Sample material
INCLUDES CHAPTERS FROM:
• MEDICINE THROUGH TIME, c.1250–present
• WEIMAR AND NAZI GERMANY, 1918–39
We are working towards endorsement of these titles for Edexcel GCSE (9–1) History

Ian Dawson
Trust the leading History publisher to help you meet the demands of the new Edexcel GCSE specification with print and digital resources that support your planning, teaching and assessment needs; complemented by Hindsight magazine and expert-led, confidence-boosting CPD events.

We are working towards endorsement of the following print resources for Edexcel GCSE (9–1) History, as well as the Student eTextbook editions of these titles:

- Medicine through time, c1250–present 9781471861376 Mar 2016 £14.99
- Warfare through time, c1250–present 9781471861697 May 2016 £14.99
- Crime and punishment through time, c1000–present 9781471861727 Jun 2016 £14.99
- The reigns of King Richard I and King John, 1189–1216 9781471862021 May 2016 £12.99
- Superpower relations and the Cold War, 1941–91 9781471861840 Mar 2016 £12.99
- The American West, c1836–95 9781471861857 Jun 2016 £12.99
- Conflict in the Middle East, 1945–95 9781471861888 Aug 2016 £12.99
- Weimar and Nazi Germany, 1918–39 9781471861918 Feb 2016 £12.99
- The USA, 1954–75: conflict at home and abroad 9781471861956 Apr 2016 £12.99

To request Inspection Copies, eInspection Copies or free, no obligation 30-day Student eTextbook trials, visit [www.hoddereducation.co.uk/History/GCSE/Edexcel](http://www.hoddereducation.co.uk/History/GCSE/Edexcel).

**ALSO AVAILABLE:**

**Hodder GCSE History for Edexcel Dynamic Learning**
Dynamic Learning is an innovative online subscription service that enriches your teaching and simplifies your planning, providing lesson planning tools, schemes of work, readymade presentations and worksheets, interactive quizzes, historical source materials and eTextbook elements that all work together to create the ultimate classroom and homework resource.

Prices from: £75 • Publishing from: Spring 2016
Sign up for a free, no obligation trial by emailing history.team@hodder.co.uk

**My Revision Notes: Edexcel GCSE History**
Unlock your students’ full potential at GCSE with revision guides that focus on the key knowledge and skills they need to know.

Price: £7.99 • Publishing: Autumn 2017

**Hindsight magazine**
Hindsight magazine helps students learn more, gaining deeper subject knowledge and the skills to progress through GCSE so they get the grade they’re really looking for. With detailed analysis of key events and topics, rich source materials and practical exam advice, this magazine encourages debate and broadens students’ historical understanding.

Institutional price: £20 • Student price: £10 • 4 issues per year
Learn more at [www.hoddereducation.co.uk/hindsight](http://www.hoddereducation.co.uk/hindsight)

**Philip Allan Events**
Ensure that you are ready for the upcoming changes by attending one of our Preparing to Teach the New Edexcel GCSE History Specification courses.
Join highly regarded trainer Sally Thorne as she explores the key changes and examines the new content and assessment requirements in detail.
Find out more and book your place at [www.hoddereducation.co.uk/Events](http://www.hoddereducation.co.uk/Events)
The Publishers would like to thank the following for permission to reproduce copyright material.

**Photo credits: Medicine through Time c. 1250–present**

p.12 © Juulijis – Fotolia; p. 15 © Museum of London Archaeology; p.16 © Print Collector / Alamy; p. 19 b © British Library/Science Photo Library; p. 20 r © Wellcome Library, London; b © Private Collection / Bridgeman Images

**Photo credits: Weimar and Nazi Germany 1918–39**

Photo credits: p. 3 © World History Archive / TopFoto; p. 13 © Stapleton Historical Collection / HIP / TopFoto; p. 14 © ullstein bild via Getty Images; p. 16 r © ullsteinbild / TopFoto; l © World History Archive / TopFoto

**Acknowledgements**

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked, the Publishers will be pleased to make the necessary arrangements at the first opportunity.

Although every effort has been made to ensure that website addresses are correct at time of going to press, Hodder Education cannot be held responsible for the content of any website mentioned in this book. It is sometimes possible to find a relocated web page by typing in the address of the home page for a website in the URL window of your browser.

Hachette UK’s policy is to use papers that are natural, renewable and recyclable products and made from wood grown in sustainable forests. The logging and manufacturing processes are expected to conform to the environmental regulations of the country of origin.

Orders: please contact Bookpoint Ltd, 130 Milton Park, Abingdon, Oxon OX14 4SB. Telephone: (44) 01235 827720. Fax: (44) 01235 400454. Email education@bookpoint.co.uk Lines are open from 9 a.m. to 5 p.m., Monday to Saturday, with a 24-hour message answering service. You can also order through our website: www.hoddereducation.co.uk

ISBN: 978 1 4718 6137 6
978 1 4718 6191 8

© Ian Dawson, Steve Waugh, John Wright 2015

First published in 2015 by Hodder Education, An Hachette UK Company
Carmelite House
50 Victoria Embankment
London EC4Y 0DZ

www.hoddereducation.co.uk

Impression number  10 9 8 7 6 5 4 3 2 1

Year 2019 2018 2017 2016 2015

All rights reserved. Apart from any use permitted under UK copyright law, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or held within any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, Saffron House, 6-10 Kirby Street, London EC1N 8TS.

**Cover Photos**

*Medicine through time, c.1250–present*

ca. 1915, France, Red Cross men at a trench at the Western Front place wounded soldier on stretcher © Hulton-Deutsch Collection/Corbis

‘The good death, mourning the death of a young child’, miniature from *The Treasure of Wisdom* by Jean Charlier de Gerson (1363–1429), folio 2, France 15th Century © DeAgostini/Getty Images

*Weimar and Nazi Germany, 1918–39*

Rally of Nazi party members at Nuremberg, Germany, 1938 © World History Archive/Alamy

Painting of Adolf Hitler © World History Archive/Alamy

Illustrations by Barking Dog Art and Peter Lubach

Typeset by Hodder Education

Printed in Great Britain

A catalogue record for this title is available from the British Library.
2 Medicine in medieval England, c.1250–c.1500

The headline news in this chapter is ‘No important breakthroughs in medicine!’ Does the lack of breakthroughs mean that people in the Middle Ages were not very clever? No, that’s certainly not true – which makes the lack of breakthroughs puzzling. The answers lie in the illustration below. If you can’t make sense of it now, you will by the end of this chapter.

2.1 Understanding the Middle Ages

UNDERSTANDING THE MIDDLE AGES

To understand medieval medicine you need to understand medieval life and thinking. These questions will diagnose any misunderstandings you have.

1 True or False?
   a) People did not wash or try to keep clean.
   b) You could be fined for throwing rubbish in the street.
   c) People believed that God sent diseases.

2 How influential was the Christian Church:
   a) very
   b) fairly
   c) not at all?

3 Who controlled education?
   a) The king and his council
   b) The bishops and local priests
   c) The schools

4 What were the king’s two chief duties?
   a) Defending the country
   b) Improving people’s health
   c) Keeping law and order

5 How did ideas spread?
   a) Through printed books
   b) Through handwritten books
   c) By people talking to each other

6 Which of these statements best fits people’s attitudes? It is important to challenge old ideas.
   a) We must respect traditional ideas, especially what is written in the Bible.
   b) We must seek out new ideas.
PART 1: Medicine in Britain, c.1250–present

Medieval attitudes – the example of Hippocrates and Galen

Question 6 on page 11 is one of the most important for understanding medieval medicine. People did not challenge old ideas. They respected them. Medieval doctors continued to follow the ideas of Hippocrates and Galen who had been doctors in Ancient Greece and Rome many centuries earlier. Doctors had so much respect for the work of Hippocrates and Galen that they believed they were completely correct about all aspects of medicine.

What did Hippocrates and Galen say? The triangle below gives you a summary and the speech bubble and illustrations on the right explain their ideas about what caused illnesses (you will read more about these ideas on page 28).

The triangle – an important organising feature of the book – links directly to key elements of the specification
Understanding the Middle Ages
The questions on page 11 introduced some key features of medieval life. Understanding these features is vital for understanding medieval medicine. It is also vital to respect the people of the Middle Ages in order to understand them properly, not laugh at them because they were different. The diagram below summarises the key features of medieval life.

THE IDEAS OF HIPPOCRATES
They tried to prevent sickness when the four Humours in the body were not perfectly balanced. They did this through diet, exercise and a good diet.

Explain the Theory of the Four Humours in your own words.

The body contains four Humours or liquids: blood, phlegm, yellow bile and black bile. When we are healthy these Humours are shown in the illustrations below.

People may vomit up their half-digested food when they are ill. Sick people can cough blood or vomit blood. Sick people can show black bile from their eyes and mouth. Sick people can show a dark evil-smelling liquid that is full of black bile. The sick can show black bile from their ears.

Do any of the features in the diagram below help to explain the illustration on page 11?

Which of these features might have:

a) helped improve medicine and people’s health
b) prevented improvements?

What connections can you see between any of the features in the diagram?

ASASKING QUESTIONS ABOUT MEDIEVAL MEDICINE
Learning to ask good questions is an important historical skill. On page 14 we introduce the main Enquiry Question on medieval medicine, so this is a good time to focus on asking questions.

1 Some questions are ‘bigger’ – more important – than others. Which of these four questions are the bigger ones for understanding the history of medicine – and why?
   a) What diseases did people die from in the 1800s?
   b) Why was Pasteur’s work so important in the history of medicine?
   c) Why was the pace of change in medicine so fast in the twentieth century?
   d) What was Vesalius’s first name?

