam to compromise.

3. Negotiation. In 1969 The US National Security Advisor Henry Kissinger, began talks to get a ceasefire with North Vietnamese representative Le Duc Tho.

4. Nixon sent Cabot Lodge to **Paris** to start **peace talks** with North Vietnam.

5. Heavy bombing of North Vietnam, Cambodia and Laos to convince communists to look for peace.

In March 1972 the North invaded South Vietnam so US bombed Hanoi and Haiphong in retaliation and Nixon sent \$1 billion extra aid to South Vietnam to help them to defend themselves.

Paris Peace Accord

In January 1973 the Paris Peace Accord was signed agreeing an **immediate ceasefire,** the **return of all prisoners of war within 60 days,** all **US troops withdrawn within 60 days** and **free elections to be held in South Vietnam.** March 1973 the last US troops left Vietnam.

Fall of South Vietnam to North Vietnam

Nixon had promised money and weapons to help the South but the US government blocked this. When Nixon resigned, President Ford's help was blocked too. In **December 1974 North Vietnam** invaded South Vietnam and in April **1975 Saigon finally fell to the North.** US embassy staff and those working for them, scrambled to leave the country.

Cost of the Vietnam War

Agent Orange and Agent Blue **destroyed 300,000 hectares of farmland.** Exposure to this caused **cancer** amongst both US servicemen, Vietnamese civilians and their unborn children. **Disease and disability** continues to affect Vietnamese children today as these chemicals remain in the soil.

Vietnam was the **most heavily bombed country ever.** Roads, bridges, cities and irrigation systems designed to capture monsoon rains, were destroyed. 58,200 US soldiers died, 153,393 wounded. 1,643 missing. North Vietnam lost 1.1 million and the South lost 250,000. Both lost more than 2 million civilians. Unexploded bombs remain a problem today. The US tried to block Vietnam from joining the UN. The end of the war led to a humanitarian crisis as people from the South fled abroad in unsafe boats. Many refugees drowned.



The Costs

1. 3,000,000 Vietnamese killed
2. 58,000 Americans killed; 300,000 wounded
3. Under-funding of Great Society programs
4. \$150,000,000,000 in U.S. spending
5. U.S. morale, self-confidence, trust of government decimated



The war caused **divisions in US society,** cost a total of \$168 billion, undermined the credibility of the government and damaged the reputation

of the USA's as a superpower. It proved that the **USA could not contain communism** as it spread from Europe to China, North Korea, Vietnam, Cambodia and Laos, but not to Thailand **proving the Domino Theory wrong.**

The next 8 knowledge organisers
are for Paper 2: 2 hours made up
of two papers on:

Health and the People (1 hour)

Elizabeth 1568-1603 (1 hour)

Knowledge Organiser 1: Medieval Medicine c.1000-1450

Ideas about the causes of illness

Most people in Europe looked back to the Roman period as the highest point in human history, often believing without question the ideas of 'the Ancients'. Such as Greek doctor **Hippocrates** and the Roman doctor. Both thought the body was made up of **Four Humours (Blood, Black Bile, Yellow Bile and Phlegm)** and illness was caused when these were out of balance. They also believed illness was caused by breathing in **bad air** or **miasma**. **They didn't know about bacteria**. They believed illness was a **punishment from God** for sin or caused by **supernatural** causes such as **demons or curses** or that astrology and the alignment of the planets was linked to disease.



Diagnosing and Treating Disease

Medieval **physicians** diagnosed disease using ideas of Hippocrates and Galen, **observing the patient**, feeling their pulse and checking a **sample of urine** against a **urine chart** to diagnose illness and decide a treatment based on its **colour, taste and smell**. They might consult a **zodiac or astrology chart** to decide the cause and treatment of illness.



Common treatments were **purging** or **bloodletting** (using a **bloodletting knife** or **leeches**), done by a **barber-surgeon**. **Herbal remedies** were prepared by a **wise women** or **apothecary**, or a **monk** who grew medicinal herbs in a **physic garden**. Sometimes these treatments were effective, but often they did not work. Medieval people **prayed** to be cured as religion was important in medieval life.

The Role of Religion: Christianity

Like Jesus, medieval monks would care for the sick. **Over 700 hospitals were set up by the Church between 1000 and 1500**. These were usually small. However, they believed illness was god's will, so **didn't attempt to cure the patient**. The doctor's

was more to **predict the course of a disease rather than treat it**.

Medieval people might go on **pilgrimage** to touch or pray to holy relics to hope to be cured. The Church played an important role in setting up **universities**, physicians would be trained using the books of ancients like Hippocrates and Galen which had been preserved in monasteries (partly because Galen believed in 'the Creator') vital for continuing knowledge. Much of Galen's work was carried out on animals and so **correct knowledge of the anatomy of the human body was limited** and **dissection was banned** for much of the medieval period. The church was **resistant to any ideas** which challenged Galen and Hippocrates and sometimes arrested those who criticised them, such as Roger Bacon.

The Role of Religion: Islam

Islamic Caliphs promoted science and learning. Baghdad became a centre of learning with the world's largest library, called the '**House of Wisdom**'. These libraries preserved the work of Hippocrates and Galen. Islam promoted seeking of knowledge, so scientists were **encouraged to discover cures**.



They set up huge hospitals called **bimaristans** where doctors **treated and tried to cure patients**, regardless of their gender, money or religion. Islamic doctors added their own knowledge and researched new drugs.

Dissection was not allowed. Two important Muslim doctors: **Ibn Senna (Avicenna)**, who wrote a huge medical encyclopedia called '**The Canon of Medicine**' covering all ancient (Hippocrates & Galen) and Islamic medicine. **Al Razi (Rhazes)** wrote **over 150 books** including '**Doubts about Galen**'. Muslim ideas came into Europe through trade and crusades and greatly influenced ideas about health and medicine for centuries.

Medieval Surgery

Surgery was seen as a last resort, as it carried a high risk of death. Three problems medieval surgeons did not effectively solved: **pain, blood loss and infection**.

Barber-surgeons carried out minor operations like **tooth-pulling and bloodletting** and sometimes trepanning for a headache. They were also often present as battlefield surgeons where they would carry out swift **amputations**. The patient would be tied or held down, and maybe given an **anaesthetic** like **mandrake root, hemlock or opium**, too strong a dose of any of these could be kill the patient and often they didn't work.

Infection was common. Surgical instruments weren't sterilised between operations, and some believed **pus in a wound was a positive sign**. Wounds were **cauterised** (to stop bleeding and infection) with a hot iron or boiling oil, the pain of this caused shock and sometimes death. However, some surgeons used wine to clean wounds, others used honey, which prevented infection.

There were many developments by key individuals such as:

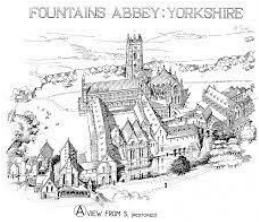
- **Abulcasis** – invented 26 new surgical instruments and wrote a surgical guide.
- **Frugardi** – wrote a textbook called '**The Practice of Surgery**'
- **Hugh and Theodoric of Lucca** – published a book in **1267** criticising the use of pus being used to heal wounds. He washed wounds in warm wine.
- **Mondino** – wrote a book '**Anathomia**' (1316) which became the standard dissection handbook.
- **De Chaulac** – French surgeon wrote; '**Great Surgery**' (**1363**) which became the standard surgery textbook. He criticised Theodoric of Lucca's ideas about preventing infection, which meant they didn't catch on.
- **John of Arderne** – English surgeon, published a surgical manual '**Practica**' in **1376**. He used opium and henbane to dull pain, and helped set up the Guild of Surgeons.

Public Health: Cities

Public Health in cities was usually bad. Most **people got water from wells, springs and rivers, or in some cases Roman pipes**. As towns grew, these systems struggled to cope. In towns people **used rivers to remove sewage and wash clothes**, so their water supply was often contaminated. **Streets were often a filthy mix of human and animal waste**, and the by-products of businesses like tanners and cloth-dyers. People threw their waste into the street or local **cesspit**. However, these might

overflow into the water supply, and made cities smell awful. They linked illness to filth and bad air/miasma, so **cities did try to improve the situation**. **Gong farmers** were responsible for the removal of human waste, and **muckrakers** and **surveyors of the pavement** would clear the streets. They also **fined people** if the area in front of their homes was not clean. Polluting businesses such as tanners and butchers had to **only practice their trade in certain areas** like outside the city walls, but conditions in cities were still a danger to public health.

Public Health: Monasteries



Monasteries were wealthy and able to invest time and money into their location and design. Often in **isolated areas**, near to a **source of fresh water**. Their buildings were carefully designed to **ensure waste could be flushed away by the river**, elaborate systems of **water pipes**

delivered clean, filtered water for drinking, washing and bathing.

As part of their rules, monks and nuns **washed regularly** in **lavatoriums** and **bathhouses** (Much more often than ordinary people at the time) which helped keep them healthy. They **cleaned their clothes regularly**. Many monasteries also had **infirmaries** and **physic gardens** to treat illness and injury. Monks were **well-educated** with **access to many health books**, and were to apply these ideas to their daily life. They were expected to follow the rules and routines set down by their abbot, so this ensured they could be kept healthy. When **epidemics** struck, monasteries often avoided the worst due to their isolation and more sanitary conditions.

The Black Death

A terrible epidemic which **struck Europe in 1347**, killing almost **half the population**. Historians believe it was a combination of **bubonic and pneumonic plague**. It arrived in **Britain in 1348** and **killed around 1.5 million people** (of a population of 3-4 million). After being bitten by infected fleas carrying the **Yersinia Pestis bacteria**, victims would get painful **booboes**, swellings in their neck, armpits and groin high fever, vomiting and coughing. **Death could occur in 3-5 days**. The disease spread quickly in the crowded towns and cities, where the filthy streets provided a perfect location for rats.

Medieval people were often **malnourished**, so had little immunity to fight off the disease and millions died. The Black Death reveals the **ineffectiveness of medieval medicine**. They did not know about bacteria as they didn't have microscopes so struggled to explain the causes, instead blaming it on the four humours, the position of the planets, bad air, a punishment from God or foreigners poisoning water wells. Some people became **flagellants** to show God they were repentant so he'd spare them. Others used bleeding to stay healthy. Some tried strange cures, e.g. attaching a plucked chicken to the armpit, none of these worked. Plague victims bodies were often buried quickly in mass graves, although there is evidence of attempting to give some dignity to the dead.

