

Name:



Transition Pack

For

GCSE History

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Optional tasks

Task	What did you watch or read?
Videos and documentaries	
Podcasts and books	
Websites	

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Deadlines:

Weeks 1 and 2: Please complete tasks on p.1-9

Weeks 3 and 4: Please complete tasks on p.10-15

Weeks 5 and 6: Please complete tasks on p.16-21

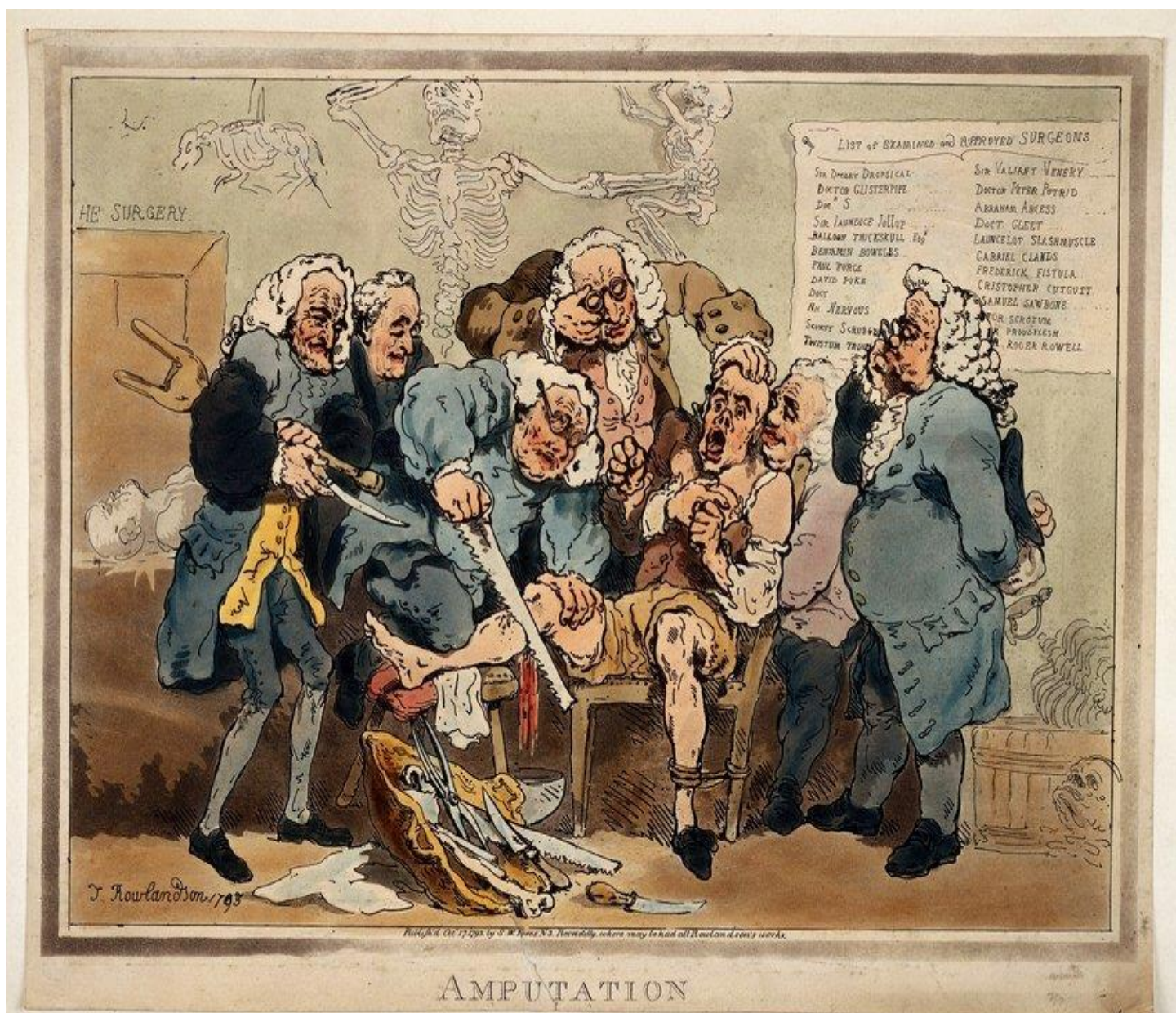
Please submit your work to your new GCSE History teacher via email or on SMHW:

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Welcome to GCSE History

Year 9 Transition Task – GCSE History

Welcome to your preparation for GCSE History! Engage with the tasks that we've set for you for the next four weeks and you will be in a good place to start GCSE History. 😊

The History of Medicine

To begin with in Year 10, you will study a course about the History of Medicine. The History of Medicine is about some of the most important questions in the whole of history. Today, we live far longer than people used to. We are healthier and have more chance of surviving major illnesses. We are incredibly lucky to be living now and not 500 or even 100 years ago. **So, why has medicine – and our health – changed so much over the centuries? Why do we live, on average, so much longer than our ancestors?**

There will be many enjoyably puzzling questions too – about the changes in medicine and the continuities (things that have stayed the same). There will also be plenty of interesting questions about why there have been changes and continuities across time.