2 Make a list of questions you want to ask about medieval medicine. Divide your list into ‘big’ and ‘little’ questions. Use the question starters below to help you.

When …?
What …?
Why …?
How …?
What happened …?
Where …?
What effects …?
How significant …?
Did it really …?
Who …?
Did they …?
2.2 Your Enquiry Question

Like you, we thought of lots of questions about medieval medicine. Did you think of these?

These are all good questions, but we have chosen the question in the pink bubble as our Enquiry Question, the question to investigate in this chapter. We chose it for three reasons:
1. It’s the ‘biggest’ question in the list because the answer helps you understand medicine throughout this period.
2. It’s a puzzling question. Medieval people were just as intelligent as us and they did want to be healthier and stop diseases spreading – but medicine did not improve. Why not?
3. Change and continuity are important ideas in your exam course.

Beginning your enquiry

Before you begin to investigate why medicine changed so little, you need to find out what medicine was like in the Middle Ages. You are going to research this on pages 15–21 and record a summary of your findings on a memory map like the one below.

The memory map is the first Knowledge Organiser in this book. On page 4 we said we would help you to avoid common mistakes. One mistake is to make notes so full of detail that you cannot see the key points you need. Memory maps are excellent for recording key points. They help with revision too. This is how to build up your memory map.

**Step 1:** Use A3 paper. Space is important. The final version should not be cramped.

**Step 2:** Add information to the map as you read pages 15–21. Use pencil so you can make corrections later. Remember:

- Use key words or phrases. Do not write full sentences.
- Use pictures/images/diagrams to replace or emphasise words. Some of you will find it easier to remember visual images than words.
- PRINT words to make them stand out.

**Step 3:** When you have finished, redraft your map to make sure everything is clear.
2.3 Case study: dealing with the Black Death 1348–49

The pestilence mentioned in the picture on page 11 is also known as the Black Death, or the plague. Studying the ways people reacted to the Black Death provides a good introduction to medieval medicine, but first this page tells you about its terrifying impact.

The Black Death probably first broke out in China then spread to India and across Europe until it reached England. What happened next was described by a monk writing at a monastery in the south of England:

In 1348 the cruel pestilence arrived at a port called Melcombe in Dorset. It killed numberless people in Dorset, Devon and Somerset and then it came to Bristol where very few were left alive. It then travelled northwards, leaving not a town, a village or even, except rarely, a house, without killing most or all of the people there. There was such a shortage of people that there were hardly enough living to bury the dead.

Historians estimate that at least 40 per cent of the population died, with an even higher death rate in towns and ports. To many people the world seemed to be ending. One survivor scratched these words on the wall of a church in Hertfordshire:

1349 the pestilence 1350 pitiless, wild, violent, the dregs of the people live to tell the tale.

Whoever scratched those words was desperately afraid, wondering what the future would bring. Normal life seemed to have ended. It was a feeling shared by an Irish monk, Brother John Clynn, who wrote:

I, waiting among the dead for death to come, leave parchment for continuing the work, in case anyone should still be alive in the future and any son of Adam can escape this pestilence and continue my work.

Even now historians are not completely certain what the pestilence was. It may have been the bubonic plague, which spreads when fleas bite an infected rat and then pass the disease onto other rats and to humans. People bitten by infected fleas or rats developed painful swellings called buboes in their armpits and groins. Blisters appeared all over their bodies, followed by a high fever, severe headaches, unconsciousness for several days and then death.

The pestilence did not go away after the first outbreak in 1348–49. Every few years it broke out again and carried on killing large numbers of people, especially in towns, for 300 years.

**THE BLACK DEATH**

1. Information speed test! How quickly can you find the answers to these questions?
   a) When did the Black Death arrive in England?
   b) What percentage of people died?
   c) What were buboes?
   d) How do skeletons provide valuable evidence for historians?

2. From what you have read so far, why do you think people were unable to stop the Black Death spreading and killing so many?
The Black Death: causes, treatments and prevention

The Black Death was terrifying. Fear and panic drove people to try desperate remedies. However, most ideas about what caused the Black Death were rational, fitting people’s ideas about how the world worked. Monks scoured books in monastery libraries to find treatments and cures. People stopped strangers entering their villages in case they were carrying the plague. People did everything they could to prevent plague spreading, given the knowledge and skills they had. The headings on these pages identify people’s ideas about what caused the Black Death. In those sections you will also find information about prevention and a little about treatments. There is more information about treatments in a separate box on page 17.

God’s punishment

The most widely believed explanation was that God had sent the pestilence to punish people for their sins. In September 1348 the Prior of Christchurch Abbey, Canterbury wrote:

Terrible is God towards the sons of men ... He uses plagues, miserable famines, wars and other suffering to arise and to terrify and torment men and so drive out their sins. Thus England is struck by the pestilence because of the increasing pride and numberless sins of the people.

This was a logical explanation as people believed that God controlled all significant events. Plague was therefore part of God’s plan to make people less sinful and save them from Hell. The clinching evidence that God had sent the pestilence was that no human being could stop or cure it. Only God could do that.

Therefore the only way to stop the pestilence spreading was to show God that people were sorry for their sins and plead for forgiveness. The Archbishop of York wrote:

The only hope is to urge God with prayers that he, the kind and merciful Almighty God, should turn away his anger and remove the pestilence and drive away the infection from the people.

Many attempts to prevent plague were therefore linked to religion:

- The King and bishops ordered services and processions in every church at least once a day, in which people prayed for forgiveness and asked God to stop the disease.
- People lit huge numbers of candles in churches as offerings to God or fasted (stopped eating) to show they were sorry for their sins.
- Many went on pilgrimages to pray for God’s forgiveness at the tombs of saints.
- Activities that might be insulting God were ended. In Suffolk they stopped using churchyards for wrestling matches.
- Some people punished themselves in public and begged God for forgiveness, as you can see in the picture below.
- People prayed to God to let their family and friends who had plague recover.

This picture shows the Flagellants who arrived in London from Holland, according to the chronicler Robert of Avebury. They walked barefoot through the city twice a day, wearing only a linen cloth. They whipped themselves to show God they had repented their sins and asked God to be merciful.
Bad air
People also blamed miasma – bad, stinking air – for the Black Death. In April 1349, King Edward III wrote to the Mayor of London ordering him to have the ‘filth lying in the streets removed’ and the city cleansed:

…from all odours so that no great mortality may arise from such smells …the filth from the houses is infecting the air, endangering people through the contagious sickness which is increasing daily.

People therefore believed that dirt poisoned the air and the poisoned air then made them ill. However, this was not a separate theory. They knew God allowed the air to be poisoned as part of his plan to cleanse people of sin.

London’s records show how people tried to prevent dirt creating bad air. By the 1370s there were at least twelve teams of rakers clearing animal dung from the streets. Fines for throwing litter were increased. Butchers were punished for letting blood and the remains of slaughtered animals dirty the streets. Other towns used the same methods to clean streets and water supplies.

Cleaning was not the only way of purifying the air. People:

- carried sweet-smelling herbs or lit fires to overpower the bad air
- kept the air moving by ringing bells or keeping birds to fly around the house.

The impact of the planets
Another explanation was that movements of the planets had caused the disease. People believed that God controlled the planets so this explanation also linked to religion. One writer said:

For God has said, ‘At my command, let the planets poison the air and corrupt the whole earth.’

Physicians believed the stars and planets affected people’s bodies, so it was logical that planets could cause disease. The science of astrology was an important part of the training of doctors in the 1300s.

The Theory of the Four Humours
The wealthy could also consult a university-trained physician. A physician, John of Burgund, wrote in 1365 that Galen (of course!) had explained the cause of plague:

Many people have been killed by the plague, especially those stuffed with evil humours. As Galen says, the body does not become sick unless it contains evil humours.

THE BLACK DEATH: A CASE STUDY

1. Complete this table showing the treatments and methods of prevention linked to each cause.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Treatments and methods of prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>God’s punishment</td>
<td></td>
</tr>
<tr>
<td>Bad air</td>
<td></td>
</tr>
<tr>
<td>The impact of the planets</td>
<td></td>
</tr>
<tr>
<td>The Theory of the Four Humours</td>
<td></td>
</tr>
</tbody>
</table>

2. Which of the causes in the table would you describe as:
   a) based on religion
   b) logical and rational because there was evidence to support it
   c) supernatural because there was no evidence to support it?

Causes can go in more than one category: a), b) or c).

3. These causes were not completely separate but had links in people’s minds. Draw a diagram to show the links and annotate it to explain them.

4. Which of the factors below had the greatest influence on treatments and prevention of the Black Death and ideas about its causes? Give evidence to support your choice.
   a) Government
   b) Individuals
   c) People’s attitudes
   d) The Church

5. Use the information in your table to add to your memory map from page 14.
2.4 The main features of medieval medicine

Use pages 18–21 to complete your memory map from page 14. The questions on these pages help you pick out the key points.

**Medieval healers**

Who would you get help from if you were sick? It depended on how rich you were, whether you lived in a town or countryside, and how desperate you were. Below is a summary of the main kinds of healers.

**Women: wives, mothers and midwives**

Women treated most illnesses and knew a wide range of remedies. Sometimes the local wise woman or lady of the manor was called to use her skills and knowledge. Women acted as midwives. In some towns midwives were apprenticed, had licences and were paid. Women could qualify as surgeons by working as apprentices, but were not allowed to become physicians.