Consequences of the Black Death

The Black Death returned many times in the next century, and it had a profound impact on people. Some of the consequences were:

- **Food shortages**, crops went unharvested. Farm animals escaped.
- Landowners often began more profitable **sheep farming**, needing less workers, less food was grown and **food prices increased**, quadrupling in some areas, leading to **starvation**.
- **The end of feudalism** – many lords were desperate for farmers, and offered higher wages to entice them from other lords. The law said that peasant were not free to do this, so a new law was passed in **1351 - The Statute of Labourers** lowered wages to pre Black Death levels. Many ignored this law and peasants began to move more freely.
- **Rebellion** – peasants were unhappy with high taxes and the Lords trying to limit their freedom and rose up in the Peasants Revolt in 1381.
- **Changing Attitudes** – The Catholic Church couldn't prevent the disease, many questioned if they were really God's messengers. More people challenged their ideas. Some people began to question whether God even existed!

Importance of Key Factors

The following factors were important throughout the history of medicine. Here are some suggestions of how each factor was important in medieval times (in no particular order):

- **War**: provided opportunity for barber-surgeons to train and improve the effectiveness of surgery, it was still limited in terms of effectiveness by the end of the medieval period.
- **Religion/Superstition**: The Catholic Church controlled ideas about the causes of disease and how to treat patients. They were resistant to new ideas, but important in sharing knowledge and training doctors. Set up Christian hospitals which cared not cured.
- Islamic hospitals did try to cure and played a vital role in sharing and creating new knowledge and ideas. People were also superstitious and would use charms and prayers to protect them from illness or cure them.
- **Communication**: Ideas of the ancients and new discoveries were written in books, often controlled by the church, usually written in Latin, so couldn't be read by everyone.
- **Role of the Individual**: Ideas of Hippocrates and Galen were inescapable, and influenced the way virtually all medicine was practiced. Other individuals were important in developing and creating new ideas, such as Avicenna, Razes and Hugh and Theodoric of Lucca.
- **Science and Technology**: While new ideas were frowned upon, some people were carrying out experiments and recording and sharing their findings, especially in the Muslim world, for example, Rhazes and Abulcasis.
- **Government**: The government did not provide health care, but did pass laws to try and improve the state of public health in towns and cities, these weren't always effective.
- **Ideas**: The ideas of Hippocrates and Galen were extremely important in how people understood illness and tried to treat it. Ideas from Muslim doctors greatly influenced medicine too, especially in surgery. However, there was no clear understanding of how illness and disease were actually caused.
- **Chance**: No proper understanding of the causes of illness, but some remedies and treatments used were actually effective, some extremely so. For example, Hugh de Lucca using wine to wash wounds removed and killed the bacteria, but they had no way of explaining why and how this was effective, so it was by chance that this worked.

Knowledge Organiser 2 Renaissance Medicine c.1450-1800 The Beginnings of Change

What was the Renaissance?

Renaissance means 'rebirth' and is the name given for a period of history which developed from the late 1400s when there was a focus on **rediscovering and developing old ideas**, and **creating new ideas**. The movement **started in Italy**, where rich patrons paid scholars and artists to investigate old texts and translate them. However, people began to be a lot more critical and questioning about the old ideas, which led to many new ideas and developments. There were huge improvements in the fields of **art, music, science and literature**, amongst others. One hugely important was **the printing press**, invented in **1451**, which enabled these new ideas to spread quickly, and **reduced the control the Church** had previously had on ideas and knowledge. This increased the number of people able to read ideas, meaning more minds to come up with new ideas.

Consequences of the Renaissance

The Renaissance had a profound effect on many areas of life, including medicine. Here are some of the key consequences for medicine:

- **New Inventions:** new technology like **gunpowder** led to **new types of injuries** which required **new treatments** to be developed. The **microscope** was also invented in **1590**, which revealed a previously unknown world, although people were not really able to explain what they saw at this time.
- **New Lands:** The discovery of **America** led to **new foods and medicines** being brought back from the 'New World'. It also showed the benefit of seeking for new discoveries and exploring, which spread to other areas of life.
- **Art:** artists like **Leonardo da Vinci** developed better ways to create **more realistic drawings of the body**, meaning medical textbooks could better represent **human anatomy**. There was also an **increase in dissections**, meaning people learned more about the internal workings of the body. This meant **more knowledgeable surgeons and doctors**.
- **New Learning:** a **scientific method** began, involving **observation, hypothesis and experimentation**. This led to provable theories, and questioning of the old ideas of Galen. It also meant **new treatments** were devised and

tested. Those that worked were able to spread more quickly due to the printing press.

Discoveries of Key Individuals

The Renaissance was a period full of new discoveries. Below are some of the most important in the area of medicine and health:

Andreas Vesalius, 1514-1564

Born in Brussels, Belgium, Vesalius studied medicine at the Universities of Paris and Padua (Italy), and then became a **Professor of Surgery**. He **carried out public dissections which disproved many of Galen's theories** (because they had been based on animal, dissection, not human). He published his findings in a book ***De Humani Corporis Fabrica (The Fabric of the Human Body)*** in **1543**. It illustrated the true **anatomy of the human body using accurate drawings** by the best artists. This overturned the dominance of Galen's theories, but it took a long time for people to accept that Galen was wrong, and Vesalius was even forced to leave the University of Padua for saying Galen was wrong. **Vesalius's work inspired others** to do more focussed dissections, leading to more discoveries about anatomy, and the eventual improvement of understanding of the human body.

Ambroise Paré, 1510-1590



Paré was a French barber-surgeon who became the most famous surgeon in Europe, and went on to be the surgeon for four French kings. Paré made several important improvements to surgery which show how **battlefields gave surgeons the opportunity to experiment**. At a battle in 1537, he ran out of hot oil to cauterise wounds, so instead created a **cream made from rose oil, egg white and turpentine**, which helped the wounds heal more quickly. He **reintroduced Galen's method of using ligatures** to tie off blood vessels after amputation, which reduced blood loss (although it could lead to infection). He also **designed and made false limbs** for soldiers after amputation. He shared his knowledge in books in French like his famous **Works on Surgery (1575)** which spread his ideas around Europe, including Britain. They were more widely read due to being in French rather than Latin.

William Harvey, (1578-1657)

Harvey was an English doctor who studied medicine at Cambridge and Padua Universities, who later became the personal doctor of Charles I. **Galen had believed that new blood was made constantly in the liver, and used as a fuel that was burned up in the body**, and that it passed from one side of the heart to the other through invisible holes. Building on the work of others, **Harvey used scientific experiments to prove that Galen was wrong, and that the heart was a pump and that blood circulated around the body through arteries and veins**. However, he did not know why the body did this. He published his theory in ***De Motu Cordis (On the Motion of the Heart)*** in **1628**. Many of Harvey's contemporaries rejected his theory as incorrect, but 50 years later it had been accepted by most. Although it didn't lead to any new treatments at the time, it was **vital for later treatments such as blood transfusions, injections, blood tests, heart transplants and safe surgery**.

Thomas Sydenham 1624-1689

Sydenham was an English physician who was nicknamed the 'English Hippocrates'. He studied at Oxford and Cambridge and fought in the English Civil War. He rejected those who based their diagnoses and treatments on book learning and instead **focused on close observation of the symptoms, and the monitoring of the effect of treatment on those symptoms**. He also believed **each different disease had different characteristics and so required a separate unique treatment, although he also thought the doctor should try to avoid treatment if possible**. He developed a treatment for ague (a kind of malaria) using cinchona bark from South America, and a '**cool therapy**' for small pox (which shows ideas about the four humours still persisted)

Medicine in the 17th and 18th Century

Much of the medical treatment available in this period was similar to the medieval period. Most poor people would still go to a **barber-surgeon for small operations or bloodletting**, as the theory of the four humours was still dominant; would buy **herbal remedies from an apothecary**; or may get **treatments from a wise woman**, who had extensive knowledge of herbal remedies, but also based some on their ideas on superstition. Printing meant that books of herbal remedies could be printed and shared more widely, such as **Nicholas Culpepper's *The Complete Herbal*** in **1653**, which referred to herbal treatments

and astrology. Some remedies were effective, such as **willow bark (which is now used to make aspirin) and honey, which can kill bacteria**. Explorers on voyages of discovery to the new world brought back new medicines and treatments such as **opium used as anaesthetic**, the bark of the **cinchona tree to treat malaria** and **limes to treat scurvy, discovered by military surgeon John Woodall**. However, not all new treatments worked: **smoking tobacco was said to protect from the plague!** Some **quacks** travelled from town to town selling cure-all tonics which didn't work.

The Great Plague of 1665 and Public Health

The Great Plague was another outbreak of **bubonic and pneumonic plague**. It **killed around 100,000 people in London (a quarter of the population)**, as well as thousands more around the country. The streets of the city were still filthy, especially in poorer areas, which attracted the rats which carried the fleas. Beliefs about the causes of the plague were similar to medieval time: **the four humours, the position of the stars and planets, miasma, or a punishment from God**. There was **still no effective cure**, and many of the same strange cures from the time of the Black Death were used, such as bleeding with leeches, using animals like frogs, snakes or chickens. There is evidence that **a link was being made between dirt and disease**. They noticed the poor areas fared worst (many rich people simply fled to the countryside!). **City mayors and councils issued orders to limit the spread**. For example, sufferers were identified and **quarantined** in their house under guard with a **cross on the door**; bodies were collected by cart every morning for **mass burial**; fires were lit to drive out the 'bad air'; homeowners were **ordered to clean the streets in front of their house**; pigs, cats and dogs were not allowed in the street; **plays and games which drew crowds were banned**; and **trade between different towns was banned**. The Plague ended in 1666 because **rats became more resistant to the disease, so the fleas did not need to find human hosts**. The Great Plague shows the **increasingly active role town councils played in promoting public health**, but also that they still **struggled to overcome the problems of removing waste and ensuring a clean water supply** which had plagued medieval towns.