Getting the chronology right

Lots of things you learned in Key Stage 3 History lessons are going to be useful in your GCSE course. One example is your knowledge of chronology – the names and sequences of the different historical periods. As you are going to study such a long span of time, you will have to talk and write confidently about a variety of historical periods. Complete the exercises below to help practise your skills with chronology:

Identifying historical periods

1. Place the four historical periods below in chronological order (earliest first).

The Industrial Revolution: 1700-1900

The Middle Ages: 1250-1500

The twentieth century: 1900-2000

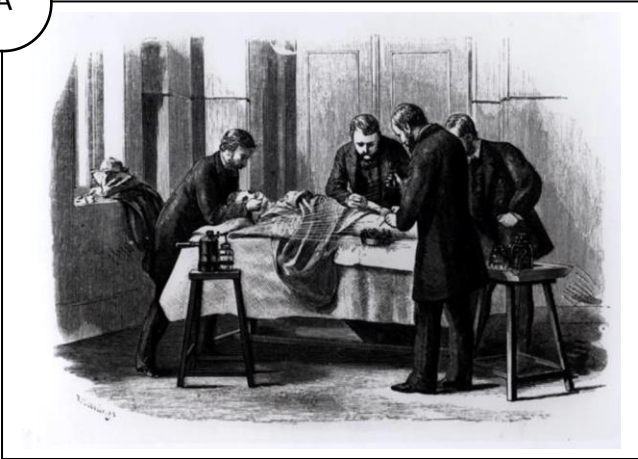
The Renaissance: 1500-1700

1.
2.
3.
4.

2. Which picture on the next page comes from each chronological period? Give one reason for each choice.

Picture	Which time period is it from?	Explain one reason for your choice
A		
B		
C		
D		

A



B



C



D



3. a) What seems to be happening in each picture? Match each of the following statements to the correct picture (write the letter in the box for each one):

- A lady is about to have blood drained from her arm
- An operation is taking place with carbolic spray to kill the germs
- A hospital patient has been put to sleep before an operation
- A patient has died after having blood drained from them

b) What can you work out from each picture about medicine at that time?

For example, they could tell you about:

- Ideas about what causes disease and illness
- Methods of preventing disease and illness
- Methods of treating the sick
- Who cared for the sick.

Write your answers below:

A I can work out that

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B

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C

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D

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Chronology

1. Is 1784 in the seventeenth or eighteenth century and can you explain why? (Use the timeline on p.5 to help you)

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2. The periods below are in the wrong sequence. What is the correct chronological sequence?

The Black
Death

The
Renaissance

The
Industrial
Revolution

The Norman
Conquest

The First
World War

The English
Civil War

1.....
2.....
3.....
4.....
5.....
6.....

3. Look at the two boxes below – Period A and Period B.
- One item in each box is the odd one out. Explain which is the odd one out in each box – and why.
 - The three remaining names in each box are given to roughly the same historical period – but they mean slightly different things. Explain the differences between them. You can use the dates to help you and check the timeline below if it helps.

Period A

Tudors and Stuarts The Renaissance The age of the Black Death Early modern period

Period B

The Victorian Age The twentieth century The Industrial Revolution The nineteenth century