**Hospitals**

The first wave of hospitals appeared in towns in the eleventh century. They mostly cared for older people who could no longer look after themselves. They were run by monks and nuns who provided food, warmth and prayers. Everyone could see the altar where priests said mass seven times each day. They rarely admitted the sick in case they spread infection. One of the most famous early hospitals was St. Bartholomew’s in London, founded in 1123. From the thirteenth century a second group of much smaller hospitals were founded, often by guilds, organisations of wealthier townspeople who worked in the same trade – shoemakers, silversmiths etc. These hospitals cared for guild members and local citizens who could no longer look after themselves. By 1400 there were over 500 hospitals, many with only five or six beds. St. Leonard’s in York was unusually large with over 200 beds. Occasionally, hospitals were set up to care for particular cases. In London, Richard Whittington, the Lord Mayor, paid for an eight-bed hospital for unmarried pregnant women. In Chester there was a hospital for the care of ‘poor and silly persons’.

**Physicians**

Physicians trained at universities for seven years, reading books by Hippocrates, Galen and Arab medical writers such as Rhazes and Ibn Sina [Avicenna]. However there were fewer than 100 physicians in England in 1300 and only the rich could afford their fees.

**Surgeons (also called barber surgeons)**

Surgeons did not go to university but trained as apprentices through observing others. They improved their skills through practice and reading books on surgery. They did basic surgery such as bleeding, removing surface tumours, sewing up wounds and making splints for broken bones. There were no effective anaesthetics but occasionally they had to amputate a limb or remove painful bladder stones. Some surgeons used fine needles to remove cataracts from eyes to restore or improve sight.

**Apothecaries**

Apothecaries mixed ingredients to make ointments and medicines for physicians. They learned from other apothecaries. They also made their own medicines to sell to the sick.

---

1. Who treated:
   a) the rich
   b) pregnant women
   c) those unable to look after themselves?
2. Who provided most medical care?
3. Who would usually not be let into a hospital?
4. How did surgeons and apothecaries learn their skills?
Treatments

Herbal remedies

The cure for a stye in the eye shown in diagram A above comes from Bald's Leechbook, a tenth century collection of treatments. It continued to be used throughout the Middle Ages. Many remedies did help the sick. Honey and plantain were often used in treatments for cuts, wounds and dog bites and they do contain ingredients which fight infection.

The most common remedies were made from herbs, minerals and animal parts. Most women knew them by heart, but they were written down in books called 'herbals', with pictures of the ingredients and explanations of the exact quantities of each ingredient and how to mix the potion. They included prayers to say while collecting the herbs to increase the effectiveness of the remedy.

Some cures combined prayer, magic and folklore, such as this cure for toothache recommended by John of Gaddesden, an English doctor in the 1300s.

Write these words on the jaw of the patient. 'In the name of the Father, Son and Holy Ghost, Amen. + Res + Pax + Nax + In Christo Filio.' The pain will cease at once. I have often seen it.

A cure less likely to work was for treating quinsy (an abscess in the throat):

Take a fat cat, flay it well and draw out the guts. Take the grease of a hedgehog, the fat of a bear, resins, fenugreek, sage, honeysuckle gum and virgin wax and crumble this and stuff the cat with it. Then roast the cat and gather the dripping and anoint the sufferer with it.

Bleeding to re-balance the humours

Bleeding, urine and zodiac charts were the three most common illustrations in medical books. This bleeding chart (B) showed the surgeon where to take blood from. Bleeding was usually done by a surgeon who warmed a bleeding cup, placed it over a cut and let the warmth draw out blood. Alternatively, leeches were used to sink their jaws into the patient and draw off blood, a method still used in the nineteenth century. Bleeding and purging the stomach were used to restore the balance of the humours. Purging meant swallowing herbs and animal fat to make the person sick or taking a laxative to empty their bowels.

Physicians used zodiac charts to decide the best time for treatment because they believed that parts of the body were linked to signs of the zodiac and the planets. The zodiac chart showed the doctor when to avoid treating each part of the body. When the moon was in Pisces, for example, the feet should not be treated.

The modern verdict:

Onion and garlic kill bacteria
Bull’s gall also attacks bacteria
Wine contains acetic acid which reacts with copper in the brass vessel to form copper salts which also kill bacteria

The result: a practical cure

In 2015 scientists tested the cure shown above and have proved that it can kill MRSA, the hospital ‘superbug’. Don’t underestimate medieval treatments!
PART 1: Medicine in Britain, c.1250–present

**Surgery**

Surgeons improved their techniques and instruments through practice. A skull discovered in Yorkshire shows their skills. It belonged to a man who’d been hit, leaving bone splinters in the brain. But a medieval surgeon cut a hole, removed the splinters and the man lived after the operation.

A surgeon saved King Henry V when, as a 16-year-old Prince in 1403, he was wounded in battle. An arrow pierced his cheek and penetrated to the base of his skull. The royal surgeon, John Bradmore, knew that pieces of arrow in the wound would poison and kill the Prince. So Bradmore designed metal forceps to pass through the wound, take hold of the arrowhead and pull it out. When the forceps were made, Bradmore removed the arrowhead and dressed the wound for three weeks with clean linen, barley and honey, which kept wounds free of infection. The wound healed.

A ‘wound man’ (C) was a common illustration, showing surgeons how to deal with different wounds. However, surgeons could not do complex surgery inside the body. They did not have enough knowledge of anatomy, nor effective anaesthetics. They used herbs such as opium or hemlock to make patients drowsy, but risked putting the patient to sleep permanently. Wine, vinegar or honey were used to clean wounds, but could not prevent infections spreading or stop heavy bleeding.

1. What could surgeons not do?
2. What kinds of surgery did surgeons do?

**Ideas about the cause of illness**

As you read in the case study on the Black Death (pages 15–17), people believed that God sent diseases. This belief was linked to other ideas, most of which were logical – but wrong. Physicians, such as the one shown here (D), believed in the Theory of the Four Humours. This was another logical theory – but it too was wrong! Nobody knew what really causes diseases and so no major progress could be made in treatments or prevention.

3. Why were ideas about causes so important for all aspects of medicine?
4. What did a physician use a urine jar for?

A picture of a physician from c.1400. He is shown carrying a urine jar because examining a patient’s urine was a crucial part of diagnosing an illness. The physician matched the patient’s urine against the colours, smell and thickness shown on a urine chart and might taste the urine to check it was normal. This method of diagnosis fitted the Theory of the Four Humours. For example, very white urine was a sign of too much phlegm in the body.
Preventing disease and illness

Physicians advised wealthy clients how to stay healthy, suggesting regular washing, cleaning teeth, combing hair, exercise in fresh air and bathing in hot water. The wealthy sent their urine to physicians to make sure that they were not falling ill. Simple, hand-copied guides to healthy living and how to avoid plague were sold in towns and around the country and so reached a wide audience. Many were in verse so the details could be more easily remembered.

People also tried hard to keep their towns clean. Historians did not use to believe this; 150 years ago Victorian historians described medieval towns as places of complete squalor, full of dirt. Nobody, they said, made any effort to keep towns clean. However, modern historians have done research which proves that Victorian writers were wrong. Many medieval towns, especially in the 1400s, were cleaner than industrial towns of the early 1800s. Town councils and individuals worked hard to keep streets clean, especially after outbreaks of plague. We should not be surprised – medieval people were just as interested in staying healthy as we are today.

The diagram below shows that great efforts were made to keep towns clean. London was the first town in Europe to have a piped water supply. People were proud of their towns, wanting to be cleaner than neighbouring towns and attract visitors as pilgrims or for trade. Many individuals left money in their wills to pay for improvements such as building latrines or improving piping systems to bring fresh water. They expected this charity would help them reach Heaven sooner after they died. However, it was impossible to get rid of all the dirt created by animals, industries and people themselves. Cleaning cost more money than towns had when war or plague stopped trade. Therefore, despite all the efforts, medieval towns would have seemed to us dirty, smelly and very unhealthy places.

1. Why were towns so hard to keep clean?
2. What did people do to stay clean and healthy?

Keeping towns clean: problems and solutions

Too many animals

Problem: Cattle, sheep and geese continually arrived to be butchered for food. Horses were the main form of transport. These animals left trails of dung in the streets.

Solution: A small number of rakers were employed to clean the streets. Newcastle was one town where streets were paved to make them drier and easier to clean.

Dirty water

Problem: Water supplies were dirty because of industrial and human waste.

Solution: Gloucester was one of many places where monasteries and townspeople collaborated to bring fresh water to public wells through lead pipes. In Exeter aqueducts were built to bring fresh water to the town.

Waste and litter

Problem: People dropped waste and litter of all kinds and sometimes used streets as latrines. Butchers threw bloody waste and animal parts in the street.

Solution: Laws were passed to punish throwing waste. Butchers had to get rid of waste outside city walls. Public latrines were built in Norwich and many other towns, including over a dozen in London.

Leaking latrines

Problem: Latrines and cesspits were sometimes built by house-owners near water supplies and their contents emptied into streams and rivers used for washing and drinking water.

Solution: Regulations were introduced about where to build private latrines. Cesspits were lined with brick or stone and so were less likely to leak into drinking water supplies. In Hull, Southampton and other towns, night carts went round collecting human waste from cesspits.
MEDIEVAL MEDICINE: A SUMMARY
This page gives you the chance to summarise what you have learned about medieval medicine.

1 Each of the bubbles and boxes in the picture begin a conversation or provide information. Work with a partner to complete the conversations or information boxes. This will involve including information about all four parts of your memory map from page 14:
   - healers
   - ideas about the causes of disease
   - methods of treating illness
   - methods of preventing illness.
   If you look carefully you will also find some clues in the picture.

2 Which healers are not included in this picture?

3 One of the pictures on the cover of this book is a medieval illustration. What does it tell you about medieval medicine?

