

Medicine topic 2b knowledge organiser: Key question: How did medical knowledge and training change in the Renaissance? (1500-1700)

Lesson 17: Why did knowledge of anatomy and medical training improve?

Key words for this lesson:

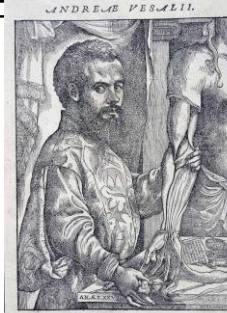
Vesalius: An anatomist (he studied the human body)

Dissection: Opening up a dead body/ cutting in half to see inside

Fugitive sheets: Layered sheets showing anatomy

Apothecaries and surgeons continued to work in guilds but now needed licenses. Physicians continued to be trained at universities and there were lessons on anatomy and iatrochemistry. Dissection was now allowed, however there were not always fresh supplies of corpses and most universities did not have anatomy theatres.

Vesalius published 'six anatomical tables' and 'on the fabric of the human body'. The latter explained how Galen was wrong about the breastbone, vena cava and jaw. Some were inspired to challenge Galen's ideas more, others refused to accept they were wrong.



Lesson 19: How much impact did William Harvey have?

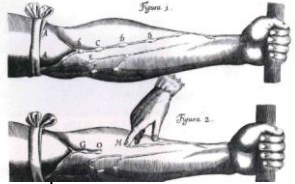
Key words for this lesson:

Padua: A famous medical school where Harvey studied after he finished at Cambridge

Institutions: Something that gives/ controls values and rules in society. For example: Religion and the government.

Pneuma: 'Breath of life.' Galen said it was the air you breathe and soul. Harvey learned a theory by Vesalius that veins have valves. Investigating this further, Harvey was able to prove that the heart acted like a pump. This proved Galen's theory of blood coming from the liver as wrong. Harvey made this discovery by comparing the heart to a firefighter pump. He had credibility as he was the king's physician and society was starting to accept new ideas more. However, there were limits. Harvey's ideas did not appear in universities until 1673, demonstrating that society was slow to embrace change and move away from Galen's ideas. Although Harvey had helped understand more about how the body worked, he had not helped with the development of how to treat it.

This source shows an illustration from Harvey's book, *An Anatomical Account of the Motion of the Heart and Blood in Animals*. In it, he is showing an experiment that proved blood flowed only in one direction.



Lesson 18: How and why did hospitals and community care change?

Key words for this lesson:

Dissolution of the Monasteries: Henry VIII closed down religious buildings

Specialised care: Pest, plague and pox houses took in people with these illnesses

Contagious: An illness you can catch from/ spread to someone else

The dissolution of the monasteries meant that religious buildings that would have cared for the sick were no longer available and the number of hospitals declined at this time. Charities set up hospitals and there was an increase in specialist care with the opening of plague houses, pox houses and pest houses. Some people still preferred to be treated at home rather than go to a hospital.

Some women, rather than just caring for the sick at home, sold herbal remedies more cheaply than an apothecary.

Lesson 20: How similar was the response of the Great Plague to the Black Death?

Key words for this lesson:

Plague Doctor: Treated Plague victims.

Quack doctor: No qualifications but gave medical services

Quarantine: To isolate people with an illness.

Searchers and wardens: Those who checked to see if there were dead in each house and quarantined houses.

Astrology, punishment from God and miasma continued to be beliefs of the cause of the plague. Prayers, pomanders and quarantine remained measures to prevent the plague, however the quarantine was reduced to 28 days. The government was slightly more powerful and the power of the church had declined. Therefore theatres were closed and streets were cleaned. People stayed away from each other as there was a greater understanding that the illness may be passed from person to person.