Hospitals

The hospitals which had been attached to monasteries were shut down when Henry VIII dissolved the monasteries in the

1530s. The **king gave money to start new hospitals like St Bartholemew's and St Thomas's** in London. From the start of the 18th century, many **new hospitals** were built with other sources of funding. **Rich businessmen began to pay for hospitals to be set up**, or to leave money in **bequests** to start hospitals when they died (e.g. **Guy's Hospital**). Hospitals were also built by **'Private Subscription'**, where local people would club together to pay for the construction and running of a hospital. Although the Church was no longer solely responsible for setting up hospitals, most people who paid to create hospitals were **motivated by religion** and wanting to help others. These **hospitals were bigger** than medieval hospitals, and were more numerous. Their role also began to change, as they **began to try to cure patients** which shows attitudes were changing from believing illness was a punishment for sin. Hospitals also began to play a role of providing **training for new doctors**. There were new **specialist hospitals**, such as **St Luke's in London for mental illness, Lock Hospital for venereal disease** (an STD) and special **maternity wards**. In **1741, Thomas Coram**, a retired ship's captain, set up the **Foundling Hospital** to look after sick orphaned children.

Early Modern Surgery

Surgery in the early modern period (1500-1800) faced the same three problems as in the medieval period: pain, blood loss and infection. These meant that **surgery was often rushed** and likely to end in death for one reason or another. Although the discoveries of Vesalius and Paré had made some improvements, especially with blood loss, these three problems remained unsolved. One step forward was when **Henry VIII allowed the Company of Barber-Surgeons to be founded in 1540**, which improved standards. By **1745, Parliament created the 'Company of Surgeons'** to differentiate them from lowly barbers (later renamed **'The Royal College of Surgeons' in 1800**). These improved standards meant better results, but surgery was still an extremely risky – and painful – business.

John Hunter, 1728-1793

Hunter was important in the development of surgery. He worked as an army surgeon, in a hospital, then finally as Surgeon General for King George III. He is remembered as **'the father of scientific surgery'**, as he **carried out many dissections and trained hundreds of surgeons in his scientific approach**,



specimens.

many of whom became important in the next generation of medical researchers, teachers and professors (e.g. Jenner). He developed **surgery for gunshot wounds and advanced anatomical knowledge** - he collected over 3000 anatomical

Edward Jenner and the Vaccination for Smallpox

Jenner was a country doctor in Gloucestershire who is famous for **discovering a vaccine for smallpox** (a killer disease at the time). **Inoculation** had been popular in England since **1721 when Lady Monatgu** had brought back the practice from Turkey, which involved giving them a dose of smallpox scabs. However, there was a danger of getting too big a dose and dying. You could also pass on the disease, even if you were inoculated. Jenner heard stories that some **milkmaids who had had cowpox, never got smallpox**. Other people had noticed this before, but Jenner was the first to approach the problem scientifically. He carried out an **experiment in 1796**, giving an **8 year old boy a dose of cowpox**. **6 weeks later, he gave him a dose of smallpox, and the boy didn't**



catch the disease. He carried the experiment out **16 times** and proved it worked. He called this method **vaccination** (from *vacca* which is cow in Latin) and

published his findings in 1798, although he **couldn't explain how it worked**. Initially, people were resistant to the new idea. When two other doctors, Woodville and Pearson, tried to use his method, one of their patients died due to their equipment being contaminated, so they concluded Jenner was wrong. However, Jenner had powerful supporters. The royal family were vaccinated, and in **1802, Parliament gave him £10,000 for his research**. Gradually, Jenner's theory was accepted, and **in 1853, the government made smallpox vaccination compulsory**.

Importance of Key Factors

In your book, summarise how and why it was important in the period 1450-1800. Look at the Medieval Medicine Knowledge Organiser for examples/inspiration **War, Religion/Superstition, Communication, Role of the Individual, Science & Technology, Government, Ideas, Chance**.

Knowledge Organiser 3 19th Century Medicine 1800-1900

An overview: The ‘**period of enlightenment**’ continued, people based their thoughts on reason, observation of evidence. **Scientific method**, brought changes to all areas of medicine.

Industrial revolution made Britain rich but conditions caused many deaths from diseases like cholera, tuberculosis and typhus. **Technology and research improved** bringing many new ideas and changes to all three areas of health.

Public health problems: 1800’s saw poor health and well-being of ordinary people. Average male life expectancy was 30 and 1 in 5 children died before their first birthday.

Slums:



One cause of poor health the **rapid growth of Britain’s towns** and cities as people moved to find work in factories. E.g. Sheffield had a population of 12,000 in 1750 compared to 150,000 in 1850. Poorly built **back to back** houses created slums around the factories.

Most houses were **overcrowded** often with 5+ people living in one room. In 1847, 40 people were found sharing one room! These slums shared a **privy**, waste was emptied onto **dung heaps** in the street and left for weeks before being removed by a farmer. **Water supplies** often came from **dirty rivers or ponds** that people also used to dispose of their **sewage** and many were **polluted by industrial waste**. There were **no street cleaners, proper sewers or fresh running water**.

Cholera: the first outbreak hit England in **1831, killing 50,000**. Symptoms were **diarrhoea, black skin and nails, coma and death**. Cemeteries shut as they became full. No one knew what really caused or how to cure it. Some believed in different a **miasma** or ‘infectious mist’ given off by rotting animals, rubbish and human waste caused it. Some towns did clean up the streets but not the water supply, so it had little impact.

Research: Later outbreaks in **1837 & 1838** led national government to set up an inquiry about **living conditions and the health of the poor all over Britain (1839)**, known as **the Chadwick Report**. This shocked Britain as it highlighted the need for cleaner streets & a clean water supply, saying it was **wrong to blame poor people for bad housing and living conditions**. It said **parliament** needed to improve public health by appointing a **medical officer to each district**, arguing more people were killed by filth than war and that the rich paid out too much money looking after orphans. Money could be saved if fewer parents died and they had a healthier work force.

Unfortunately people believed in the **laissez-faire** attitude of the government – not getting involved in people’s private lives. **A fourth cholera epidemic** approached from Europe in **1848**, people began to change their minds and the **Public Health Act was passed in 1848**. This set up a central board in London to make improvements and allowed the government to force some areas to set up a ‘**local board of health**’ with a **medical officer**. By **1853 inly 103 towns** had set up these boards and in **1854 the Central Board was closed** due to resentment to government interference.

Dr John Snow: The 1848 Cholera epidemic killed 60,000 people, in **1854 it** killed 20,000. In **1854 Snow** made a **breakthrough link between the spread of cholera and the water supply**. As a surgeon working in **Broad Street, London**, he plotted where everyone who died of cholera lived, using this data he concluded that they had all drunk water from the **Broad Street pump**. He got permission to remove the pump handle so people went elsewhere for water, **people stopped dying in this area** proving **Cholera was caught by contagion (coming into contact with a cholera sufferer) or by drinking water contaminated with a victims diarrhoea**.

Public health improvements



The Great Stink London 1858: The River Thames was a dumping ground for sewage, household waste and rubbish, horse dung, slaughterhouse waste and industrial waste. Water was also used for washing and cooking. **A heatwave in 1858** made the smell from the Thames worse than ever, forcing MP’s in the Houses of parliament, right next to the river, demanding to meet elsewhere. The smell and Snow’s findings led MP’s to look to improve waste removal in the city.

Bazalgette, an engineer, was given £3 million & the job of planning a network of underground tunnels or **sewers** to intercept the waste from 1 million London houses, stopping it from flowing into the Thames. He used **gravity** and the slope of the London river basin to get the sewers to flow downstream towards the sea. He built a pumping station at Crossness and at high tide the waste was released into the river and taken out to sea. He started building it in 1858, finishing in 1866.

Hospitals: Victorian hospitals were a breeding ground for filth, finding mushrooms and maggots in patient’s bedding was common. Infection led to many deaths. **Florence Nightingale**, an English social reformer, founded modern nursing based on cleanliness. Clean hospitals reduced the chance of catching infection. In 1860 she set up the first secular nursing school at St Thomas’s hospital in London.

Other actions that helped to improve Public Health

The death of Laissez-faire: in **1867, working class men** living in towns were given **the vote**; many lived in slums. Politicians realised that if they promised to improve living conditions, they would win the working class vote. In **1874 the Conservatives won and introduced new health reforms**. Historians think this is a major factor in politicians becoming more involved in improving public health. **By 1900 the death rate was 18 in 1000 compared to 39 in 1000 in 1800**.

Public health Acts and other acts: see chart below

Understanding causes of disease 1800-1861

1677 the first microscope was invented which showed **microorganisms** but people made no link between microbes and disease. 1699 Scientist **Francesco Redi** boiled a liquid and sealed it against the air, no microbes appeared so he concluded that **infection came from outside**. **1748 John Needham** repeated Redi’s experiment and found microbes, people didn’t realise results depended on how clean the equipment used was. The 1700’s saw the arrival of the theory of **Spontaneous Generation – the belief that microbes could appear as if by magic when something rotted**; they thought disease caused microbes and all microbes were the same when in fact microbes caused disease. The 19th century saw the development of the idea of ‘**Specificity**’ - **not all microbes were the same and specific microbes caused different diseases**. Experiments backed this idea up.

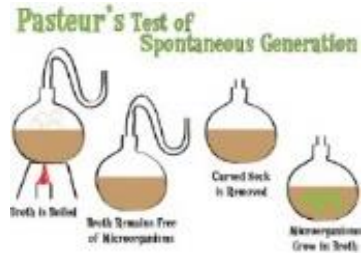
1835 Bassi linked a specific microbe (a fungus) to a silkworm disease called muscarine. In **1840 Henle** challenged Spontaneous Generation suggesting microbes were the cause of infection, his ideas were dismissed. In the early 1800’s concern about infection and disease rose due to a surge in epidemics in overcrowded towns. Public health reformers like Florence Nightingale and William Farr argued that cleaning up the environment would stop epidemics. **Anti-Contagionists** believed **infections like cholera were caused when infection interacted with the environment (soil and water) to create disease**. Their solution was to clean an area up. Many people still believed in **miasma** believing bad air caused disease.

Finally, there were **contagionists** e.g. John Simon, who believed that **infection was caused by contact with an infected person or bacteria and epidemics could be controlled by quarantine**. They couldn’t explain why some people didn’t always get sick even if they had contact with a sick person.

