

Peasants, Princes and Pestilence



Year Group: 5/6

Cycle B

History

The Great Plague and changes in medicine from 1665 to the present

Climate/Environment

Impact of litter/pollution on the environment and risks to human health (link to attraction of 'pests' like rats and the spread of the plague.)

Art

Mixed media to include:
Textiles/Collage – Cross stitch/collage coat of arms

Computing

Computer Science: Technology in our lives (Communication)

History

National Curriculum: Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Lines of Enquiry: The Great Plague and changes in medicine from 1665 to the present

Curriculum Intentions (Key Knowledge and Skills to be learned):

- The Great Plague occurred between 1665 and 1666, it began in London
- Children will learn what caused the disease and how it spread
- They will learn how the disease was managed including quarantine procedures and medical treatments used at the time
- They will learn about the impact of the disease and the 100,000 deaths in London
- They will learn about how it spread to Eyam, and how the village isolated itself to stop it spreading further
- They will learn about how the understanding of infectious diseases, their causes and treatments have changed over time including hygiene, sanitation and vaccination
- They will compare the strategies used by the British government to prevent the spread of the Coronavirus in 2020 with those employed in London at the time of the Great Plague

Age Related Subject Skills (Progression Guidance):

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Analyse a range of source material to promote evidence about the past
- Construct and organise response by selecting and organising relevant historical data
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is constructed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Rat Illness Change	Death Same Different	Disease Isolation Cause	Pest Pestilence Hygiene	Great Plague Quarantine Vaccination	

		Treatment Sources	Sanitation		
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History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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Art and Design

National Curriculum: Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Mixed media to include: Textiles/ Collage – Cross stitch/collage coat of arms

Age Related Subject Skills (Progression Guidance):

- Introduce fabric block printing
- Create tie dye pieces combining two colours
- Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.
- Weave using paintings as a stimulus / the natural world
- Experiment with circular embroidery frame
- Create detailed designs which can be developed into batik pieces

Prior Learning

Forever Firs children working at ARE should already be able to:

- Research embroidery designs from around the world, create own designs based on these
- Sew simple stiches using a variety of threads and wool
- Investigate tie-dying
- Create a collage using fabric as a base
- Develop individual and group collages, working on a range of scales
- Use a range of stimulus for collage work, trying to think of more abstract ways of showing views

Key Vocabulary

Collage, paper, material, natural
 Temporary
 Weave, recycled
 Textures, rubbings, batik work
 Tearing, cutting, layering
 Dye, fabrics
 Wool
 Embroidery, sew, stich, thread
 Tie-dying, fabric
 Scale, abstract

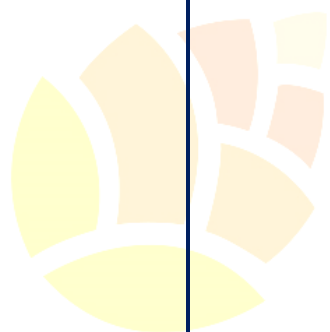
Art and Design Assessment

Children working below ARE

Children working towards
ARE

Children working at ARE

Children working above ARE



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Computing

National Curriculum:

understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration § use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Key Lines of Enquiry: To understand how technology enhances lives in comparison to past methods

Curriculum Intentions (Key Knowledge to be learned):

- Children will be able to say how they communicate to people using technology today: zoom, skype, text, phone call, email, social media messenger
- Children will be able to say the advantages and disadvantages of 'typing' communication, compared to 'face-to-face' communication
- They will understand why communication is important in times of isolation (topic link Eyam <http://smhccg.org/folklore-legends/lost-love-of-rowland-torre-and-emmott-sydall/> and current global issue COVID19 <https://www.theguardian.com/world/2020/mar/15/eyam-derbyshire-coronavirus-self-isolate-1665-plague>)
- They will be able to identify the hardware and software needed to communicate with others using technology
- They will use their understanding of search engines and reliability to be able to find more information about the current topic.

Age Related Subject Skills (DDAT Progression Guidance):

- Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information
- Pupils learn to collaborate electronically by blogging -mailing and working on shared documents using the pupil sites of the DLG. This can be extended to working with other schools
- Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call
- Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising

Year 5

Create specific searches using "" and or in a search engine
Discuss how results are ranked

Know how chatrooms and social media and connect people from long distances

Take part in a forum including responding with text and media

Begin to discuss how the internet works including networks and IP addresses

Know how to check for reliability of a website

Label parts of a webpage

https://www.teach-ict.com/gcse_new/software/web_design/miniweb/pg5.htm
<https://www.tes.com/teaching-resource/label-the-parts-of-the-web-browser-6374168>

Year 6

Know how being able to connect with people from long distances can enhance collaboration

Compare two websites that given information on the same topic. Which is the most reliable?

Use other sources to check reliability of information.

Discuss the many uses for the internet

Know how information is transported on the internet including understanding networks and IP addresses

Understand copyright and how this effects images and information I find on the internet

Prior Learning**Forever Firs children working at ARE should already be able to:**

Explain the uses of the internet

Understand the basics of online searching, including how to use effective keywords. They also know to conduct searches that provide them with the most helpful and relevant information

Pupils know how to collaborate electronically by blogging, mailing and working on shared documents using the pupil sites

Talk about the parts of a computer and products that enhance it's use (webcam, headphones, printers) and know their uses

Key Vocabulary

Tier 1		Tier 2		Tier 3	
talk	face-to-face	search engine	reliability	software	network
speak	website	ranked	accuracy	hardware	
type	camera	social media	collaboration	IP address	
read	web-cam	chatrooms	search bar	http://	
images	menu	copyright	web address	https://	
content					



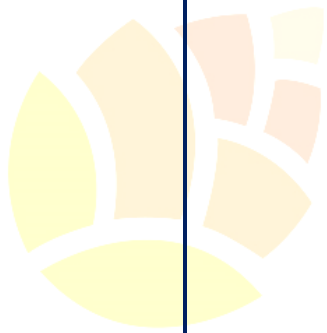
Computing Assessment

Children working below ARE

Children working towards
ARE

Children working at ARE

Children working above ARE



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