- a. Period A odd one out is

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Period B odd one out is

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- b. Period A

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Period B

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Timeline on next page



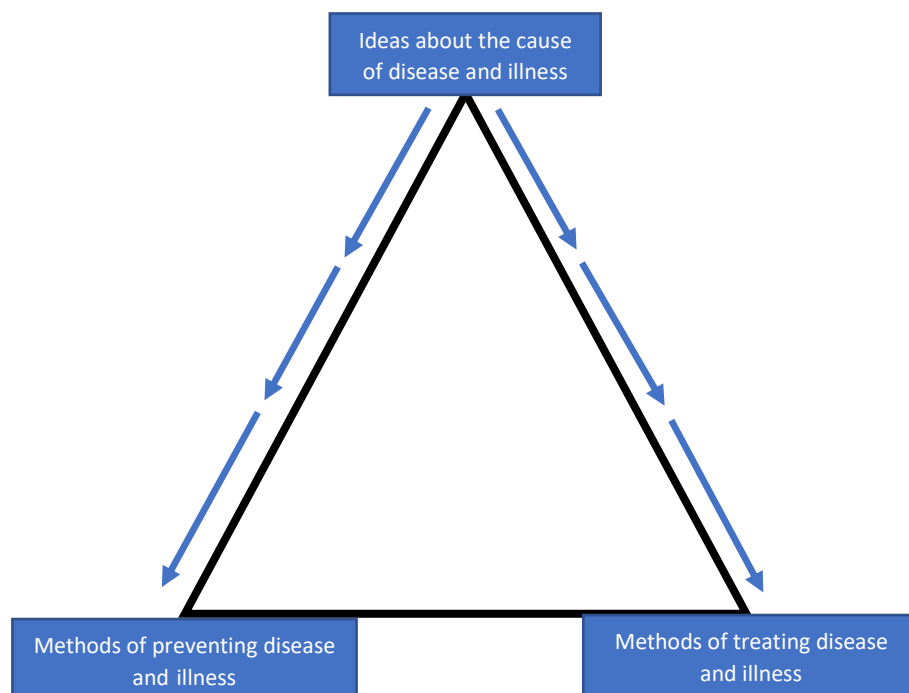
TIMELINE

I'm a Norman			My father died of the Black Death			I was a cause of the English Civil War		I own a factory	I am now able to vote
11th	12th	13th	14th	15th	16th	17th	18th	19th	20th
1000-99	1100-99	1200-99	1300-99	1400-99	1500-99	1600-99	1700-99	1800-99	1900-99
									

The Big Story of Medicine

We are now going to look at the whole of the History of Medicine from 1250! You need this 'big picture' to help you write about long-term changes and continuities in your exam. The boxes and the triangle diagram below outline this Big Story. **The triangle is hugely important** because it shows the link between what people thought **caused** disease and illness and how they tried to **treat** and **prevent** disease.

Ideas about cause are at the top of the triangle because they are the most important part of medical history. **How people used to treat and prevent sickness depended on what they believed was the cause.** This last sentence is very important to understand!



Telling the Big Story of medicine

1. Read the four boxes below to get a first impression of the overall story:

You will use the information in these boxes for a variety of tasks in this booklet.

MEDICINE IN MEDIEVAL ENGLAND, c.1250-c.1500

Ideas about the causes of disease and illness

If you were sick, you might have thought God had sent the illness to punish you for your sins or that you had breathed in bad air. Specialist doctors called **physicians** treated the rich. They would blame your sickness on the **four Humours** (liquids) in your body being out of balance. This Theory of the Four Humours had been developed by Hippocrates and Galen who were doctors in Ancient Greece (Hippocrates) and Ancient Rome (Galen), and people still believed their ideas many centuries after they died.

Methods of prevention and treatment

You could pray to God, asking him to forgive you and make you well. You could also take herbal **remedies** (made from plants) that had helped friends or relatives with the same illness. If you saw a physician, he would check the colour, smell and taste of your urine to see if your humours were out of balance. Then he would balance your Humours by **bleeding** you (taking blood from your body) or making you vomit. He might also suggest exercise and a different diet.

Some remedies helped people recover but nothing stopped the Black Death a **plague** that arrived in 1348. It killed nearly half the population. People worked hard to keep streets and water supplies clean, but could not stop the plague from spreading.



THE MEDICAL RENAISSANCE, c.1500-c.1700

Ideas about the causes of disease and illness

When you were sick, you believed that God or bad air was the cause or that your Humours were out of balance. You might also blame the position of the planets in the sky and the effect this had on your body.

Methods of prevention and treatment

Prayer and herbal remedies remained common treatments. Physicians still followed the ideas of Hippocrates and Galen, so bleeding the sick to balance their Humours was a common remedy. Barber-surgeons carried out simple operations on the outside of the body but internal surgery was impossible without effective **anaesthetics**.

There were new discoveries. Andreas Vesalius improved knowledge of **anatomy** (the structure of the body) by **dissecting** dead bodies. William Harvey discovered that the blood circulates (flows) around the body. Knowledge of these discoveries spread quickly because books were now printed instead of being written by hand.

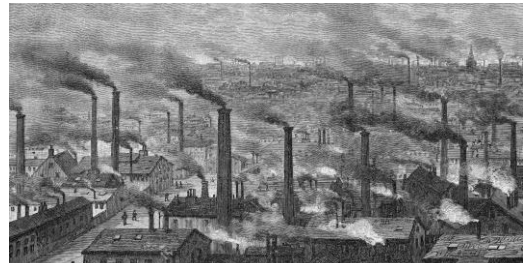
These discoveries built up accurate medical knowledge but they did not cure anyone of their illnesses! In 1665 there was a terrible outbreak of plague in London but, just as in 1348, no one could stop it. They cleaned the streets, cleansed the air and **quarantined** the sick, but they still died.



MEDICINE IN INDUSTRIAL BRITAIN, c.1700-1900

Ideas about the causes of disease and illness

In 1861 Louis Pasteur published his **germ theory**, which said that **bacteria (germs)** cause diseases. He carried out experiments to prove his theory was correct. Some people still believed that bad air caused disease because they spread so rapidly in the dirty, smelly industrial towns.



Methods of prevention and treatment

There had been breakthroughs before Pasteur's germ theory. In 1798 Edward Jenner used **vaccination** to prevent people catching **smallpox**, which killed thousands every year. However, this 'one-off' discovery did not lead to others.