Understanding the cause of disease 1861 onwards:

Public Health Acts							
1842	1848	1853	1858	1866	1875	1875	1875
Chadwick Report	1 st public Health Act	Compulsory vaccination	Work on London Sewer System	Sanitary Act – made local council responsible for sewers, water & street cleaning. Each town to have a health inspector.	Artisans Dwelling Act -house owners responsible for keeping properties in good order & council can buy & destroy slums.	Second Public Health Act – local councils had to appoint medical officers responsible for public health; councils had to cover up sewers, supply fresh water, collect rubbish and provide street lighting.	Sale of Food and Drugs Act- guidelines on quality of food and medicine.

Louis Pasteur's: A French chemist who between 1857 and 1860



investigated why liquids like beer turned sour. **He designed a swan neck flask** and conducted experiments in public to show that **if air was kept out of the flask, the liquid inside would not go off**. He identified the **specific microbe that made wine sour** and showed that heating a liquid to the right temperature could

kill all the microbes. He proved germs did not come alive on their own and concluded that **bacteria or germs were the real cause of disease** which was a chemical not biological process.

He published his **Germ Theory in 1861**.

In the late 1860's English surgeon Lister helped to get the ideas accepted in England. Thomas Wells had brought Pasteur' ideas to England in 1864, but they were not widely accepted by doctors, instead vets liked the idea. The 1866 **cattle plague** spread quickly as farmers refused to quarantine cattle, believing in spontaneous generation. Many cattle died leading to food shortages and price rises. This led to the government to appoint **Prof Lionel Beale to investigate**. Beale discovered the **specific microbe** that caused it and showed how useful the **microscope** was to complex medical research.

Bastian versus Tyndall: many people in Britain still believed in spontaneous generation. Bastian, seen as an expert, supported spontaneous generation but Tyndall publicly defended Pasteur's germ theory in 1870 by lecturing on both dust and disease, bringing together Pasteur and Lister's work with experiments on light that showed tiny microbes in ordinary air. This helped get the Germ Theory accepted. **Typhoid Fever:** highly infectious, symptoms included red spots and intestinal irritation and possibly caused the death of Prince Albert in 1861. **Anti-contagionists had used Typhoid as evidence that cleaning up urban areas prevented contagious diseases**, so in 1874 it was a breakthrough when scientist Emanuel Klein (wrongly) thought he had identified the Typhoid Microbe, he actually hadn't but within 2 years Koch's team had, proving the Germ Theory to be correct.

Robert Koch, is famous for his work with **Anthrax** microbes which caused sores on the lungs killing animals and humans. **He developed a way of staining and growing the germ** he thought caused Anthrax. He proved it was the correct germ by **staining it**, injecting it in to mice, when the disease killed them he retrieved the germ and cultured (grew) it again before injecting it into another animal. He then applied this theory to humans. **This was a turning point in the study of bacteria as it proved that specific germs caused specific human diseases**. To encourage microbes to grow he developed a special **solidified agar (seaweed extract)**. He turned bacteriology into a science.

The Germ Theory is finally accepted in Britain: between 1874 & 1875 a number of British Germ studies were published. E.g. **Dallinger and Dryside**

published a paper describing the life cycle of microbes; **John Tyndall**, from 1876 lectured widely on Koch's discoveries about Anthrax. In the end it was 2 British doctors **Roberts and Cheyne** that got the **Germ Theory widely accepted**. **Roberts** supported Tyndall's criticism of spontaneous generation and **linked all laboratory research work with practical evidence** of surgeons and public health doctors and Koch. In 1879 Lister's deputy surgeon, **Cheyne translated** Koch's work into English. By the 1880's British doctors accepted the Germ Theory.

The development of Vaccines: FACTORS:

Koch V Pasteur: Franco Prussian War 1871 – German and French governments funded research as defeating disease had a big impact on the battlefield. **Government and Finance:** both France and German governments paid for laboratories for Koch and Pasteur to work in and both men got international awards. **Individual character:** both were determined. Pasteur had a stroke and his daughter died of typhoid but 1871-1875 he continued to work. **1876-1881 Koch's identification of the Anthrax germ** spurred Pasteur's team on to develop vaccines for animal versions of anthrax and cholera. **In 1882 Koch identified the TB germ and in 1883 the human cholera germ showing perseverance**.

Luck: Pasteur's assistant **Charles Chamberland** by chance used an old and weakened sample of cholera microbes, injected them into chickens and when he realised, injected the stronger microbes in and the chickens survived thus creating the **chicken cholera vaccine**. **Communication: May 1881 Pasteur demonstrated** the animal anthrax vaccine to politicians, farmers and journalists **& news was spread quickly via telegraph**. **Koch used scientific journals, articles and conferences** to spread his ideas. **Teamwork:** 1880-1884 Chamberland, Roux and Pasteur worked together to develop the rabies vaccine using spinal cords of infected rabbits. 1885 Pasteur gave the vaccine to a boy who'd been bitten by a rabid dog, it worked, he survived **proving vaccines worked on humans**. **1888-1890- Research on diphtheria: in France Roux (Pasteur's team)** showed that the diphtheria germ produced a toxin & then in **Germany Behring (Koch's team)** showed that weakened diphtheria germs could be used to produce an antitoxin. In 1909 **Ehrlich (Koch's team)** used a chemical cure for syphilis called **Salvarsan 606 – 'Magic Bullets'**.

By 1900 the mortality rate in England had halved.

Improving Surgery

By 1800, the status of surgeons had improved but there was still no effective way of controlling **pain, blood loss or infection**. **Pain relief** still used medieval methods like **hashish, mandrake and opium**; people used alcohol but made it the heart beat faster leading to increased blood loss during surgery. **Davy** wrote about the properties of **Nitrous Oxide in 1800** & it was first used by an American dentist as an anaesthetic in 1844. Doctors weren't convinced. In **January 1842** another US dentist used **Ether** & it was **quickly adopted by English doctor Robert Liston** who used it when amputating a leg. However **Ether was difficult to inhale, caused vomiting and was highly flammable**. Many operations took place at home in front of the fire, so it was dangerous. In **1847 James Simpson discovered Chloroform**.

Opposition to anaesthetics: some thought people should experience pain e.g. in child birth it was seen as God's will and in the Crimean War some thought it was part of a soldier's duty. Some patients died as it was difficult to give the correct dose. Women needed less than men. Some surgeons spent too long operating, went deeper in to the body and the patient died of blood loss instead. Use of Chloroform became more widely accepted after Queen Victoria used it for pain relief during labour in 1853.

Improvements to treating infection:

In 1847 Hungarian scientist **Semmelweis** discovered that the occurrence of **Puerperal (childbed) Fever** was massively reduced **if doctors washed their hands with chlorinated lime solutions** before delivering a baby. Unfortunately his findings were largely ignored at first.

Joseph Lister and Carbolic Acid



Lister, a Scottish surgeon, believed infections only occurred if the skin was broken allowing microbes to enter the body (although he incorrectly thought there was only one type of microbe). Building on Pasteur's Germ Theory, **he used a chemical barrier of antiseptic** to treat a young boy with a fractured leg. Instead of amputating the leg (which was the normal procedure) he set the bones & **dressed the wound in dressings soaked in carbolic acid**, leaving them on for 4 days. 6 weeks later the boy walked out of hospital with both legs intact. Lister then tested carbolic spray on other surgeries, **spraying the surgeon's hands, the wound, instruments and dressings**. The results were amazing & **the mortality rate from amputations fell from 46% without antiseptics to 15% with their use**. In 1867 Lister published his findings along with Pasteur's Germ Theory and gave lectures about it.

Resistance to antiseptic surgery:

1. Lister argued infection (sepsis) came from outside the wound & not from spontaneous generation within the body, an idea championed by Bastian and Bennett. **2.** Some people in Britain still did not accept the Germ Theory. **3.** Antiseptic chemicals were already used but not as successfully, Lister claimed his ideas were superior which got backs up. **4.** Carbolic Acid irritated the skin & lungs so Lister tried to use different chemicals which undermined his argument as people said it meant his ideas weren't working. **NB** Lister still wore normal clothes for surgery and didn't scrub his hands, just rinsed them in carbolic acid.

Asceptic Surgery: by the 1890's surgeons built on Lister's ideas by excluding microbes in operating theatres from the start. Surgeons were well-scrubbed, wore sterile gowns, new thin flexible gloves, face masks and operations were done in private in smaller, sterile theatre. The NHS still uses this method today.

Knowledge Organiser 4 Twentieth Century/Modern Medicine

Treating Disease: The 20th century has seen many changes in the drugs available to treat illness and the growth of the pharmaceutical industry.

Prevention and Cure: Research into **prevention** and **cure** has led to **dramatic advances** in the understanding of health and medicine.

Cause: The world now accepts that germs cause disease, not miasma or punishment from God.

Prevention: Koch and Pasteur’s work had led to vaccines being created to prevent diseases such as diphtheria and TB. The development of vaccines to prevent diseases continued into the 20th century.

Cure: In 1909 Koch’s assistant Paul Erlich, found a chemical that stained a certain bacteria and killed it too, leading to a **chemical cure for syphilis in 1909**. Other **‘magic bullets’** were found by scientists over the next 20 years. E.g Prontosil, a red chemical containing sulphonamide which worked against the germs causing blood poisoning. Other magic bullets or **‘sulpha drugs’** were developed to cure or control meningitis, pneumonia and scarlet fever.

Alexander Fleming 1881-1955 & penicillin

By the **1920’s the highly resistant Staphylococcus germ** caused a wide range of illnesses and disease such as food and blood poisoning and remained undefeated by magic bullets. Since the 1870’s, we’ve known that **some moulds kill germs. Biologist, Alexander Fleming** studied the treatment of soldiers in World War One, many suffered from the effects of the staphylococcus germ. Chemical antiseptics were not working on some of the deeper wounds. After the war Fleming carried out scientific experiments, during one he went on holiday. When he came home noticed that a large blob of penicillin mould had by **chance** formed in one of the dishes, killing the germ. He published his findings in 1928, concluding that

penicillin was a natural antiseptic, he was wrong as it is an **antibiotic!** Fleming didn’t test the antibiotic on animals to prove that it did not harm living cells so it was largely disregarded.