Moments in time provide visual variety and opportunities for students to summarise and reflect on their knowledge and understanding.
The drawing below illustrates the sentence
W hite A lligator P hotographs S miling H ippo

The initial letters will help you remember one of the topics on pages 18–21. Can you work out which topic it is? Each of the initial letters stands for a key word. This kind of phrase (or single word) to help you remember information is known as a mnemonic. Can you think of another mnemonic for this topic – or for other topics in medicine?

A range of learning and revision techniques are recommended throughout the thematic and historic environment sections of the book.

As a surgeon I learned by ….
Most of my work is …

There’s a new outbreak of the pestilence. What can we do?
I think …

Her eye’s sore. What should I do?

It’s bad air that’s spreading this pestilence. Yes, we should ….

My mother always uses …

Physicians trained by …

A certain cure for cuts and wounds. It’s made from …

Your humours are out of balance. I can tell by …

Medicine in medieval England c.1250–c.1500

PART 1: Medicine in Britain, c.1250–present

Medical moments in time: 1390 – London in the time of plague

MEDIEVAL MEDICINE: A SUMMARY

This page gives you the chance to summarise what you have learned about medieval medicine.

1 Each of the bubbles and boxes in the picture begin a conversation or provide information. Work with a partner to complete the conversations or information boxes. This will involve including information about all four parts of your memory map from page 14: healers, ideas about the causes of disease, methods of treating illness, and methods of preventing illness.

If you look carefully you will also find some clues in the picture.

2 Which healers are not included in this picture?

3 One of the pictures on the cover of this book is a medieval illustration. What does its tell you about medieval medicine?
PART 1: Medicine in Britain, c.1250–present

2.5 Your enquiry: why was there so little change in medicine in the Middle Ages?

Your completed memory map will continue to be useful later when you compare medicine in the Middle Ages with medicine in later periods. However, now it’s time to work out your answer to the Enquiry Question above.

Creating your hypothesis

To create a hypothesis – the first draft answer to our question – you can use the Factor Diamonds. We have picked out the factors that were most important in preventing medical change in the Middle Ages. Here they are:

- The Church
- Government
- Individuals
- Education
- Attitudes (conservatism)

1. Factors
2. How does the factor explain continuity in medicine?
3. How important is the factor in explaining continuity?

Now use the diamonds to create your hypothesis. Arrange them in a pattern like the examples below. You do not have to copy one of these patterns, but do not just guess. Use your knowledge to decide on the most likely pattern. The information on page 13 will act as a reminder.

<table>
<thead>
<tr>
<th>The Church</th>
<th>Government</th>
<th>Individuals</th>
<th>Education</th>
<th>Attitudes (conservatism)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis A</td>
<td>Hypothesis B</td>
<td>Hypothesis A</td>
<td>Hypothesis B</td>
<td>Hypothesis A</td>
</tr>
<tr>
<td>THE MOST IMPORTANT FACTORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VERY IMPORTANT FACTORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUITE IMPORTANT FACTORS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Now use your pattern to write a short paragraph answering the Enquiry Question. You can use these sentence starters and links as a guide:

**One of the most important reasons why there was little change in medicine in the Middle Ages was …**

**Another vital reason was …**

**Other factors … also played a part in hindering medical developments**

Researching the impact of the factors

Use pages 26–28 to research the effects of each factor. Take one factor at a time:

- **a)** Read the section about the factor quickly to get an overall sense of its content. The questions on each page will help you think about the factor’s influence.
- **b)** Use a table like the one below as a Knowledge Organiser. After your first reading fill in column 2 in pencil.
- **c)** Now read the section again. Make separate notes overall sense of its content. The questions on each page explaining how the factor explains continuity. Then finalise your entry in column 2. Prove the link by using connectives (see page 25).
- **d)** Fill in column 3. Revise your hypothesis if you can improve it. Use language such as ‘most important’, ‘very important’, ‘quite important’.

<table>
<thead>
<tr>
<th>1. Factors</th>
<th>2. How does the factor explain continuity in medicine?</th>
<th>3. How important is the factor in explaining continuity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Church</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes (conservatism)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Revisiting the Word Wall

It is the time to return to the Word Wall (introduced on page 10) because you need a strong command of the words on the wall to develop a good answer to the Enquiry Question.

These words are not only useful for writing your answer. They are just as important when you are thinking and talking about your answer. They help you use exactly the right words and so explain your ideas more precisely.

On the word wall at the bottom of the page are some more words and phrases to add to your own wall. We have used the same colour coding that we used on page 10 – one colour for each group of words as follows:

**Red** – words related to the history of medicine.

**Green** – the factors that explain change and continuity.

**Black** – words that make your arguments and ideas answers clear to a reader

**Blue** – historical periods.

And what about the words on the **golden background**? They are the **golden words** – the words that really help you think, talk and write effectively when you are answering questions. You use them to:

- Link your answer strongly to the question
- Make your argument clear, for example when writing about which factors were most important or explaining how factors were linked together
- Show that there is evidence to prove your argument

**Visible learning**

This meant that … using connectives to tie in what you know to the question

When talking or writing about a factor, you cannot just say that it affected medicine. You have to **prove** that the factor affected medicine. You can do this effectively by using some of the **golden words** and phrases below such as ‘this meant that …’, ‘this led to’ and ‘this resulted in …’

We call these words and phrases **connectives** because they connect what you know to the question and prove they are strongly linked. Look out for examples on pages 26–28.

**Visible learning**

How does talking help?

Some people think that students are only working effectively if the classroom is quiet. This is wrong. Experience shows that students write better answers if they have first talked through their answer with other people. Talking helps us organise ideas in our minds, choose the right words and decide what evidence we need to prove a point.

**Visible learning**

What is an argument?

The black words on the Word Wall help you make your argument clear. An argument in History is not a punch up! Argument is another word for hypothesis. It’s what you believe the answer is – supported by evidence to show why you think this.
Why was there so little change in medicine?

**THE CHURCH**

Until the 1500s there was only one religious organisation in Europe – the Christian Church led by the Pope in Rome, Italy. The Church was extremely rich because it owned a great deal of land in every country. It was also very powerful because it had a priest in every village and a bishop in every region. Through its bishops and priests it controlled education. You can read more about education on page 27.

Here are three ways in which the Church made it difficult for new medical ideas to develop:

- The Church had a major influence on people’s ideas about what caused disease. The Bible said that God controlled every aspect of life so it was logical that God also sent diseases. They also believed that God had sent the Black Death to punish them for their sins. So if God sent diseases this meant that there was no need to look for other causes. This was an important reason why ideas about what caused disease did not change.

- The Pope, bishops and priests told people that everything in the Bible was true and you could not challenge what the Bible said. If anyone did dare to challenge the Bible and the Church they were told they would go to Hell when they died. In the Middle Ages people believed that Hell was a real place where they would suffer eternal pain from punishments such as being roasted over fires. This was a very real fear – there were wall paintings of Hell in churches to show people what happened there. Fear of Hell meant that hardly anyone dared to challenge what the Church said, including what it said about medicine.

- The Church supported the ideas of Galen. Galen had not been a Christian but he had said that the body had been created by one god who made all the parts of the body fit together perfectly. The Christian Church said that God had created human beings and did not make mistakes so the two ideas fitted together perfectly. As a result the Church supported Galen’s work and this meant that no Christian dared to question Galen’s ideas. If you questioned Galen you would be accused of challenging the Church and God.

1. Complete the sentences to summarise the impact of the Church.

<table>
<thead>
<tr>
<th>a) God sends diseases</th>
<th>This meant that …</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) You will go to Hell if you challenge the Church</td>
<td>This meant that …</td>
</tr>
<tr>
<td>c) Galen was correct about the human body</td>
<td>This meant that …</td>
</tr>
</tbody>
</table>

2. Complete activities a–d in ‘Researching the impact of the factors’ on page 24 for this factor.
EDUCATION

This factor is strongly linked to the influence of the Church because the Church controlled education, including how physicians were trained at universities. There were in fact very few physicians in England (fewer than 100 in the 1300s), partly because the training took seven years and very few people could afford the cost.

The main part of doctors’ training was reading the books of Hippocrates and Galen, along with translations of books by Arab doctors such as Ibn Sina (known as Avicenna in Europe) and al-Razi (known as Rhazes). These Arab writers included many of the ideas of Hippocrates and Galen in their work. Doctors were taught to believe that Hippocrates and especially Galen were correct in every detail. This meant that doctors were not encouraged to experiment or to think for themselves about what caused disease or about how to treat diseases. Following the work of Galen was all that was needed.

A good example of this total belief in Galen comes from how doctors learned about anatomy – the structure of the body. Doctors attended dissections of human bodies (as Galen had recommended) but they were NOT trying to make new discoveries. Dissections were simply another way of demonstrating that Galen’s descriptions of the human body were correct. The trainee doctors just watched a surgeon carry out the dissection while a section of one of Galen’s books was read aloud. This meant that hardly anyone tried to find out more about the structure of the human body or how it worked.

1 Complete the sentences to summarise the impact of education.

a) Doctors learned in training that Galen and Hippocrates were correct about all aspects of medicine
   This resulted in …

b) Dissections were carried out to show that Galen was correct about anatomy
   This meant that …

c) The Church controlled education
   This resulted in …

2 Complete activities a–d in ‘Researching the impact of the factors’ on page 24 for this factor.

ATTITUDES: CONSERVATISM

The result of the influence of the Church and of the way doctors were educated was that most people had very conservative attitudes. They wanted to ‘conserve’ the past and to keep everything as it was unless there was a very, very good reason for change! In any case it was hard for new ideas to spread because books were written out by hand until printing came to England in the 1470s. Only after that were books manufactured in large numbers.