However, Pasteur's theory did lead to other discoveries, such as vaccines to prevent killer diseases. Germ theory also led to the development of **antiseptics** to prevent **infection** during surgery and helped persuade governments to pass laws to provide sewers and clean water.

Not everything changed:

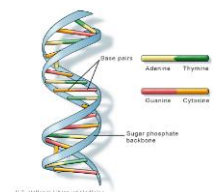
- People still used herbal remedies, some of which did help the sick
- People still had to pay to see a doctor and nearly one in five babies died before their first birthday.

However, life expectancy was beginning to rise. By 1900 people on average had a life expectancy nearer to 50 than 40.

MEDICINE IN MODERN BRITAIN, c.1900 TO THE PRESENT

Ideas about the causes of disease and illness

In the 1950s scientists discovered the existence of **DNA**, the 'building blocks' of the human body. This led to much more research, which identified the individual **genes** that cause some illnesses.



Methods of prevention and treatment

Developments in science and technology greatly improved surgery, for example by identifying blood groups, which made blood **transfusions** effective. The discovery and development of chemical drugs and then **antibiotics** in the 1940s have saved millions of lives. In 1942 the Beveridge Report created a plan for the National Health Service (NHS), which began in 1948. For the first time, the NHS provided everyone with free treatment from a doctor so people were more likely to get help before an illness became serious.

More recently, discoveries about DNA and genes have led to the possibility of preventing diseases that people are born with. This may turn out to be the biggest medical breakthrough of all. The result of these developments is that people born today will, on average, live twice as long as people born in 1800.



These boxes of information only give you an outline. You will learn more important details later on in the course.

Tasks

2. Explain why the images in the boxes on p.6-7 above are important.

Medicine in Medieval England box:

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The Medical Renaissance box:

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Medicine in Industrial Britain box:

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Medicine in Modern Britain box:

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3. Using the information about each of the time periods on p.6-7, note down the major features of medicine in each time period:

Time period	Understanding of the causes of disease and illness	Methods of treating disease and illness	Methods of preventing disease and illness
Medieval Britain (c.1250-c.1500)	They thought God caused people to be ill or that they had breathed in bad air. They also blamed sickness on the four Humours in your body being out of balance.	They used prayer to ask God to take your illness away. They also used herbal remedies and bleeding to balance your humours.	People tried to prevent disease by cleaning the streets and trying to make sure water supplies were clean. They also tried to keep their humours in balance by exercising and following a different diet.
Medical Renaissance, (c.1500-c.1700)			
Medicine in Industrial Britain, (c.1700-c.1900)			
Modern Britain, (1900-present)			

4. In the boxes below:

- write down two or three short phrases or sentences that sum up medicine in that time period.
- Draw an image as well that could be used to illustrate medicine in that time period (don't copy mine – choose a different one!).
- Use at least one of the following words in your phrases for each period:

change **continuity** **turning point** **progress**

Medicine in Medieval England (1250-1500)	The Medical Renaissance (1500-1700)
Medicine in Industrial Britain (1700-1900)	Medicine in Modern Britain (1900-present) Medical treatment was now free (NHS) Antibiotics saved millions of lives – progress in treatments New ways to prevent illness (DNA) 

- *[Look at p.12 for a **HELP SHEET** on what to include] **

[illegible]

[illegible]

HELP SHEET

Your 'story' of medicine

- How should you write your 'story' of medicine?

In History it's important when writing about any sequence of events that you write about them in chronological order (order that they happened). This is especially important for this task as we are writing about how medicine changed (or sometimes stayed the same) over the course of almost 800 years.

- Write your story in chronological order (from Medieval - Renaissance – Industrial Britain – Modern Medicine).

- What content should you include in your 'story'?

You are writing about medicine from the year 1250 onwards. You must therefore make sure that you include information about all four of the time periods which you have been learning about: Medieval; Renaissance; Industrial Britain and Modern Britain.

The themes that you have been writing about include: ideas about the causes of disease and illness, treatments and how people tried to prevent illness and disease. Make sure that you write about each of those themes in your paragraphs. Use specific detail about each of the themes.

- Include information from all the time periods you have been learning about.
- Include information about the ideas people had about the causes of disease and illness, the treatments they used and how they tried to stop people from getting sick. Make sure that information is specific.

- How many paragraphs should you write?

As you are writing a story that covers four different time periods, it would be sensible to write a paragraph for each separate time period.

- Your answer should be at least four paragraphs long

A model paragraph:

When I began learning about the History of Medicine, I discovered that herbal remedies have been used for many centuries as treatments for illness. Another long-lasting idea from the Middle Ages was their beliefs about what caused disease. People still believed ancient ideas from Hippocrates and Galen about the four humours. They blamed bad air for causing sickness although God was also thought to send illness as a punishment for sins. There was nothing people could do in the Middle Ages because they didn't understand what was really making them ill. However, that didn't stop them trying! They prayed for forgiveness hoping God would take away the sickness and even cut themselves to drain blood to balance their humours. Tasting urine was used by doctors to try and work out what was wrong with their patient! When the Black Death arrived in 1348, there wasn't any way to prevent it killing half the population; all they could do was sweep the street and try and keep their water clean!