By the 1930’s a research team in Oxford, including **Florey and Chain**, compiled a list of all the natural substances that could kill germs. They applied to the **British government for funding for further research and got £25**. Penicillin was hard to grow but they produced enough **to test it successfully on 8 mice**. They needed 3000 times that to test it on one human and managed to grow enough to test it on a 43 year old policeman with a nasty infection from a rose thorn scratch. When he was injected with penicillin the infection began to clear up, but after 5 days of treatment they ran out of penicillin and he died. As WW2 approaching and the threat of wounds for more soldiers, Florey and Chain persuaded the **US government to fund research for huge chemical companies to make millions of gallons of penicillin**. By 1945 the US and British worked together to make enough to treat 250,000 soldiers. **The impact of the antibiotic Penicillin** prevented 1000’s of soldier’s deaths, allowing them to return to active service more quickly after an injury. It was the new wonder drug!

Other antibiotics followed: **Streptomycin (1944) treated TB and Mitomycin (1956) has been used as a chemotherapy drug to treat different cancers.**

See timeline below for development of other drugs and treatments.

Antibiotic resistance: Effectiveness of antibiotics has led to their overuse and misuse as people fail to complete the full course. This has led to **bacteria becoming increasingly resistant to common antibiotics. E.g. MRSA.**

Alternative medicines and therapies
Doctors still can’t cure all diseases e.g. viruses like AIDS, the common cold and cancer, which although often

treatable, is still a major killer disease. **Alternative medicine is the term used to describe any other way of treating an illness or health condition that doesn’t rely on mainstream, doctor dispensed scientific medicine.** It is still largely **unregulated**. It includes **Herbal medicine; Homeopathy; Acupuncture; Chiropractic and Hypnotherapy**. These practices consider the patient as a whole (like Hippocrates) instead of defeating a disease by finding its cause and hitting it with drugs. Confidence in conventional doctors took a hit with scandals like that of Dr Harold Shipman who murdered his patients and stole their money, leading to more people using alternative therapy. Some are now available on the NHS e.g. Acupuncture.

Recently focus has been on **prevention** rather than a cure. **Healthy diet** (avoiding sugary and fatty foods) and **lifestyle choices** such as regular exercise can help **prevent the 21st century’s biggest killers – heart disease and obesity**. The government encourages **lifestyle changes** such as stopping smoking and cutting down alcohol consumption. There has also been an increase in **screening** to catch disease early e.g. breast screening.

Impact of war on Surgery & health

War is a key time when the most up-to-date medical technology is needed and gives surgeons more opportunities. World Wars killed millions using new deadly weapons on a massive scale for the first time. They had a huge impact on surgery and health.

Negative impact: **1.** War hindered development of medicine as 1000’s of doctors left their normal jobs to tend soldiers in the trenches; **2.** Research was stopped in many areas so countries could focus on the fighting; **3.** War destroyed towns and cities including libraries so medical knowledge/advances can be lost.

1948 -55	1957	1969	1970	2006
Free vaccines for TB, whooping cough, diphtheria, tetanus & Polio	Thalidomide use to treat morning sickness but causes deformities in babies; today it’s used in treatment of AIDS & cancer.	Free vaccine for rubella (measles)	Cyclosporine stops body rejecting transplanted organs.	First HPV anti-cancer vaccine

Positive impacts: WW1 sped up certain discoveries. 1. Shell shock – the British government was forced to recognise shell shock officially. Today it is known as PTSD. **2. Blood Transfusions** – after trying for centuries, in the 20th century scientist Karl Landsteiner discovered blood groups and in 1914 Albert Hustin discovered how to stop blood from clotting, so blood could be bottled, packed in ice and transported to where it was needed; **3. X-rays** – first used in 1895 to check for broken bones. In WW1 mobile x-ray machines were used near battlefields to locate bullets and shrapnel in a soldier’s body without having to cut them wide open; **4. Plastic Surgery** – Harold Gillies developed plastic surgery, setting up a special unit to graft (transplant) skin and treat men suffering from severe facial wounds, treating 5000 soldiers by 1921. **5. Infection** – battlefields are dirty places and gangrene was common; through trial and error surgeons worked out they could cut out the infected flesh & soak the wound in saline solution. **6. Broken bones** - new techniques developed in WW1 e.g. army leg splint –elevated and extended a broken leg helping bones knit together more securely.

WW2 had a similar impact: 1. British National Blood Transfusion Service set up in 1938. **2. Increased knowledge about heart surgery** after Dwight Harkin cut into beating hearts to remove bullets with his hands. **3. NHS** – during the war the government increased its involvement in health care & William Beveridge came up with the idea in 1942. **4. Diet** – WW2 rationing and grow your own campaigns helped improve people’s diets. **5. Plastic surgery** – improved with use of penicillin to stop infection. **6. Hygiene and disease** – propaganda to get people to wash to stay healthy. **7. Drug development** – mass production of penicillin came about because of approach of WW2. **8. Poverty** – evacuation of children highlighted the poverty of inner-city children.

Other technological breakthroughs that occurred after the war: 1. anaesthetics that allowed patients to stay unconscious for longer to perform more complicated surgery. **2. Transplant surgery; 3 Keyhole surgery; 4.**

Microsurgery; 5. Development of radiotherapy to treat cancer; 6. Laser surgery

Public Health

In 1906 there were several reasons for the **Liberal Reforms** being introduced to improve the health of the nation **1. Boer War 1899** highlighted the poor health of young men in Britain. **2. Reports: Booth ‘Life and Labour’** found 30% of all Londoners were so poor they couldn’t afford to eat; **Rowntree ‘A study of Town Life’ (York 1901) found** 28% of people did not have enough money to live on at some time in their lives. **4. People’s attitudes were changing** - it was the government’s responsibility to improve public health.

The setting up of the Welfare State — the system by which the government aims to help those most in need began with **Liberal Reforms starting with: 1906 School Meals Act** – provided for children. **1907 – School Medical Service** set up. Examined children & parents paid for treatment, later the government provided free treatment at school clinics; **1908 Young Persons Act** – protected children against neglect;

Poverty and Housing: A National Insurance Act introduced unemployment benefit, free medical treatment & sickness pay; Old Age Pensions & first job centres built. Building of overcrowded back to back houses were banned; from 1918 local councils had to provide **health visitors for pregnant women and day nurseries.** From **1930 a slum clearance** programme began.

Impact of social reforms: Infant mortality dropped from 163 per 1000 in 1900 to 4.2 per 1000 in 2015.

Impact of the two world wars on public health.

The 2 wars caused death and destruction, and affected attitudes. People wanted a better future. **In 1942 the Beveridge Report** said people had a **right to be free of the ‘five giants that ruined lives’: disease; want (need); ignorance; idleness (unemployment); and squalor (poor**

living conditions). It called for the government **‘to take charge of social security from the cradle to the grave’**. At the end of WW2 a new **Labour government**, led by Clement Atlee, came to power promising to follow Beveridge’s advice.

The NHS –set up in 1948 by **Aneurin Bevan, Minister for Health** to provide free healthcare for everyone; **Family allowance** – a weekly childcare payment; **Benefit payments** for the very poor; **school leaving age** increased from 14 to 15 plus more university places; **slum clearance** continued & 280,000 **council houses** built each year. **Problems of Welfare state: Costs** – taxation increased to pay for it but costs have rocketed, prescription fee introduced for most people & not all treatment is available on NHS due to cost. **Overworked** doctors and nurses; **underpaid** staff; Focus on prevention – sugar tax to curb obesity. **The future:** technological breakthroughs – suggestion of digital therapy for patients at home who can’t travel to the surgery.

Other advances in the 20th Century:

1950	1 st open heart surgery on a baby
1951	1 st contraceptive pill for women
1952	1 st miniature hearing aid; 1 st kidney transplant
1953	Discovery of stem cells & DNA leads to genetic screening.
1972	Hip replacement surgery
1973	Invention of the CAT scan to take a 3D image of the inside of a body
1975	Endoscopes – fibre optic cables used to see inside the body.
1978	IVF fertility treatment.
1986	1 st heart, lung and liver transplant
1987	MRI scan – monitors brain activity

Knowledge Organiser 1: Elizabethan Politics

What was England like in the 16th century?

- Economic:** Main trade partner the Netherlands; main export was wool.
- Religion: Catholic countries:** Spain, France, Ireland, the Papacy; **Protestant countries:** England, Scotland, Netherlands. **England was religiously divided.** Monarchy controlled wealth and power of the Church.
- Politics: who had power?** Monarch, nobility and parliament);
- Problems:** The Church; Hard to rule North, West Country and Wales as communication was slow. **Allies:** at 1st Spain; Netherlands; **Enemies:** Spain (later), France, Scotland, Ireland (Catholic rebels), The Papacy.
- Society: Religiously divided,** growing population (2.7m in 1500, 4m by 1603), most lived in S-E England, 90% lived in rural areas, Enclosed fields for sheep farming, a few small towns, London population (200k) and growing rapidly; most people illiterate, but education growing (Two unis and grammar schools set up); printing press spread ideas, cheaper books.

Who was Elizabeth? Queen of England 1558-1603.

Daughter of Henry VIII and 2nd wife Anne Boleyn. **Henry's Great matter:** Henry's first wife was his brother's widow, Spanish Catholic princess Catherine of Aragon. They had one surviving child, Mary Tudor. Henry VIII needed a male heir and his mistress, Anne Boleyn was pregnant. He

wanted to marry her before the birth. The Pope refused the divorce so Henry broke with Rome, made himself Head of the English Church, granted his own divorce and married Anne Boleyn. She gave birth to Elizabeth. Not the son Henry wanted, but he passed the **Act of Succession** making Elizabeth his heir. Mary Tudor was declared illegitimate.

In **1536**, before Elizabeth was 3, her mother Anne Boleyn was executed for treason. **Elizabeth was declared illegitimate and banished from court.** She was Protestant, well-educated and fluent in 4 languages. Before he died, **Henry VIII passed the Third Act of Succession** reinstating her and half sister Mary as heirs after half-brother Edward.

Edward VI became King in 1547 changing **the Church to Protestant.** Elizabeth just avoided being executed when she got too close to Thomas Seymour, husband of Catherine Parr. He was executed for treason. Elizabeth, was questioned, released and learned not to get too close to people.

Edward VI over-ruled the Third Act of Succession naming protestant cousin, Lady Jane Grey as his heir. He **died in 1553.** Jane ruled for 9 days before Henry VIII's eldest child, Catholic Mary Tudor, got the throne. Mary **reversed all changes to the Church** made by Henry VIII and Edward VI, **reinstating the Pope as Head of the Church.**

Mary I married Phillip II of Spain sparking **Wyatt's rebellion.** Elizabeth was implicated and again narrowly avoided being executed. **So, before she became Queen**

her experience taught her to be cautious and courageous. She was also very clever.