Later in history doctors and scientists believed it was important to question and test older ideas and not just rely on books written in the past. This was a vital change in attitude which led to many important breakthroughs, but this attitude did not develop in the Middle Ages. This meant that doctors were not trained to challenge existing ideas. What happened to one man was a warning to everyone else. When the English scientist, Roger Bacon (1214–92) suggested that doctors should do their own research and carry out experiments he was thrown into prison by Church leaders.

1 Complete the sentences to summarise the impact of conservatism.

a) Books were made by copying by hand
   This meant that …

b) Doctors did not believe in questioning existing ideas
   This resulted in …

2 Complete activities a–d in ‘Researching the impact of the factors’ on page 24 for this factor.
PART 1: Medicine in Britain, c.1250–present

INDIVIDUALS

Later in history some of the most important breakthroughs were the work of determined and inspired individuals: Harvey, Jenner, Pasteur and others (see the Big Story on pages 6–7). However, no individual made a great breakthrough in the Middle Ages. One reason was that education was very limited and controlled by the Church which did not encourage new ideas. As a result the key individuals in medieval medicine were Hippocrates and Galen – who had died centuries earlier!

However, doctors did not just believe Hippocrates and Galen because they were trained to follow old ideas. There were two parts of their work that persuaded doctors their ideas were right:

- **There seemed to be evidence to prove their ideas were correct.**
  People’s symptoms when they were sick seemed to show that the Theory of the Four Humours was correct. When a medieval doctor saw a sick patient he often saw one of the Humours (see page 12). For example, a sick person might vomit yellow bile or black bile or sneeze phlegm or have a nosebleed. This sickness seemed to prove that the body was unbalanced and trying to get rid of too much of one Humour. Just as importantly, nobody suggested an alternative theory about what caused disease that was more persuasive or had more evidence to support it.
  
  The books by Hippocrates and Galen also made doctors believe they had all the answers. The books seemed to cover everything in an extremely detailed and organised way. For example, they contained the first detailed descriptions of symptoms and treatments. Galen’s descriptions of dissecting human bodies and animals also made his work very believable and hard to challenge.

- **Their ideas seemed logical and reassuring if you were sick.**
  Hippocrates and Galen did give very good advice. They told doctors to observe and note down the symptoms and development of diseases, including the pulse rate. These notes could be used to diagnose and treat other patients. Galen also developed the idea of using ‘opposites’ to balance the humours. For example, he treated someone shivering with cold with hot food such as peppers. These treatments seemed very rational.

GOVERNMENTS

Since the twentieth century governments have spent a great deal of money on medical research and care. This has played a major part in improving medicine. In the Middle Ages the king’s government never did this. The major tasks of the king were to defend the country in war and to keep the country peaceful. Kings did order towns to be cleaned (as Edward III did in 1349 during the Black Death) but they did not do this regularly and did not pay for cleaning. No taxes were collected by the king’s government to improve people’s health or medicine. This meant that no money was spent to find medical breakthroughs.

THE IMPACT OF INDIVIDUALS AND GOVERNMENT

1. Complete your own table for these factors like that in question 1 on page 26.
2. Complete activities a–d in ‘Researching the impact of the factors’ on page 24 for the factors Individuals and Government.
How did the factors work together to inhibit change?

LINKING THE FACTORS TOGETHER
On pages 26–8 you have explored how each factor helps to explain why there was little change in medicine. Now we are going to look at how the factors were linked and how these connections made change even more difficult.

The diagram above is called a Factor Map. The lines between the factors show you which factors were interlinked. Your task is to write at least one sentence explaining each of the six links. You can find most of the explanations on pages 26–28 but you will also have to think for yourself.

The best way to do this is to draw your own version of the Factor Map on a piece of large (A3) paper and write your explanations onto your map.

Visible learning
Why are Factors Diamonds, Factor Maps and card sorts useful?
These all help you think more clearly and at a higher level. This improves your explanations because you can write more clearly about the complexity of what happened in the past.

- **The card sort using the Factor Diamonds helps you develop a clear line of argument.** It is a lot easier to write a good answer that is focussed on the question if you have a clear line of argument in your head before you begin your answer. The cards help you decide which factors were the most important before you begin your answer. Successful students spend time thinking about their approach to the question before they start to write.

- **The Factors Map helps you decide which factors were most important.** The most important usually have the most links to other factors.

- **The card sort and the Factors Map help you to select what to include in an exam answer.** The Diamond card sort makes sure you include the most relevant and important factors. The Factors Map helps you identify and explain the links between the most important factors.
PART 1: Medicine in Britain, c.1250–present

2.6 Communicating your answer

Now it’s time to write your answer and …

STOP! We have forgotten something very important:
Revisit your hypothesis and get your summary answer clear in your mind before you write.

This is a really vital stage because one of the biggest mistakes that students make is starting to write their answer without having the answer clear in their minds. These activities help you do that and they will work better if you do them with a partner.

1. Return to the illustration on page 11. Can you explain all the references in that illustration?
2. Use that illustration and your completed table from page 24 to organise the Factor Diamonds into the pattern you think best answers the question.
3. Now use the Diamond pattern to revise your hypothesis paragraph for the last time. This will make sure you have a clear answer to the question.

Now it’s time to write your answer!

Now you are fully prepared to write your full answer to our question:

Why was there so little change in medicine in the Middle Ages?

Pages 24–29 have given you a good deal of help but you will find more guidance in the Writing Guide on pages 152–168. However, the person who will give you the best advice is your teacher because he or she knows exactly what help you need to improve your work in History.

And remember – mind your language!

Use words from your Word Wall to help you write accurately and with confidence and use connectives like those in the paragraph below. Which connectives can you find in the paragraph and why are they important?

During the Middle Ages religion had a major impact on the development of medicine. The most common belief was that God sent illnesses such as the Black Death to punish people for their sins. People believed that the sick could be healed if they prayed for forgiveness. This meant that people did not look for scientific ways to explain the causes of disease and as a result medical treatments did not improve. Also, the Christian Church supported Galen’s ideas, controlled universities and said that his work should not be questioned. This resulted in doctors being discouraged from researching and developing new ideas.

Practice questions

1. ‘The role of the Church was the main reason why there was so little change in medicine in the Middle Ages.’ How far do you agree? Explain your answer.
2. ‘There was little progress in medicine in the Middle Ages.’ How far do you agree? Explain your answer.
2.7 Visible learning: Revise and remember

Yes, there is something to do after you have answered the Enquiry Question. It’s something that’s easily put off – getting ready for revision! Successful students plan their revision while they are studying. They do not leave revision until close to the exam. This page starts that revision process. So how can you revise?

1: Building up summaries on Knowledge Organisers
You used three Knowledge Organisers:
- a) The memory map to record the key features of medieval medicine.
- b) The table to record how factors inhibited change in medicine.
- c) The factors map to show how some of the factors were linked together.

What you have to do now is make sure those Knowledge Organisers are complete. When you come back to them for revision you do not want to start again from scratch!

2: Rewrite the Big Story
It’s important for your exam to keep the whole picture of the history of medicine clear in your mind. On pages 6–7 you told the whole story in outline and wrote it down. Now revise the section on medieval medicine but this time you can write more and include these words:
- continuity
- pestilence
- hindered
- factors
- progress
- this meant that ...
- The Church
- conservatism

3: Test yourself
You need to work at making your knowledge stick to your brain! The more you recap what you have learned and identify what you’re not sure about, the more chance you have of success. Answer these questions, identify what you don’t know and keep repeating this.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is dissection?</td>
<td>2</td>
<td>What were the Four Humours?</td>
</tr>
<tr>
<td>3</td>
<td>Name four different kinds of medieval healers</td>
<td>4</td>
<td>List three ideas people had about the cause of disease in the Middle Ages.</td>
</tr>
<tr>
<td>5</td>
<td>List three kinds of treatment used in the Middle Ages.</td>
<td>6</td>
<td>When did the Black Death arrive in England and what percentage of people did it kill?</td>
</tr>
<tr>
<td>7</td>
<td>Give two reasons why it was hard to keep medieval towns clean.</td>
<td>8</td>
<td>Give two ways people used to keep towns clean and healthy.</td>
</tr>
<tr>
<td>9</td>
<td>List three reasons why people continued to believe the ideas of Hippocrates and Galen.</td>
<td>10</td>
<td>Which three factors were most important in inhibiting change in medicine?</td>
</tr>
<tr>
<td>11</td>
<td>What did you find hardest to understand in this chapter? How are you going to help yourself understand it?</td>
<td>12</td>
<td>Name one thing that you learned in this chapter that surprised you or that you now think differently about. Explain why.</td>
</tr>
</tbody>
</table>

4: Set questions yourself
Work in a group of three. Each of you set four revision questions on medieval medicine. Use the style of questions on page 11. Then ask each other the questions – and make sure you know the answers!
A few weeks ago you did not know very much about medieval medicine. Now you know a great deal. It's important to identify how you learned so much so quickly. This is an important example of making how you learn VISIBLE – the idea introduced on page 4.

Why is it important? In the future you will need the skills to study for yourself, with much less help from a teacher. This might be at A level, at university or at work. The process you have used in this chapter will help you work independently and more effectively. Here's the process – in six stages:

1. **Stage 1: Ask questions and choosing an Enquiry Question**
   Questions focus your work effectively.

2. **Stage 2: Suggest a hypothesis in answer to the Enquiry Question**
   A hypothesis helps you stay on track as you work.

3. **Stage 3: Research the topic and collect evidence that helps answer the question**
   You did not just make lots of notes but used Knowledge Organisers to organise the evidence and so help answer the question.

4. **Stage 4: Revise your hypothesis and get your summary answer clear in your mind**
   You revised your hypothesis to provide a clear and direct answer to the Enquiry Question.