Renaissance patients weren't much better off than patients in the Middle Ages! Doctors continued to.....

Annotations:

- Specific detail – names of ancient doctors and dates (points to Hippocrates and Galen, 1348)
- Chronological order (points to the sequence of events)
- Theme - treatments (points to herbal remedies)
- Theme - ideas about the cause of disease (points to beliefs about what caused disease)

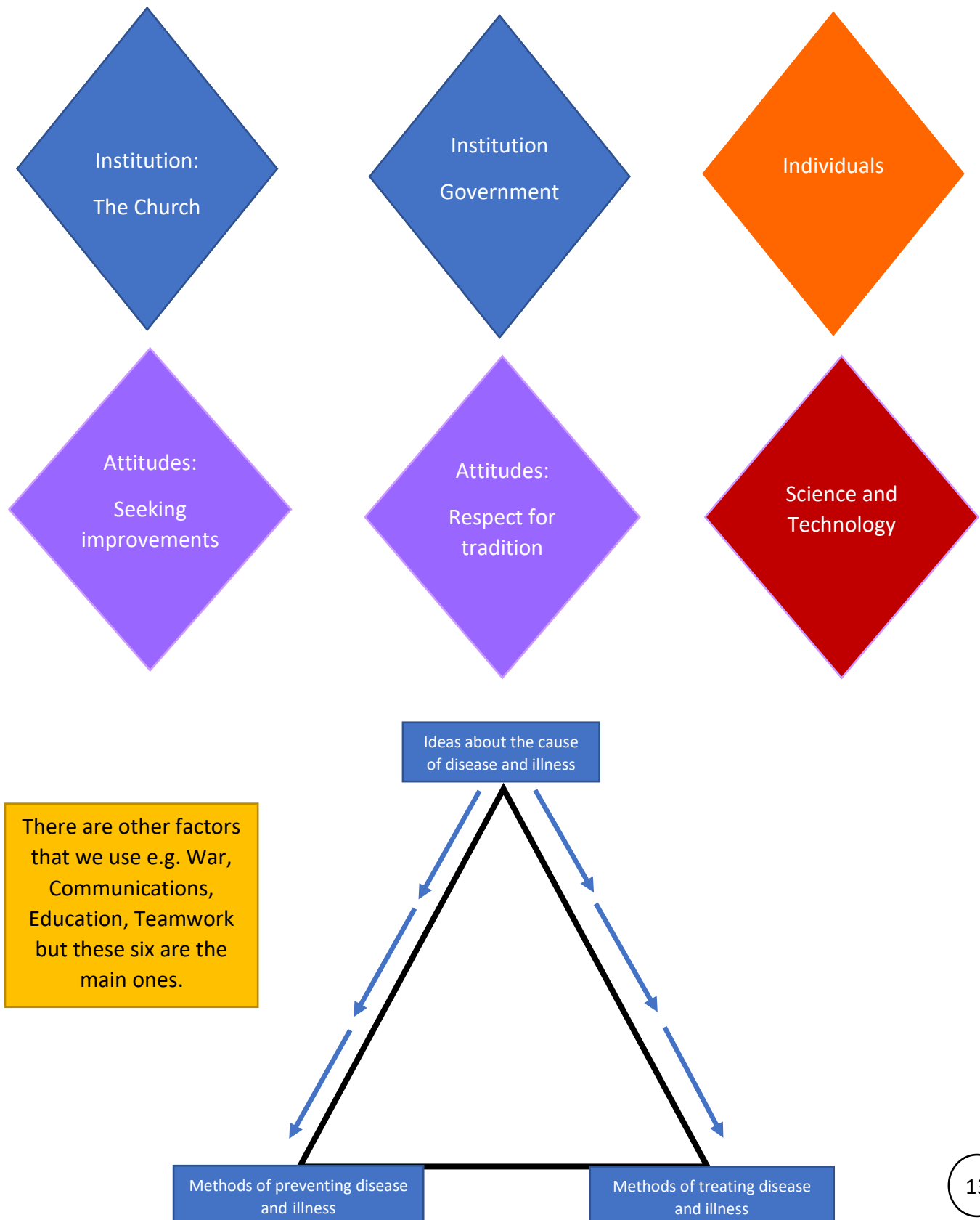
Why changes happened – and didn't happen

So far, we have looked at the changes and continuities in medical history. However, what we haven't done is **explain** those changes and continuities. We are now going to look at the **factors** that help explain those changes and continuities.