How did Elizabeth exercise power?

Power was held by the **Monarch**, the **House of Lords** and the **House of Commons** (Parliament).

The government had a clear structure of advisors, a few trusted individuals held most power, many of these were **Privy Councillors.**

Who had power?

The Monarch decided when parliament should meet and how long for. Elizabeth had a **royal veto** and could **reject an Act of Parliament.**











Parliament: House of Lords, 90 peers (nobility and bishops) **falling to 55 by the end of her reign.**

House of Commons: less important, 450 elected MPs (educated gentry, lawyers, powerful merchants, 2 knights from each county, 2 burgesses from each Borough. No formal political parties).

Only landowners and wealthy men could vote. Elizabeth controlled Parliament by the end of her reign.

Privy Council: responsible for **day-to-day running** of country, dealt with all policy areas. Normally, the Queen appointed most important and owners. Led by **Secretary of State.** Queen ensured their support through **PATRONAGE.** She could award titles, land, monopolies, investment opportunities and powerful positions for obedience and support.

Favourite Privy Councillors:

									
Nov 1558	1559	1569	1570	April 1570	1571	1580	Sept 1580	1585	1583
Crowned Queen aged 25	Elizabeth's religious settlement	Northern Rebellion	Norwich authorities -1 st survey of the poor for Poor Law	Pope issues 'Regnans in Excesis'. Elizabeth Excommunicated from Catholic Church.	The Ridolfi Plot	Jesuit priests start to arrive in England from Europe.	Sir Francis Drake completes circumnavigation of globe.	Elizabeth sends troops to Netherlands to support Protestant rebels	John Whitgift now Archbishop of Canterbury; Cracks down on Puritanism.

Sir William Cecil, Lord Burghley 1558-1598 (the stabiliser, wanted to avoid war); **Sir Francis Walsingham (1577-1590, Puritan, loyal SPY MASTER**, uncovered plots); **Robert Dudley, Earl of Leicester** (childhood friend/sweetheart?, 1562-1588, radical, Puritan, argued with Cecil); **Sir Christopher Hatton** (organised progresses, a moderate Protestant, hated Puritans, sympathised with Catholics).

Lord Lieutenants – appointed by queen, ran areas of country, raised army, often in Privy Council.

Justices of the Peace: several in each county, maintained and enforced law and order.

How were laws passed?

A **bill** (a draft proposal) was passed as an Act of Parliament before it could become law. The bill had to be **read 3 times**. 1st to tell MP's what it said; 2nd reading to debate and maybe amend bill. 3rd reading was final check before the vote. **A majority vote** in favour meant **Act of Parliament was passed**.

Royal Court: consisted of Queen's household – 500+ nobles, advisers, officials and servants called 'courtiers' all competing for power and influence.

Progresses:

Most summers Elizabeth and her Court went on tours of South East, Midlands and East Anglia to flatter nobles she stayed with and give subjects a chance to see her looking like a Goddess.

Performance: Court gave a display of power to all who saw it. Lavish banquets, masques, musical performances, plays, dining in public feasts, helped promote positive propaganda of the queen.

Parliament: Rival or Partner?

Parliament challenged Elizabeth because they:

- Were **educated** with **special privileges** e.g., freedom of speech and freedom from arrest.
- Some **questioned Elizabeth's** marital status, trading monopolies and religious grievances.
- Puritan MP's used Parliament to **question Elizabeth's religious policies**.











Elizabeth tried to control parliament by:

- Using her **powers** to limit Parliament's power.
- Using her **personality**, speeches, charm and bullying, attended Parliament in person.
- Using the right to **appoint the speaker** who could control what subjects were debated.
- Using **Royal veto** to block unpopular ideas.
- **Arresting awkward MPs** e.g. Peter Wentworth (1576) for arguing for freedom of speech.
- She could **dissolve Parliament** when she wanted, especially if they were troublesome.
- Many MPs owed their privileges to the patronage of the Queen so didn't want to offend her.

What problems did Elizabeth face?

1. **Problem of her succession:** Not having an heir could cause instability. 1562 she almost died of smallpox, Parliament nagged her to marry and have a child.

2. **Problem of Religion:** Henry VIII broke with Rome, but England remained mainly Catholic. Under her half-brother Edward VI it became very Protestant, under half sister Mary I it reverted back to strong Catholicism. Elizabeth wanted to find a **'middle way'**, visually more Catholic but religiously more Protestant. People feared Puritans (extreme protestant).
3. **What to do about Mary Queen of Scots** - linked to several Catholic plots.

									
July 1586	1587	February 1587	July – Sept 1588	1590	1599	1600	Feb 1601	1601	March 1603
Babington Plot discovered. Trial of Mary Queen of Scots	Roanoke colony established in North America.	Mary Queen of Scots executed	Spanish Armada attacks and is defeated	1 st of several bad harvests. Food shortages. Many people start to move to towns.	Opening of the Globe Theatre	Establishment of the East India Company	Essex's rebellion	Elizabethan Poor Law introduced	Elizabeth dies. Succeeded by James I

Elizabeth Knowledge Organiser 2: Troubles at home and abroad

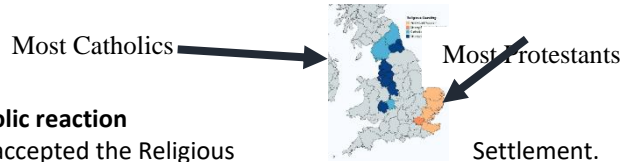
How did Elizabeth try to solve religious problems?
Before Queen Elizabeth, England had been Catholic under Henry VIII, he broke with Rome and closed monasteries. Her half-brother Edward VI tried to make England fully Protestant with an English prayer book and her half sister Mary I tried to make England fully Catholic again.



Elizabeth's Religious Settlement

Religion was a huge issue. Her first Parliament passed two laws.

1559 The Act of Supremacy made Elizabeth **Supreme Governor of the Church of England** keeping church hierarchy
1559 The Act of Uniformity set out Elizabeth's Religious Settlement. Outlined the Church of England (**Anglican**) beliefs: English **Book of Common Prayer and services, moderately worded, some radical Protestant ideas. No Catholic Mass!** pilgrimages and saints banned; **Priests could marry. Churches looked Catholic but sounded Protestant.**



Catholic reaction

Lots accepted the Religious Settlement.
Catholics in public office (e.g. MP's and judges) **who refused to give up Catholicism** were sacked. It became compulsory to go to Anglican Church. The **Pope ordered Catholics not to go.** **Recusants were fined 1 shilling a week for not going, Catholics attending Mass were fined, some performing Mass were executed!**

1586 William Allen set up a **school in the Netherlands to train Catholic Seminary priests** who'd train **English Catholic missionaries** to keep English Catholicism alive.
Rebellion of the North 1569: Catholic nobles including the Dukes of Northumberland and Norfolk, it failed.
1570 Pope Pius V excommunicated Elizabeth leading to an **increase in Catholic Plots** so Elizabeth passed the **1571 Treason Act.** Denying Elizabeth's supremacy or bringing Pope's Bull of Excommunication to England could get you executed for treason. **People leaving England for more than 6 months had their land confiscated,** to stop them going abroad to train as priests.



The French Catholic government were blamed for the 1572 St Bartholomew's Day Massacre where 1000's of French

Protestants were killed. This and a fall out with Spain led to a **rising fear of Catholicism in England.**

From 1580 the Pope's Jesuit Priests were sent to England to turn rich Catholic families against Elizabeth. First to arrive, **Edmund Campion**, secretly held Church services in rich Catholic homes, built with 'priest holes'.

More anti Catholic laws: 1581 Recusancy Fine raised to £20, only the rich could afford to be Catholic. Now **treason** to try convert people to Catholicism. **1585 Act against Jesuit and Seminary Priests** made becoming a priest treason. **Priests had 40 days to leave England or face execution.**

Persuivants were people employed to raid 'safe houses'. **Campion** was located by **Walsingham's spy network** and executed in 1581. **1593, large gatherings of Catholics were banned and freedom of movement restricted to within 5 miles of their homes.**

By 1603 the Catholic threat was largely wiped out. **Catholic population was 10% but only 2% were recusants.** Pope and Spain plotted against England, this angered some Catholics. If Catholics committed treason **propaganda spread the message 'being Catholic was unpatriotic and foreign'.**

Puritan reaction to the Religious Settlement

Saw Catholic Church as corrupt, superstitious and **Catholic parts of Religious Settlement as offensive** e.g. existence of Bishops and wearing of vestments. **After 1570** they became a bigger problem as **Calvinist, Puritan** ideas spread. **Many senior Courtiers and MP's were sympathetic to Puritanism, including Dudley.** It was popular in Scotland.

1570, Puritan Thomas Cartwright lectured at Cambridge University calling for the abolition of Bishops but didn't mention **Elizabeth as Supreme Governor', which offended her.**

In **1572 Puritan printing presses were destroyed** after two pamphlets criticised the Anglican Church.

In Parliament, Elizabeth rejected bills proposed by Puritan MP's. In 1576 she banned MP's from discussing religion without her permission. Peter Wentworth was imprisoned for challenging this.

Puritan threat led to a **fall out** between Elizabeth and **Archbishop of Canterbury Edmund Grindal. She wanted to stop 'PROHESYING,** (discussion/debating of the Bible) as these meetings spread Puritan ideas. **Grindal was put under house arrest for 7 years until his death.**

Strict Anglican, **John Whitgift replaced Grindal as Archbishop of Canterbury.** He stopped prophesying and issued **Three Articles forcing all members of the clergy to swear absolute acceptance of Bishops, the Prayer Book and the Thirty-Nine Articles of 1563.** 300 ministers were suspended for not accepting this. **1563 William Stubbs** had his hand cut off for writing a pamphlet criticising Elizabeth.