5. **Stage 5: Communicate your answer**
   You did not just write down everything you know but answered the question directly.

6. **Stage 6: Create material you can revise from effectively**
   Successful students do not wait until just before the exam to set up effective revision methods.

There was little change because people continued to think that Hippocrates and Galen were right about everything in medicine.
The Weimar Republic, 1918–29

This key topic examines the key developments in the Weimar Republic, from its inception and early challenges to its recovery under Gustav Stresemann. This was a time of despair and also great hope for Germany. At the beginning of the period, it was thought that the country could accept a new democratic constitution, but the challenges the Republic faced during a period of chaos, violence and economic instability after the First World War called this into question. However, by the end of 1923, political and economic stability were being restored to Germany, and Weimar was not challenged during the period of prosperity lasting until 1929. Each chapter within this key topic explains a key issue as outlined in the boxes below.

There will also be guidance on how to answer interpretations questions.

- Understanding interpretations (page 17).
- How to answer the first question on interpretations – what is the main difference between the views (page 25)?

**CHAPTER 1: THE ORIGINS OF THE REPUBLIC, 1918–19**

- The legacy of the First World War: the abdication of the Kaiser, the armistice and revolution, 1918–19.
- The setting up of the Weimar Republic: the strengths and weaknesses of the new constitution.

**CHAPTER 2: THE EARLY CHALLENGES TO THE WEIMAR REPUBLIC, 1919–23**

- Reasons for the early unpopularity of the Republic including the ‘stab in the back’ theory and the Treaty of Versailles.
- Challenges to the Republic from the Free Corps (Freikorps), the Left (the Spartacists), and the Right (the Kapp Putsch).
- The challenges of 1923: hyperinflation, the reasons for and effects of the French occupation of the Ruhr.

**CHAPTER 3: THE RECOVERY OF THE REPUBLIC, 1924–29**

- Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans.
- The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.

**CHAPTER 4: CHANGES IN SOCIETY, 1924–29**

- Changes in the standard of living including wages, housing, unemployment insurance.
- Changes in the position of women in work, politics and leisure.
- Cultural changes: developments in architecture, art, literature and the cinema.

**TIMELINE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918 November</td>
<td>Kaiser abdicates</td>
</tr>
<tr>
<td>1919 January</td>
<td>Spartacist uprising</td>
</tr>
<tr>
<td>1919 June</td>
<td>Signing of the Treaty of Versailles</td>
</tr>
<tr>
<td>1919 August</td>
<td>Weimar constitution finalised</td>
</tr>
<tr>
<td>1920</td>
<td>Kapp Putsch</td>
</tr>
<tr>
<td>1923</td>
<td>French occupation of Ruhr and hyperinflation</td>
</tr>
<tr>
<td>1924</td>
<td>Dawes Plan</td>
</tr>
<tr>
<td>1925</td>
<td>Locarno Treaties</td>
</tr>
<tr>
<td>1926</td>
<td>Germany joins League of Nations</td>
</tr>
<tr>
<td>1928</td>
<td>Kellogg-Briand Pact</td>
</tr>
<tr>
<td>1929</td>
<td>Young Plan</td>
</tr>
</tbody>
</table>
The setting up of the Weimar Republic did not signal peace for Germany and its citizens but merely ushered in a period of chaos and violence. The five years after the First World War saw an attempted Communist revolution, political assassinations, putsche (armed uprisings) and massive inflation. Above all, Germans had to accept what they felt was a vindictive peace settlement – the Treaty of Versailles. Many Germans said that all the problems of the post-war years were the result of the decisions that had been made by the politicians of the new Weimar Republic. These politicians were given the name November Criminals. However, by the end of 1923, political and economic stability were being restored to Germany.

2.1 The early unpopularity of the Republic

The main reason for the early unpopularity of the Republic was the signing of the Treaty of Versailles.

The Treaty of Versailles

Although the Germans signed the armistice on 11 November 1918, it was not until 28 June 1919 that the treaty ending the First World War was signed. The Germans expected the peace settlement to be based on US President Wilson's Fourteen Points and they expected to return lands that they had conquered. However, they looked to President Wilson's idea of self-determination as a safeguard of Germany's sovereignty. When the terms of the settlement were published, huge numbers of Germans were horrified. The French, led by Clemenceau, wanted revenge and sought to make sure Germany could never threaten France again. One British politician said that ‘Germany will be squeezed until the pips squeak.’

The Treaty of Versailles imposed extremely severe terms on Germany (see Figure 2.1 and Table 2.1). Germany lost 13 per cent of its land, 48 per cent of its iron production and more than 6 million citizens were absorbed into other countries. Perhaps the harshest term for Germany was Article 231 – the War Guilt Clause. This stated that Germany had to accept blame for starting the War in 1914. This was compounded when the treaty denied Germany’s entry to the League of Nations, thus showing that Germany was a pariah.
Germany’s Wilson’s idea of that they had conquered. However, they looked to President Wilson’s Fourteen Points and they expected to return lands treaty ending the First World War was signed. The Germans November 1918, it was not until 28 June 1919 that the

2.1 The early unpopularity of the Republic

The early challenges to the Weimar Republic, 1919–23

2

and economic stability were being restored to Germany. November Criminals made by the politicians of the new Weimar Republic. These politicians were problems of the post-war years were the result of the decisions that had been inflation. Above all, Germans had to accept what they felt was a vindictive revolution, political assassinations, military leaders were aware that the Allies had informed the German leaders that refusal to accept the terms would lead to a renewal of hostilities and an immediate invasion of Germany. Nevertheless, from this point, criticism of the Government began to grow and the idea that the politicians fitted the bill and people began to call them the November Criminals. Yet, there was much irony in this criticism. The German public was unaware that the Allies had informed the German leaders that refusal to accept the terms would lead to a renewal of hostilities and an immediate invasion of Germany. Nevertheless, from this point, criticism of the Government began to grow and the idea that the politicians had stabbed the army in the back (the Dolchstoss theory) really took hold and gained currency.

Source A: From a German newspaper, Deutsche Zeitung, 28 June 1919

Vengeance! German nation! Today in the Hall of Mirrors [Versailles] the disgraceful treaty is being signed. Do not forget it. The German people will, with unceasing work, press forward to reconquer the place among nations to which it is entitled. Then will come vengeance for the shame of 1919.

Source B: A cartoon entitled ‘Clemenceau the Vampire’. From the German right-wing satirical magazine, Kladderadatsch, July 1919. Clemenceau was the leader of France. The cartoon is commenting about the Treaty of Versailles.

Table 2.1: Some of the most important terms of the Treaty of Versailles

<table>
<thead>
<tr>
<th>Territorial terms</th>
<th>Military terms</th>
<th>Financial terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>All colonies to be given to the Allied Powers</td>
<td>Army not to exceed 100,000</td>
<td>Coal to be mined in the Saar by France</td>
</tr>
<tr>
<td>Alsace-Lorraine returned to France</td>
<td>No tanks, armoured cars and heavy artillery permitted</td>
<td>Reparations fixed at £6.6 billion</td>
</tr>
<tr>
<td>Eupen-Malmedy given to Belgium after a plebiscite</td>
<td>No military aircraft permitted</td>
<td>Cattle and sheep to be given to Belgium and France as reparations</td>
</tr>
<tr>
<td>Saar to be administered by the League of Nations</td>
<td>No naval vessel to be greater than 10,000 tons</td>
<td>Ships over 1,600 tons to be given up</td>
</tr>
<tr>
<td>Posen and West Prussia to Poland. Eastern Upper Silesia to Poland after a plebiscite</td>
<td>No submarines permitted</td>
<td>Germany to build merchant ships to replace Allied ships sunk by U-Boats</td>
</tr>
<tr>
<td>Danzig created a Free City</td>
<td>Rhineland demilitarised</td>
<td></td>
</tr>
<tr>
<td>Memel to be administered by the League of Nations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No union (Anschluss) with Austria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Schleswig to Denmark after a plebiscite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ‘stab in the back’ theory

For most Germans, the Treaty stoked the fire of shame and humiliation. Versailles was nothing more than a dictated peace (Diktat). A scapegoat was needed – and Ebert, the Weimar Government and its politicians fitted the bill and people began to call them the November Criminals. Yet, there was much irony in this criticism. The German cabinet initially rejected the terms of the peace settlement and on 19 June 1919 Scheidemann resigned as Chancellor in disgust. Ebert called the terms a Gewaldfrieden (an enforced peace). The German public was unaware that the Allies had informed the German leaders that refusal to accept the terms would lead to a renewal of hostilities and an immediate invasion of Germany. Nevertheless, from this point, criticism of the Government began to grow and the idea that the politicians had stabbed the army in the back (the Dolchstoss theory) really took hold and gained currency.

ACTIVITIES
1. What does Source A show about the German newspaper’s attitude to the peace settlement?
2. Why was Article 231 important for many Germans?
3. Work in groups of three or four. Choose either the territorial, military or financial terms of the Treaty of Versailles. Present a case for the class indicating that your choice has the most drastic consequences for Germany.

Practice questions
1. Give two things you can infer from Source A about German reactions to the Treaty of Versailles. (For guidance see page 29)
2. How useful are Sources A and B for an enquiry into attitudes in Germany to the Treaty of Versailles? Explain your answer, using Sources A and B and your knowledge of the historical context. (For guidance see page 41.)

Clear, detailed topic coverage is blended with engaging source materials designed to capture students’ interest.

Practice questions boost students’ confidence approaching examination and develop their exam skills.