The main factors are:

Key term:

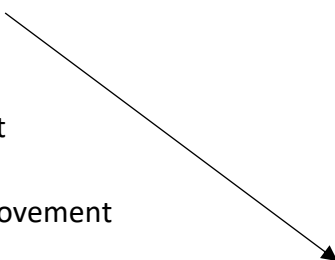
Factor: the reasons why medicine changed or stayed the same in each period of history



Thinking about factors

1. Match each of the factors on the left to the correct definition on the right. Draw a line between them:

Individuals	When people wanted change
Science and technology	When new equipment and machines helped to change medicine
Institution: The Church	When laws were passed or taxes were used to improve medicine
Institution: Government	When people make new discoveries
Attitudes: Seeking improvement	When the old ideas were followed
Attitudes: Respect for tradition	When religious ideas were very important



2. Using the information from the four boxes about the different time periods (p.6-7), find examples of when each of the factors contributed to medicine.

Factor	Example of when it contributed to medicine
Individuals	Medieval medicine: The ideas of ancient doctors like Hippocrates and Galen (Four Humours Theory), affected ideas about the causes of disease for centuries.
Science and technology	Modern medicine: Developments in science and technology greatly improved surgery, for example by identifying blood groups, which made blood transfusions effective.
Institution: The Church	
Institution: Government	
Attitudes: Seeking improvement	
Attitudes: Respect for tradition	

3. Which **factor** do you think helped to improve medicine? Copy and complete this sentence.

I feel..... helped to improve medicine because ...

4. Which **factor** do you think stopped medical improvements? Copy and complete this sentence.

I feel slowed medical improvements because ...

5. Let's practise applying your knowledge...

Look at these three great moments in medical history below. Which factors are influencing the people or events described in each one? [I've done one example to help you. Don't worry if you're not certain – you will find out exactly why each one took place later in the course. 😊]

1. 1628 – William Harvey's great discovery

In the 1620s William Harvey carried out experiments to prove that blood circulates (flows) around the body. However, it was 50 years or more before universities began to teach their students about Harvey's discovery.

FACTORS: Individuals, Science and Technology, Attitudes: respect for tradition

2. 1875 – The Public Health Act

In 1861, Pasteur published his germ theory, proving that bacteria in dirt and water caused diseases. Then in 1875 the government passed a new law, the Public Health Act, which said that all local councils had to improve sewers and drainage and provide clean water supplies.

FACTORS:

3. 1928 – The discovery of penicillin

In 1928 a scientist called Alexander Fleming noticed that the mould in a dish in his laboratory was killing bacteria in the dish. The mould was penicillin. It was only during the Second World War, more than fifteen years later, that other scientists followed up Fleming's work and began to give penicillin to dangerously ill patients. When the American and British governments realised that it could cure soldiers with infected wounds, they invested huge amounts of money into mass-producing penicillin, the first antibiotic medicine.

FACTORS:

Thinking about important words in medical history

Look up these words in the glossary at the back of this booklet. Write the correct definition for each one.

Word	Definition
Herbal remedy	A medicine made up from a mixture of plants, often containing beneficial ingredients.
Astrology	
Quarantine	
Antiseptic	
Anatomy	
Bacteria	
Vaccination	
Physician	
Miasma	
Anaesthetic	
Antibodies	
Antibiotic	
DNA	
Blood transfusion	
Microbe	

Short videos about medicine for KS3

If you have time, watch a few of these short films to help you understand the topic:

<https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs>



Important individuals in medical history

Throughout the medicine course, you will come across individuals who have contributed to medical improvement. It is important that you know **which time period they lived/worked in** and **what they discovered**.

Do some research on the individuals below and complete each of the boxes with brief details.

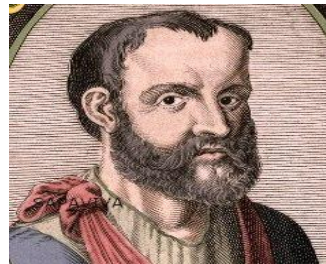
Hippocrates



Time period: Ancient Greece

What did he discover/develop?
Four Humours Theory

Claudius Galen



Time period: Ancient Rome

What did he discover/develop?
Theory of Opposites

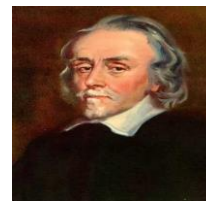
Andreas Vesalius



Time period: Renaissance

What did he discover/develop?

William Harvey



Time period:

What did he discover/develop?
The blood in the human body flows (circulates) around the body in a one-way direction.

Thomas Sydenham



Time period:

What did he discover/develop?

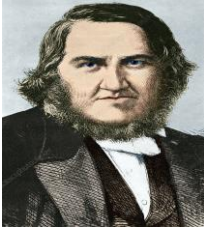
Edward Jenner



Time period:

What did he discover/develop?

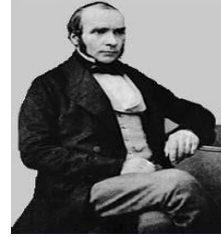
James Simpson



Time period:

What did he discover/develop?

Dr. John Snow



Time period:

What did he discover/develop?