Whitgift's harsh approach led to some Puritan's breaking away from the Anglican Church to become **Separatists or Brownists.** Then anonymous, offensive Puritan pamphlets appeared, criticising the Anglican Church turning more people against Puritans. So, the government passed the **1593 Act Against Seditious Sectaries**—they could execute anyone suspected of being a Separatist. **Richard Hooker then wrote a book defending the 'Middle Way'** and criticising Puritanism '**The Laws of Ecclesiastical Polity'.**

Overall Elizabeth's Religious Settlement satisfied most people as the Anglican Church accepted most Protestant beliefs but looked Catholic. No one overthrew it. However **after 1570 Elizabeth became more intolerant of religious differences. Most Puritans accepted the Anglican Church and few Catholics could afford to be recusants. Extremists were firmly dealt with and propaganda turned most people against them.**

Mary Queen of Scots

Catholic cousin of Elizabeth I and a **potential heir.** Relations between protestant Scotland and England were troubled. Mary married Lord Darnley, they had one child (James VI of Scotland). Darnley was murdered, Mary married the suspect Earl Bothwell, was forced to abdicate and fled to England. She never met Elizabeth and was kept far away from London, Scotland, Wales or any ports where she might encourage Catholic rebellion. She lived several stately locations under house arrest.

The Northern Rebellion 1569

Mary's arrival triggered a Catholic rebellion. The **Duke of Norfolk,** catholic sympathiser, Elizabeth's cousin and wealthiest noble, planned to marry Mary and depose Elizabeth. He disliked Cecil's treatment of Spain. Dudley confessed everything and was pardoned. Norfolk was captured, imprisoned forgiven. **Norfolk ordered the rest not to rebel** when Elizabeth ordered the **Duke of Northumberland and Earl of Westmoreland to Court** they rebelled. The Earl of Sussex put

down the badly planned rebellion. Spain wasn't keen on helping pro-French Mary and most English Catholics remained loyal as Elizabeth hadn't been excommunicated yet.

Consequences: Elizabeth reorganised the Council of the North, confiscated the rebel's land, Westmoreland escaped abroad, Northumberland was executed in 1572, Norfolk was imprisoned in the Tower for 9 months.

The Ridolfi Plot 1571

Plan: Make England Catholic, make Mary queen and marry her to Duke of Norfolk, assassinate Elizabeth. Mary QofS, Pope, Philip II of Spain, Duke of Norfolk all agreed. Dangerous as **Elizabeth now excommunicated so English Catholics might join in.** 6000 Spanish troops to land in Essex. Ridolfi thought Catholic nobles would a 40,000 army. **Consequences:** Walsingham's spy network discovered it: Ridolfi fled abroad. Spanish Ambassador expelled from England. 1572, Norfolk executed for treason. **New law passed -anyone making a claim to the throne who knew of a plan to assassinate the monarch to be removed from line of succession.** Mary survived.

The Throckmorton Plot 1583

Plan: Free Mary and put her on the throne, murder Elizabeth. Helped by French troops, Jesuit Seminaries and Papal and Spanish money. Walsingham uncovered the plot, Throckmorton, Mary and Spanish Ambassador's go between, was executed, The Ambassador was expelled, ending diplomatic relations with Spain until Elizabeth's death.

1586 Babington Plot

Babington delivered letters between French Ambassador and Mary, agreeing to the assassination of Elizabeth. Mary was found guilty of treason and executed in 1587 after Walsingham's spies uncovered the plot.

Conflict between Protestant England and Catholic Spain:

Tension grew: **1. Elizabeth wouldn't marry Philip II of Spain; 2. Spanish colony, Protestant Netherlands rebelled against Spain who sent 1000's of troops to put it down. It led to trade sanctions which affected England who sold wool through Antwerp. Avoiding open support, The Peace Party was set up, Privy Councillors to give indirect help to Dutch rebels e.g. allowed rebel ships to use English ports and English privateers disrupted Spanish supplies to the Netherlands. 1581 onwards,**

Elizabeth sent rebels money. Walsingham and Dudley demanded military action.

Spain signed the Treaty of Joinville with the French in 1584. The English signed the Treaty of Nonsuch in 1585 agreeing to send Dudley with 7000 troops to the Netherlands, putting England and Spain at war. 3. Phillip Mary QofS's execution as murder, beginning the 'Enterprise of England' to invade.

Why the Armada failed.

Spanish Plan: send a huge fleet, **130** ships armed with **2500** guns, pick up **30,000 Spanish soldiers from Calais**, sail to England, land on south coast, march to **London** and hope English **Catholics** would join them.

Spanish fleet was led by inexperienced Duke Medina Sedonia, he **couldn't communicate** with his men or the Duke of Parma, leading troops from Netherlands to Calais. **English were led by experienced Howard and Drake.** The **20,000 English army wasn't well trained**, and spread along coast to cover all possible Spanish landings. **England had 34 battle ships and 200 private ships.** They were **smaller, faster, more manoeuvrable** than Spanish galleons. **England had culverins**, guns that fired further than Spanish guns and could be **reloaded every 10 minutes.** Spanish guns took 1 hour to reload. **Spain sailed in a crescent formation**, battle ships on outside, cargo ships in middle. They **planned to come along side enemy and board to fight. English ships stayed out of range.** The **weather helped as wind blew in right directions for Drake** to send in **8 fire ships, Spanish cut anchors**, were split up by storms and suffered damage at **Battle of Gravelines.** They sailed home via Scotland and Ireland, had no maps of area, lost lots of ships in the storms, and ran out of supplies.



Consequences of the Armada:

Short term	Long term
Boosted E's reputation.	England still independent and Protestant.
Propaganda showed God supported Protestantism England.	
Boosted national pride	
England's 1589 counterattack failed.	Gravelines showed guns important in sea battles.
Spain sent more Armadas in 1596 and 1597, both beaten by storms.	
War caused inflation, hard for poor	
E I still helped Dutch	England now a naval power
Raids continued on Spanish ships	
Philip stirred up trouble with Catholics + rebellion in Ireland.	Start of British empire and colonies
War ended 1604 (both dead)	

Did Elizabeth lose power at the end?

1590s, England damaged by war, plague, poverty, poor harvests and the **patronage system was breaking down.** Elizabeth's trusted councillors died: **Dudley 1588; Walsingham 1590; Hatton 1591; Cecil 1598, making her angry, depressed and bad tempered.** Many thought she'd reigned too long, she lost popularity, faced criticism, people wanted reform.

Essex's rebellion 1601 (lasted 12 hours)

Robert Devereaux, Earl of Essex was jealous of advisor Robert Cecil. Essex was sent to Ireland to put down a rebellion but made a deal with the Lord of Tyrone, angering Elizabeth. She promoted Cecil angering Essex who lost his temper with her. Elizabeth humiliated Essex and banished from court. Essex was rich from having a **monopoly** on sweet wines being imported to England. Ei stopped this making him bankrupt. He felt he had nothing left to lose. **Essex and 300 supporters held 4 Privy Councillors hostage. On route to London he was arrested, then executed for treason at the Tower Feb 1601.**

Question of Succession

Elizabeth never married, most assumed James VI of Scotland (son of MQofS) would be her heir. Cecil favoured James and met with him from 1601. He became James I after she died.

Knowledge Organiser 3: Was Elizabethan England a Golden Age?

Renaissance: Art, science and education flourished due to the rise of the gentry and the printing press spreading new ideas. Gentry, rich from buying monastic lands, exploration, trade and enclosures flaunted their wealth on paintings, poetry, music and architecture. Tudors, suspicious of old nobility, favoured the Gentry.

3 Elizabethan Renaissance individuals: **William Harvey** discovered blood circulated around the body. **William Gilbert**, Queen's doctor who experimented with electricity. **John Napier** discovered logarithms. It was **mainly the rich who benefitted** from Renaissance art, exploration, new buildings, education and literature, but both **poor and rich enjoyed the boom in theatres.**



The Great Chain of Being

The Great Chain of Being:

was the hierarchy Elizabethans believed in: the world was ranked first with **God**, then **angels, humans, birds, easts, fish** and at lastly

plant life. Humans, were

subdivided: Monarch chosen by God, then **Nobility (e.g. Dukes)** had lots of land, very wealthy, then **Gentry**, rich, no titles, might be JPs or MPs. Then peasants, mainly farm labourers.

Fashion: The Sumptuary Laws of 1574.

Gentry spent lots on clothes, using colours reserved for royalty and nobles. **Statues of Apparel laws** limited clothes people wore depending on their social rank.

Pageantry and display were important for **Tudor power**, so **clothe colour was important**. Nobility saw the gentry as social climbers.

Architecture and 'The Great Rebuilding': A boom in **new buildings and architectural styles**. **Nobility and gentry** spent fortunes building beautiful, **symmetrical stately homes**. E.g. architect **Robert Smythson** designed **Longleat House and Hardwick Hall**. Made of brick or stone, some were E shaped, intricate chimney stacks, leaded glass, stone mullioned windows. Bedrooms moved upstairs, long galleries built to entertain and display art collections. No corridors downstairs but houses more comfortable and private. Decorated, ornate plasterwork, ceilings, oak panelled walls, fireplaces, tapestries, libraries, **to impress!**

Why was poverty such a problem for Elizabethans? At the bottom of the **Great Chain of Being** was **The Fourth Sort** or peasants. 50% of the population, farm labourers and town workers spent 80% of their wages on food. Poverty was worse in the North-East, but all over England people resorted to begging or crime to survive.

Increasing Poverty in Elizabethan era, 5 Short (ST) and Long term (LT) causes:

1. Monarchy: ST Elizabeth encouraged monopolies. Rich benefitted, poor didn't. LT Henry VIII debased currency causing inflation and shut monasteries who looked after poor. **2. War:** ST Long periods of peace so soldiers were unemployed; During war with Spain, trade with Spanish Netherlands was banned. LT Henry VIII taxed poor to pay for war with France. **3. Exploration:** ST influx of New World silver devalued English currency. **4. Agriculture:** ST 1550's to 1590's bad harvests caused food prices to rise. Rack renting pushed rent up. Enclosure led to sheep farming and job losses of farm labourers. **5. Population:** ST 1550-1600 population rose by 43%, a strain on food and jobs. Inflation rose, wages didn't.

Elizabethan Policies on poverty and 'Attitudes towards the poor'.

Believed in two types of poor, **deserving poor** (old or genuinely sick) and **undeserving poor** (lazy) who tricked people to get money. People **worried about increase of beggars and vagrants**. Some townspeople attacked beggars.