Topic-focused activities provide opportunities for students to reflect on and apply their learning.
At the same time that Ebert and Scheidemann were trying to establish a new government in Germany, there was political turmoil across the country. In its early years, the Weimar Republic faced constant threats from the left and right and there were several uprisings across Germany that threatened the existence of the government (see Figure 2.2). It seemed that the Weimar Government could not win. Its politicians were criticised for ending the War, accepting the Treaty of Versailles and then introducing high taxes for the better off in society in order to meet the Allied reparations.

Firstly, it must be understood that the radical changes that occurred in Germany at the end of October and in early November 1918 came about because those in power in Germany saw there was no alternative. Some Germans felt that democracy had been imposed on them. Furthermore, the consequences of the War were creating unrest in Germany. As a result of the British naval blockade, there were still shortages of food. Moreover, the German people were beginning to experience inflation. Add to these problems, the impact of the Bolshevik Revolution in Russia, and it is easy to see why unrest spread.

**Threat from the left**

After the Bolshevik Revolution in Russia in October 1917, when the Provisional (temporary) Government was removed by the communists Lenin and Trotsky, many Germans hoped that a socialist country could be established in Germany as well. Soldiers, sailors and workers set up councils (soviets) in October and November 1918. Because of the fear of revolution, Ebert made a deal with the new army leader, Groener.

It was agreed that the army would support the new government against revolution and Ebert would support and supply the army. Thus the new government was dependent on the army, many of whose leaders did not want democracy but preferred it to a Bolshevik style of government. For some Germans, this dependency on the army weakened the authority of the Weimar Republic.

---

**Figure 2.2: Political violence in Germany, 1919–23**

- **Communist rising**
  - October 1923
  - March–April 1920

- **Spartacist rising**
  - January 1919
  - 13–17 March 1920

- **Putsch of the Black Reichswehr**
  - 1st October 1923

- **Rhineland Republic**
  - set up, October 1923

- **‘Free Palatinate’**
  - November 1923

- **‘Free Palatinate’**
  - May 1919 and October 1923

- **Communist/Socialist takeover of state governments, e.g. Saxony**

- **Left-wing workers’ risings**

- **Separatist movements, with date of attempt to break away from Germany**

- **Right-wing Putsche**
The Spartacist Uprising

During the War, several groups emerged from the German Social Democratic Party (SPD). The most radical was the Spartacist League led by Karl Liebknecht and Rosa Luxemburg who eventually sought to establish a state based on communist ideals. (The League took its name from the Roman slave Spartacus, who led a rebellion in 73 BC.) In December 1918, the Spartacists’ demonstrations against the Government led to clashes with the army and resulted in the deaths of sixteen Spartacists. At the end of the month, the Spartacists formed the German Communist Party (KPD).

On 6 January 1919, the Spartacists began their attempt to overthrow Ebert and the Weimar Government in order to create a Communist State. Ebert and his defence minister, Noske, used the Reichswehr (regular army) and the Berlin Freikorps (see box) to put down the rebellion. Within days the rising was over. The Spartacists were no match for the army and Freikorps. Liebknecht and Luxemburg were captured and killed. It was the violence of the rising that forced the new Assembly to move to Weimar.

In March, a further communist-inspired rising in Berlin was put down with great ferocity and more than 1,000 people were killed. Another communist rising in Munich was crushed by the Freikorps with great severity in April.

**Source C**: Photograph of Freikorps in front of the Vorwarts newspaper building, which they had captured from the Spartacists in January 1919. The Vorwarts newspaper was a socialist newspaper.

**Source D**: From an article in a government newspaper, 1919

The despicable actions of Liebnecht and Rosa Luxemburg soil the revolution and endanger all its achievements. The masses must not sit quiet for one minute longer while these brutal beasts and their followers paralyse the activities of the republican government and incite the people more and more to civil war.

**ACTIVITIES**

1. Why was there a fear of a Bolshevik Revolution in Germany?
2. Why was the deal between Ebert and Groener significant for the Weimar Republic?
3. Study Source C. Who were the Spartacists? Why was it important for them to control the Vorwarts building?

**Practice question**

Give two things you can infer from Source D about the Spartacists. (For guidance, see page 29.)
The Kapp Putsch
Having resisted the challenge from the left, Ebert had to face the right in 1920. When the Weimar Government announced measures in March 1920 to reduce the size of the army and also disband the Freikorps, there was uproar in Berlin. The leader of the Berlin Freikorps, Ehrhardt, refused to comply. Together with a leading Berlin politician, Wolfgang Kapp, a plan was drawn up to seize Berlin and form a new right-wing government with Kapp as the Chancellor. Kapp stressed the communist threat, the Dolchstoss theory (see page 11) and the severity of the Treaty of Versailles. The Reichswehr in Berlin, commanded by General Luttwitz, supported Ehrhardt and Kapp. Following Kapp’s successful seizure of Berlin on 13 March 1920, the Weimar Government moved to Dresden and then Stuttgart. The new regular army had been asked to put down the Kapp Putsch, but the Commander-in-Chief, von Seeckt, said ‘The Reichswehr does not fire on Reichswehr.’

Ebert and Scheidemann called on the people of Berlin not to support the Kapp Putsch and asked them to go on strike. Trade unionists and civil servants supported the Government and, because it had little support, the Putsch collapsed. More than four hundred Reichswehr officers had been involved in the Putsch but very few were punished.

Further uprisings
One week after the Kapp Putsch began, a communist rising occurred in the Ruhr. This time the army became involved and brutally put down the rebellion. Hundreds were killed.

It has been estimated that there were 376 murders (354 of them were carried out by the right) in the period 1919–22. No right-wingers were sentenced to death but ten left-wingers were. Two leading Weimar ministers were assassinated during this time:

- In 1921, Matthias Erzberger, leader of the Centre Party and a signatory of the Treaty of Versailles.
- In 1922, Walther Rathenau, the Foreign Minister.

The final threat to Weimar in this period came in November 1923, when there was a Putsch in Munich, led by Adolf Hitler. This will be examined on pages 38–39.

ACTIVITIES
1. What grievances did Kapp and the Berlin Freikorps have in 1920?
2. Which do think posed the greatest threat to the Weimar Republic, the Sparcacists (see page 13) or the Kapp Putsch? Give reasons for your answer.

Practice question

Give two things you can infer from Source E about the Freikorps. (For guidance, see page 29)
### 2.3 The challenges of 1923

The problems facing the Weimar Republic worsened in 1923 due to the French occupation of the Ruhr and the effects of hyperinflation.

Germany had experienced inflation during the First World War and had borrowed extensively to finance its war effort. When the reparations figure was announced – £6,600 million at £100 million per year – the Weimar Government claimed that it could not pay. Moreover, the loss of wealth-making industrial areas exaggerated the problem. As inflation continued, the Weimar Government began to print more money in order to pay the reparations to France and Belgium as well as its own workers. The value of the German currency started to fall rapidly and, in 1921, because no reparations were paid, France sent troops into the Ruhr, Germany’s main industrial area. The Ruhr is sited in the Rhineland (see Figure 2.1, page 10) so there were no German troops to stop the French invasion.

#### The French occupation of the Ruhr, 1923

A further occupation by French and Belgium troops took place in January 1923 when Germany again failed to pay reparations to both these countries. The French were angry because they needed the money to help to pay off their own war debts to the USA. The French and Belgians had decided to take the goods they needed, rather than wait for the Germans to send them.

**German resistance**

This time the French occupation was met with passive resistance. However, the resistance turned sour and Germans carried out acts of industrial sabotage. The German workers in the Ruhr went on strike as a protest against the invasion. Some strikers took more direct action and set factories on fire and sabotaged pumps in some mines so they flooded and could not be worked. A number of strikers were shot by French troops; their funerals led to demonstrations against the invasion. The occupation only served to stir up old enmities and remind people of the War.

#### The results of the occupation

The invasion certainly united the German people in their hatred of the French and Belgians. The strikers became heroes of the German people as they were standing up to the humiliating Treaty of Versailles and showing that German people had not been crushed. The German Government backed the strikers and printed more money to pay them a wage. The strike meant that even fewer goods were being produced. The extra strike money plus the collapse in production turned inflation into hyperinflation (see Table 2.2).

<table>
<thead>
<tr>
<th>Date</th>
<th>Value of mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1914</td>
<td>£1 = 20 marks</td>
</tr>
<tr>
<td>Jan 1919</td>
<td>£1 = 35 marks</td>
</tr>
<tr>
<td>Jan 1920</td>
<td>£1 = 256 marks</td>
</tr>
<tr>
<td>Jan 1921</td>
<td>£1 = 256 marks</td>
</tr>
<tr>
<td>Jan 1922</td>
<td>£1 = 764 marks</td>
</tr>
<tr>
<td>Jan 1923</td>
<td>£1 = 71,888 marks</td>
</tr>
<tr>
<td>July 1923</td>
<td>£1 = 1,413,648 marks</td>
</tr>
<tr>
<td>Sept 1923</td>
<td>£1 = 3,954,408,000 marks</td>
</tr>
<tr>
<td>Oct 1923</td>
<td>£1 = 1,010,408,000,000 marks</td>
</tr>
<tr>
<td>Nov 1923</td>
<td>£1 = 1,680,800,000,000,000 marks</td>
</tr>
</tbody>
</table>

**ACTIVITY**

Study table 2.2. What can you learn about inflation in Germany in the years 1914–23?
Hyperinflation

Those people with savings or those on a fixed income found themselves penniless. People were quick to blame the Weimar politicians. This was yet another humiliation for the new government.

Inflation did, however, benefit certain people:

- Businessmen who had borrowed money from the banks were able to pay off these debts.
- Serious food shortages led to a rise in prices of necessities, more especially food, which helped farmers.
- Foreigners who were in Germany suddenly found that they had a huge advantage. People who had dollars or pounds found that they could change them for millions of marks and afford things that ordinary Germans could not.