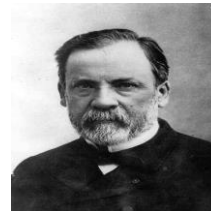
Florence Nightingale



Time period: Industrial Britain 1700-1900

What did she discover/develop?

Louis Pasteur



Time period:

What did he discover/develop?

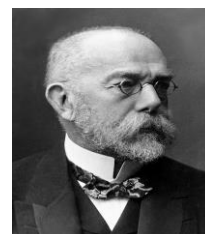
Joseph Lister



Time period:

What did he discover/develop?

Robert Koch



Time period:

What did he discover/develop?

Alexander Fleming



Time period:

What did he discover/develop?

Howard Florey and Ernst Chain



Time period:

What did he discover/develop?

Important events/discoveries in medical history

1. Find the correct date for these events/discoveries from those on the right (you might have to do some research). Write them next to the event.

- The Black Death ()
- The Great Plague ()
- First vaccination ()
- Cholera first arrived in Britain ()
- First effective anaesthetic ()
- Pasteur's discovery of the germ ()
- Discovery of blood groups ()
- Penicillin (first antibiotic) ()

1665

1861

1847

1798

1901

1348

1831

1928

2. Which one of these discoveries on p.18 would be most important for(explain your answer) ?

a) Understanding what caused disease.

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b) Being able to treat illness

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c) Being able to prevent illness

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Important concepts in medical history

One of the most important concepts that you will have to understand in medical history is the idea of **similarity** and **difference**. We study almost 800 years of history on the Medicine course and we need to be able to identify and explain how ideas about what caused disease, treatments and ways to prevent illness were similar and how far they were different from each other across that massive span of history. Using the boxes of information about each time period, complete the following boxes.

Ideas about the causes of disease and illness

a) Explain one way in which **ideas about the cause of illness** were:

Similar in 1400 and 1700	Different in 1400 and 1900
Similar in 1700 and 1900	Different in 1700 and 1900

Treatments

b) Explain one way in which **medical treatments** were:

Similar in 1400 and 1700	Different in 1400 and 1900
Similar in 1700 and 1900	Different in 1700 and 1900

Methods of prevention

c) Explain one way in which **methods of preventing disease and illness** were:

Similar in 1400 and 1700	Different in 1400 and 1900
Similar in 1700 and 1900	Different in 1700 and 1900

Medical history resources

If you'd like to deepen your understanding of the course content before you start the course, have a look at these recommendations:

Online short videos:

BBC Teach: Lots of short videos on many of the topics you will study:

<https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs>



Lots of different short videos on this history teacher's YouTube channel including the History of Medicine

<https://www.youtube.com/user/worcesterjonny/playlists>

Documentaries:

Greatest Discoveries in Medical History - Full Documentary (44 mins)

<https://www.youtube.com/watch?v=zXOGrYY5AN8>

How War Advanced Medical Technology (Medical History Documentary) | Timeline (52 mins)

<https://www.youtube.com/watch?v=ru0tfK8lodQ>

Podcasts

The Making of Modern Medicine: BBC Radio 4 (30 different episodes – detailed. Each up to 15 minutes long.)

<https://www.bbc.co.uk/programmes/b00773tm>

Books:

The Butchering Art: Joseph Lister's Quest to Transform the Grisly World of Victorian Medicine by Lindsey Fitzharris (2017)

Websites:

BBC Bitesize: History of Medicine for KS3

<https://www.bbc.co.uk/bitesize/guides/zxg6wxs/revision/2>

Exam board specification:

If you want to look in detail at what you'll be learning and how you'll be assessed at GCSE, go to this:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_\(9-1\)_Specification_Issue_2.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf)

Conclusion

Hopefully, having worked your way through this booklet, you are beginning to have an answer to the questions that were posed on the first page of this booklet - **So, why has medicine – and our health – changed so much over the centuries? Why do we live, on average, so much longer than our ancestors?**

The quotation below reminds us that we aren't any different from people who lived many years ago – after all they are our ancestors. Way back in time, in the 1800s, 1600s, the Middle Ages there were people with our DNA, people who looked like us, had the same colour hair or eyes, the same way of walking, the same energy or laziness! But what if you'd been born in their time?

‘History is not the story of strangers, aliens from another realm; it is the story of us had we been born a little earlier.’

Glossary

Amputation The removal of a limb by surgery.

Anaesthetics A drug or drugs given to produce unconsciousness before and during surgery.

Anatomy The science of understanding the structure and make-up of the body.

Anthrax An infectious disease mostly affecting animals but occasionally people.

Antibiotic A drug made from bacteria that kill other bacteria and so cure an infection or illness.

Antibodies A substance produced in the body to counter infections.

Antiseptics Chemicals used to destroy bacteria and prevent infection.

Apothecary A pharmacist or chemist.

Astrology The study of planets and how they might influence the lives of people.