1567, **Thomas Harman** wrote a book categorising different types of beggars, saying they used a special secret language called **'canting'**. E.g. **Anglers** carried long sticks to steal from clothes lines; **Rufflers** dressed as army officers, robbed people at sword point; **Clapperdungeons** pretended to be wounded, used arsenic to make skin bleed then wrap wounds in bandages.

Before Elizabeth, how were the poor were treated?



1495 Beggars put in stocks for 3 days, whipped, then returned to birth place. Those genuinely unable to work were given a licence to beg. Unlicensed beggars were fined. **1536:** People gave money for the poor every Sunday at Church. **1547:** Beggars whipped, branded with a 'V' on forehead and made a slave for two years.

Elizabeth's Economic Policies to help:

Coins: Henry's debased currency. Elizabeth carried out recoinage to solve inflation, it improved quality of coins. **1563 Statute of Artificers** was passed to slow inflation by limiting skilled workers wages.

Enclosure: Passed the 1598 **Act on Husbandry and Tilling** to slow down enclosures to protect rural jobs. **Local measures to help the poor.** **Norwich:** Collected alms for poor, carried out censuses to make a register of the poor, set up workhouses, made rules about begging. **Hospitals:** St Bartholomew's for the sick, St Thomas's for the elderly, Christ's for orphans, Bedlam for the mentally ill.

The 1597 Elizabethan Poor Law

Legislation to deal with the poor was passed in 1563, 1572 and 1576. Poverty was particularly bad in the 1590s due to a **weak economy**,

years of **expensive war with Spain** and yearly **failed harvests** causing food prices to rise, people were starving to death. Elizabeth worried there'd be a rebellion. In **1601** the **Poor Law was amended to The Act for the Relief of the Poor**. This said everyone had to **pay a local Poor Rate** or face a fine or imprisonment. The money was used to organise **parish officials**, set up **workhouses** and pay **relief for the Deserving Poor**. Each parish (local district) appointed 4 **Overseers of the Poor** to bring in new laws. E.g. Orphans should have **Apprenticeships** paid for by the Parish, to learn a trade. **Almshouses were built** (homes for old and ill) **Outdoor relief** gave them money, food and **clothing** handouts. **New class of poor was created by the 1576 law:** the **'Able bodied and genuinely unable to find work'**. Overseers gave them **tools and raw materials** e.g. wool and wood. The poor went to live in a **workhouse or House of Industry** until they found a job. Most still thought the poor were just lazy.

Elizabeth's 1601 Act for the Relief of the Poor formalised earlier laws of poor relief. 4 main points: **1) A Poor Rate (tax) was made compulsory** nationwide.

2) Everyone had to contribute or go to jail. **3) Begging was banned.** If caught, punishments were being **'whipped'** until their back was **'bloody'**, then sent to their home parish, a 'House of Correction or to work on **Galley** warships.' Persistent beggars could be **hanged.** **4) Almshouses built. Elizabethan Poor Law was an important milestone for people's welfare, filled gap left by closure of monasteries, lasted over 200 years.**

Elizabethan Theatre, Early Elizabethan era: No theatres. Mystery Plays, based on bible stories were performed on open air, temporary platforms. Actors travelled round country but were seen as **threats to law, order** and no better than beggars. **Puritans saw plays as the work of the Devil.**

Later in Elizabethan Reign: A **1572 law** said bands of actors must be **licensed**. So actor **companies** became organised leading to a theatre **boom:** First London theatre – The Theatre, opened in **1576**. The Globe opened in 1599. By 1601 there were **7** big theatres and **40** companies of actors in Southwark where there were lots of **taverns**, bear-baiting rings and brothels. Theatre was exciting, people bought street food, **socialised**, networked and dated there.

Theatres were built round a circular pit with covered **galleries**. Plays took place in the **afternoon** as there were no artificial lights. **Cheap** entrance fees so rich and poor went. Cheap, **uncovered 'pit' seats** cost 1 penny, audience here were called **'groundlings'**. **Tiered galleries** cost 2-3 pennies, holding up to **2000 people** under a thatch roof. The richest watched from **'Lords room'** above stage or sat on stage itself.

Famous Elizabethan Playwrights: William Shakespeare. He wrote **tragedies** like **Hamlet** and **Henry VI** and comedies like **Love's Labour's**

Lost. Christopher Marlowe wrote the tragedy **Doctor Faustus**. Other playwrights included: Ben Jonson and **Thomas Dekker**. Famous actors included **Will Kemp, Thomas Pope and Richard Burbage** who had shares in the Globe, working closely with Shakespeare.

Patronage and Using the Theatre as propaganda:

Some companies won protection and funding of nobility who wanted to **influence** people in favour of Elizabeth. She never went to the theatre but companies performed at court. As patron, she let one group of actors call themselves **The Queen's Company**. Plays were **censored to show Elizabeth's favoured themes**. E.g. Shakespeare's **Richard III** showed the **Tudors as courageous**, saving England from evil Richard III. He emphasised **hierarchy and orderliness** because of Elizabeth's beliefs in the **GREAT CHAIN OF BEING**.

Changing attitudes and Propaganda: 1550'-1560's actors treated with **suspicion**. Changed from 1570 as government saw they could use theatre for **propaganda and social stability**, a distraction for the poor, discontent, **working class**. Theatres used little scenery but **Special Effects, clever Storytelling**, skilful characterisation, intelligent **dialogue**, music, sub-plots, **special effects** e.g. trapdoors for dramatic entrances and pigs **bladders** filled with blood for stab scenes.

Other propaganda. 1. **Coins:** Elizabeth's head was on coins, so it was seen widely. 2. **Portraits** created a chosen image, using **symbolism** to create a cult of Elizabeth with themes of 'mystical' images, the **Virgin Queen** (cherries, **Sieve Portraits**, Phoenix), **Imperialism (globe), Victory** (ships/ Armada). **Clothes and jewellery** were full of symbols. E.g. Phoenix, a mythical bird



symbolized rebirth and virginity. Red and white Tudor rose. **Courtiers paid for flattering portraits of Elizabeth to advance careers and prints were widely circulated.**

Elizabethan censorship of written works

Government licensed printing presses to control what was produced. **Puritan presses were destroyed**. Edmund Spenser was given **£50 a year pension** for flattering Elizabeth in his poem '**The Fairy Queen**'. Protestant John Foxe's **1563 Book of Martyrs**, **demonised Mary I as Bloody Mary**, flattering Elizabeth for rescuing England from horrors of Catholic rule.

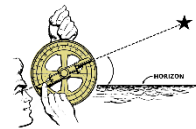
The Age of Exploration: In 1400, people thought the world was flat and hadn't discovered the Americas or Australia. Europe



traded with **Asia along the Silk 'Road'** to Constantinople, conquered by Ottoman Turks in 1453, making **trade** with the East difficult as **Ottomans put high taxes** on goods going through their land. Demand for **expensive silks and spices was high**, but journeys took 2-3 years.

Factors encouraging English explorers:

The Renaissance: Encouraged learning and adventure. **The Round Earth Theory:** Suggested people could sail around Russia or Africa



to Asia. **The Printing Press** made maps and geographical books available. **The Astrolabe** for accurate navigation. **Smaller Ships improved design**, with rudders and lateen triangular sails, easier to sail.

Why did England get involved in exploration?

1) Large European Empires: Spain in **Central and Southern America** and **Portugal in India, Brazil and West Africa**. They dominated exploration, getting lots of raw materials, **gold, silver, tobacco, potatoes, tomatoes, cotton, sugar** and began the **slave trade**. England wanted these goods. **2) Rivalry with Spain:** England was a growing naval power with 53 warships in 1547. Spanish colonies only traded with licensed countries, rarely giving one to English sailors so Elizabeth gave some sailors or '**privateer's**' a licence to attack and rob Spanish ships. **3) Trade:** England was **patriotic, nationalistic**, jealous of Spain Trade with **Antwerp**, in the Spanish-controlled Netherlands, became difficult as English / Spanish rivalry grew. England needed new **trading partners**, setting up **trading companies** such as: **Muscovy Company**, est. 1553 trading timber and fur with **Russia; Eastland Company** est. 1579 trading timber, tar, canvas and rope with **Scandinavia** and the **Baltic; East India Company** est. 1600 trading in the **Far East in silks, spices, cotton, tea**.

Where English explorer's heroes?

Early Explorers successes: 1560's Hawkins sailed to Caribbean, fought Spanish, redesigned English battleships. 1601 James Lancaster sailed around Cape of Good Hope to India. **Expeditions opened up trade routes, made money and glory.**

Early Explorers failures: Frobisher, failed 3 times 1576, Gilbert and Davis failed to find North West Passage to China due to ice.



Famous English Explorers

John Hawkins, Hero: Made lots of money for

England with gold, silver and skins. Designed better ships, helped defeat the Spanish Armada. **Villain:** began British involvement in the slave trade, huge profits at great human cost! Lost lots of men and ships to Spanish attack. **Sir Francis Drake Hero:** Transatlantic voyages with cousin Hawkins. 1577-1580, circumnavigated the globe on Golden Hind. **Used fire ships, to help defeat Spanish Armada.** Knighted 1581 & MP in 1580's. English loved him.

Villain: A privateer, stole goods from Spanish, who hated him. Less successful later campaigns. **Sir Walter Raleigh Hero:** Favourite of Elizabeth, key role exploring new lands under royal charter. Introduced potatoes to England. Knighted 1585, Member of Parliament several times. Elizabeth's favourite again by 1593. Governor of Jersey 1600-1603. **Villain:** Dismissed from court for secret marriage to Elizabeth Throckmorton. Executed by James I in 1618 due to Spanish pressure.

Consequences, of exploration in the Elizabethan Age. (ST – short term; LT = Long term)

Positive: made heroes of men like Drake and Raleigh (ST), Made merchants and nobles, sponsoring voyages very rich (ST & LT). Glory and riches helped Elizabeth build her magnificent personal image (LT). Exploration increased hostility between Elizabeth and Spain (ST). Foundation on which Britain's global super power status was built (LT). Economically, Britain became very wealthy, establishing trade links across the world (LT). Military, led to the development of a powerful navy which dominated the seas until the 20th century (LT). **Negative:** Exploration led to increased hostility between Elizabeth and Spain (ST). Politically led to the establishment of colonies eventually leading to the British Empire covering 1/4 of the world's surface (LT). Empires seen as good at the time, but not now.