In the summer of 1923, Gustav Stresemann became Chancellor. He began to steady things and introduced a new currency, the Rentenmark. The following year the new currency and loans from the USA (see page 19) enabled an economic recovery. It seemed as if the Weimar Republic had weathered the storms and could look forward to a period of stability and prosperity.

ACTIVITY

Why do you think people who had savings in banks suffered more than most in the period of hyperinflation?

Practice questions

1. How useful are Sources F and G for an enquiry into the effects of hyperinflation on Germany? Explain your answer, using Sources F and G and your knowledge of the historical context. (For guidance, see page 41).
2. Explain why there were challenges to the Weimar Republic in the years 1919–23.

You may use the following in your answer:
- The Treaty of Versailles
- The Kapp Putsch

You must also use information of your own.

(For guidance, see page 54.)

▲ Source F: A cartoon published in Germany by the left-wing magazine Simplicissimus in 1923. It had the caption ‘Paper money’ at the top and ‘Bread’ at the bottom.

▲ Source G: A German woman in 1923, burning currency notes, which burn longer than the amount of firewood they can buy.
What are interpretations of history?

You will have to answer three questions about interpretations in the examination. These are:

1. What is the main difference between these interpretations?
2. Why are these interpretations different?
3. How far do you agree with the view given by one of the interpretations?

An interpretation of history is a view given of the past – an event, movement, the role of an individual and so on written at a later date. It could be a view given by an historian, from a textbook, from a history website. The writer has the benefit of hindsight and is able to consult a variety of sources of evidence to give their view of what took place.

There are different interpretations about a past event or person because the writer could focus on or give emphasis to a different aspect of a past event or person, or may have consulted different sources from the past. The writer will carefully choose words and select or omit certain details to emphasise this view. The fact that there are different interpretations of the past does not necessarily mean that one of them is wrong. The two writers might simply have used different sources but they might also have used the same sources and reached different conclusions.

Your first task is to identify the view that is given by the interpretation of the event or person. Here is an interpretation of the Treaty of Versailles.

**Interpretation 1:** From Versailles and After, 1919–1933 by Dr. Ruth Henig, published in 1995

Compared to the treaties which Germany had imposed on defeated Russia and Rumania in 1918, the Treaty of Versailles was quite moderate... The Treaty of Versailles was not excessively harsh on Germany, either territorially or economically. However, the German people were expecting victory not defeat. It was the acknowledgement of defeat as much as the treaty terms themselves, which they found so hard to accept.

This interpretation gives the view that the Treaty of Versailles was not unfair or too harsh on Germany. It uses phrases such as ‘quite moderate’ and ‘not excessively harsh’ to show this view. It also focuses on the harsh treaties that Germany imposed on Russia and Rumania to emphasise the moderate impact of the Treaty on Germany.

Here is a second interpretation of the Treaty of Versailles.

**Interpretation 2:** From an online article The Treaty of Versailles, the Peace to end all Peace, by Alan Woods, 2009

The Versailles Treaty of 1919 was one of the most outrageous treaties in history. It was a blatant act of plunder perpetrated by a gang of robbers against a helpless, prostrate and bleeding Germany. Among its numerous provisions, it required Germany and its allies to accept full responsibility for causing the war and, under the terms of articles 231–248, to disarm, make substantial territorial concessions and pay reparations to the Entente powers.

And here is an interpretation of the effects of hyperinflation on Germany in 1923.

**Interpretation 3:** From Germany 1918-45 by Richard Radway, published in 1998

However, not everyone suffered from the effects of hyperinflation in 1923. Many businessmen did well. High inflation could lead to big profits, especially as the increase in wages did not keep pace with the increase in prices. Also many businessmen had borrowed money from the banks and these debts were wiped out. The rise in prices was also good for farmers. In a period of serious inflation food prices will always rise highest. People will give up buying less essential goods before they stop buying food!

ACTIVITY

Read Interpretation 1 and the information underneath it. This outlines the view it gives of the Treaty of Versailles and the evidence it uses. Now try answering the questions below on Interpretations 2 and 3 in a similar way.

**Interpretation 2**

1. What view does it give of the Treaty of Versailles?
2. What evidence from the interpretation supports this view?

**Interpretation 3**

3. What view does it give of the effects of hyperinflation in 1923?
4. What evidence from the interpretation supports this view?

You will be given advice in the next three chapters on how to answer interpretation questions.
### Teaching and Learning Resources

Including interactive resources, lesson planning tools, self-marking tests and assessment:
- Use the Lesson builder to plan and deliver outstanding lessons
- Share lessons and resources with students and colleagues
- Track student progress with Tests and Assessments

### Revision and Question Practice

Prepare students for success with exam-style questions, sample answers and examiner comments:
- Work through questions as a class
- Assign timed exam-style questions and mark online
- Get exam guidance with subject-specific advice and tips

### Student eTextbooks

Downloadable versions of the printed textbook that you can assign to students so they can:
- Download and view on any device or browser
- Add, edit and synchronise notes across 2 devices
- Access their personal copy on the move via the Dynamic Reader App

### Whiteboard eTextbooks

Online interactive versions of the printed textbook that enable you to:
- Display interactive pages to your class
- Add notes and highlight areas
- Insert double page spreads into lesson plans

**Dynamic Learning Teaching and Learning Resources** provide you with a bank of readymade flexible resources, lesson planning tools, self-marking tests and assessment. The Lesson Builder tool enables you to add your own resources to those provided too; so it’s a great way to group together a number of different types of resources that you can access from one place.

**Student eTextbooks, Whiteboard eTextbooks** and **Revision and Question Practice** are also available within Dynamic Learning. Find out more at [www.hoddereducation.co.uk/dynamiclearning](http://www.hoddereducation.co.uk/dynamiclearning)

### Try everything for free

To request free, no obligation 30-day Teaching and Learning and eTextbook trials or a 14-day Revision and Question Practice trial, email history.team@hodder.co.uk
Teaching and Learning Resources by numbers

In each unit you get approximately:

1 unit plan
16 Topic Starter, Lesson Highlight and Topic Review presentations
20+ worksheets
33 revision podcasts
17 Test Yourself revision quizzes
11 revision tasks/strategies
4 Question Expert exam-prep presentations

Medicine through time, c1250–present 9781471867750 Mar 2016 From £75 + VAT
Warfare through time, c1250–present 9781471867774 May 2016 From £75 + VAT
Crime and punishment through time, c1000–present 9781471867767 Jun 2016 From £75 + VAT
Early Elizabethan England, 1558–88 9781471867804 May 2016 From £75 + VAT
The reigns of King Richard I and King John, 1089–1216 9781471867781 Mar 2016 From £75 + VAT
Henry VIII and his ministers, 1509–40 9781471867811 Jun 2016 From £75 + VAT
Anglo-Saxon and Norman England, c1066–88 9781471867798 Jun 2016 From £75 + VAT
Superpower relations and the Cold War, 1941–91 9781471867835 Mar 2016 From £75 + VAT
The American West, c1836–95 9781471867873 Jun 2016 From £75 + VAT
Conflict in the Middle East, c1945–95 9781471867866 Aug 2016 From £75 + VAT
Weimar and Nazi Germany, 1918–39 9781471867828 Feb 2016 From £75 + VAT
The USA, 1954–75: conflict at home and abroad 9781471867842 Apr 2016 From £75 + VAT
Russia and the Soviet Union, 1924–41 9781471867859 Jun 2016 From £75 + VAT

See for yourself
To request free, no obligation 30-day Teaching and Learning trials, email history.team@hodder.co.uk
HODDER GCSE HISTORY FOR EDEXCEL

This booklet includes sample chapters from Hodder GCSE History for Edexcel: Medicine through time, c1250–present and Hodder GCSE History for Edexcel: Weimar and Nazi Germany, 1918-39. We are working towards endorsement of these titles for Edexcel GCSE (9–1) History.

Help your students achieve their full potential while ensuring pace, enjoyment and motivation with this unique series from the leading History publisher; developed by expert educators who know how to instil deep subject knowledge and an appetite for lifelong learning.

- Provides distinct approaches to the different components of the 2016 specification, ensuring that your classroom resources are tailored to learners’ changing needs as they progress through the curriculum
- Caters for varying learning styles, using an exciting mix of clear narrative, visual stimulus materials and a rich collection of contemporary sources to capture the interest of all students
- Helps students maximise their grade potential and develop their exam skills through structured guidance on answering every question type successfully
- Blends in-depth coverage of topics with activities and strategies to help students acquire, retain and revise core subject knowledge across the years
- Builds on our experience publishing popular GCSE resources to supply you with accurate, authoritative content written by experienced teachers who understand the practical implications of new content and assessment requirements

Authors:
Ian Dawson first taught Medicine Through Time in the 1970s and has written several highly successful books and run many courses on teaching the history of medicine.

Steve Waugh taught history at all levels for over 35 years at an inner city comprehensive school and a small private school. He has written history textbooks for several leading publishers and is an experienced examiner.

John Wright is an experienced examiner and author of GCSE history textbooks.

ALSO AVAILABLE

Dynamic Learning

Hodder GCSE History for Edexcel Dynamic Learning is an online subscription solution that supports teachers and students with high quality content and unique tools. Dynamic Learning incorporates Teaching and Learning Resources, Revision and Question Practice and Whiteboard and Student eTextbook elements that all work together to give you the ultimate classroom and homework resource.

Sign up for a free, no obligation trial by emailing history.team@hodder.co.uk

To request Inspection Copies or eInspection Copies and pre-order your class sets visit www.hoddereducation.co.uk/History/GCSE/Edexcel

Textbooks subject to change based on Ofqual feedback.