Bacteria/bacterium A tiny living organism, too small to be seen by the naked eye, that causes disease.

Battalion A battalion contained between 800 and 1000 soldiers.

Billets Accommodation for soldiers.

Biochemistry The study of the chemical processes that occur in living things.

Bleed/bleeding The treatment of opening a vein or applying leeches to draw blood from the patient. Also means the loss of blood caused by damage to blood vessels.

Cell The basic unit of life that makes up the bodies of plants, animals and humans. Billions of cells are contained in the human body.

Cesspit A place for collecting and storing sewage.

Chemotherapy Treatment of a disease, such as cancer, by the use of chemicals.

Chloroform A liquid, the vapour of which acts as an anaesthetic and produces unconsciousness.

Chronology The names and sequence of the different historical periods.

Contagion The passing of disease from one person to another.

Cranium The skull, especially the parts enclosing the brain.

Dispensary A place where medicines are given out.

Dissection The cutting up and examination of a body.

DNA Deoxyribonucleic acid, the molecule that genes are made of.

Dysentery A severe infection causing frequent, fluid bowel movements.

Epidemic A widespread outbreak of disease.

Excision Cutting out.

Four Humours The Ancient Greeks believed the body contained four Humours or liquids – blood, phlegm, black bile and yellow bile.

Gangrene (gas gangrene) The infection of dead tissue causing, in the case of gas gangrene, foul-smelling gas.

Gene Part of a cell that determines how our bodies look and work. Genes are passed from parents to children.

Gene therapy Medical treatment using normal genes to replace defective ones.

Germ A micro-organism that causes disease.

Germ theory The theory that germs cause disease, often by infection through the air.

Herbal remedy A medicine made up from a mixture of plants, often containing beneficial ingredients.

Immune system The body's defence system against infections, bacteria, etc.

Immunotherapy A method of treating disease by stimulating the body's immune system to work more effectively.

Infection The formation of disease-causing germs or micro-organisms.

Inoculation Putting a low dose of a disease into the body to help it fight against a more serious attack of the disease.

Ligature A thread used to tie a blood vessel during an operation.

Malaria A fever spread by mosquitos.

Medical officer A person appointed to look after the public health of an area.

Miasma Smells from decomposing material; believed to cause disease.

Microbe Another name for a bacterium or micro-organism.

Passive smoking The involuntary inhaling of smoke.

Patent medicines Medicines usually sold for a profit. In the nineteenth century patent medicines were often made from a mix of ingredients that had no medical benefits. They were also known as 'cure-alls'.

Penicillin The first antibiotic drug produced from the mould of *Penicillium* to treat infections.

Glossary

Physician A doctor of medicine who has trained at university.

Plague A serious infectious disease spread to humans by fleas from rats and mice.

Pneumonia Inflammation of the lungs due to an infection.

Polio A contagious illness that can cause paralysis and death.

Privies Toilets, usually public toilets outside houses.

Public health Refers to the well-being of the whole community.

Pus A pale yellow or green fluid found where there is infection in the body.

Quarantined Separated from the rest of the local population because of illness.

Radiotherapy Treatment of a disease, such as cancer, by the use of radium.

Radium A metallic chemical element discovered by Marie Curie in 1898.

Remedy A drug or treatment that cures or controls the symptoms of disease.

Scarlet fever An infectious disease mostly affecting children.

Scrofula Tuberculosis of a gland in the neck. Sometimes known as the King's Evil, as it was believed that being touched by the king could cure the disease.

Septicaemia Blood poisoning caused by the spread of bacteria from an infected area.

Smallpox A dangerous disease that causes fever. A major cause of death until it was beaten by vaccination.

Staphylococci bacteria Bacteria found on the skin that can cause infection if the bacteria become trapped.

Sterilise To destroy all living micro-organisms from surfaces and surgical instruments, e.g. on a scalpel before an operation.

Sulphonamide An antibacterial drug used to treat bronchitis and pneumonia.

Superbugs Bacteria that have developed immunity to treatment by antibiotics or methods of destroying them by cleaning.

Syphilis A sexually transmitted infection that was common from the late fifteenth century until the introduction of penicillin.

Terrain The type of ground — was it hilly, muddy, flat, easy to walk and run on?

Tetanus A disease in which the muscles go rigid or into spasm, and which can lead to death.

Transfusion The transfer of blood from one person to another.

Triage The system of splitting the wounded into groups according to who needs the most urgent attention.

Tumour A swelling caused by cells reproducing at an increased rate or an abnormal growth of cells that may or may not be cancerous.

Ulcer An open sore on the skin.

Vaccination The injection into the body of killed or weakened organisms to give the body resistance against disease.

Virus A tiny micro-organism, smaller than bacteria, responsible for infections such as colds, flu, polio and chicken pox.

Voluntary hospitals Hospitals supported by charitable donations.

Workhouse Accommodation for the poor who could no longer pay for or look after themselves. The poor had to work and families were split up in workhouses.