Year 5/6 Topic Week 6

Date					
Subject/s	History				
Learning Objective					
₹	I can identify medicine through time				
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		(B)	***		
Success Criteria	I can identify key changes in medicine				
✓! 🗏	I understand how a lack of knowledge and understanding contributed to the spread of diseases I can write about key changes in medicine				
Support	Independent Adult Suppor	t()			

Think about the pictures we have seen of a plague doctor. Why did they wear a beak? What did they believe helped spread the disease?

Causes of the plague

Medicine in the 17th century was of limited effectiveness. Knowledge about disease was poor (most people thought that bad smells caused illness), and doctors were too expensive for ordinary people to be able to afford.

Cures

Measures against the plague were often extreme.



Personal

- Many people just stayed indoors. Others fled to the countryside.
- Doctors advised people to <u>fumigate</u> their houses, and keep the windows closed.
- People refused to touch other people. Money was dropped into jars of vinegar.
- People carried bottles of perfume and wore lucky charms.
- 'Cures' for the plague included the letters 'abracadabra' written in a triangle, a lucky hare's foot, dried toad, leeches, and pressing a plucked chicken against the plague-sores until it died.

Public

The city authorities reacted firmly and responsibly. The Mayor ordered:

- Public prayers, and days of confession.
- Closure of public places like theatres and dancing-houses.
- Fires in the streets to purify the air.
- The killing of cats and dogs, which were thought to carry the plague. It was estimated that 40,000 dogs and 200,000 cats were killed.
- Doctors were appointed to look after the poor.
- Houses where someone got the plague were shut up, and marked with a red cross. 'God have mercy upon us' was written on the door.
- Burial of the dead in mass graves.
- Those employed in the collection of bodies frequently smoked tobacco to avoid catching the plague.

Task 1

Look at the medicine cards below. Cut out and order the key events.

Papyrus

2000 BC Ancient Egyptians are able to record and pass down their medical knowledge on papyrus.



The Greek Empire 300 BC

Alexander the Great conquers huge areas. Greek ideas and theory spread throughout the Middle East. Alexandria in Egypt becomes a hub of learning, developing medical theories. Greek doctors dissect bodies (both alive and deadl) and make accurate discoveries about anatomy and how the body works.

Frequent wars meant Greek doctors are skilled at setting broken bones and stopping bleeding.

Public Health Improvements 1876

New laws are passed against pollution in rivers and a clampdown is enacted on poor-quality food. New building regulations aimed to improve living conditions.



Isolation Hospitals 1889

Infectious diseases are treat in designated hospitals to avoid their spread and to organise medical care.



The Roman Empire

27 BC - AD A76

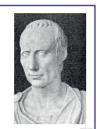
The power of the Roman Empire was built upon the strength of its soldiers. The Romans gained medical knowledge from captured Greek soldiers, frequent warfare and a realisation that an investment in public health would make its people and soldiers strong.

Hospitals are created. Romans and medici - military nurses - are International and celestic Normal and medical minutes in the surgery and develop medical and midwifery tools. They perform caesarean sections and, although the mother always dies, the baby is sometimes saved.

50 BC

Julius Caesar ensures settlements and especially army camps are in healthy places, not near to swamps or dirty water.

He drains the Codetan amp near Rome to ensure Roman soldiers are based in a healthy place and in turn reduces malaria.



Blood Groups Discovered

1901 ups are discovered and the first successful **blood** transfusion is conducted.

National Health Insurance

1911

Workers can be given some financial help if they became ill or injured if they pay into the national insurance scheme. This is the beginning of a real welfare state for people to use as a safety net in hard times.

General Medical Council

1858



Industrial Revolution

1830s National public health

deteriorates. Rapid urbanisation is to blame

with back-to-back, poor-quality housing, long working hours in poor conditions, air pollution and shared water supplies. Infant mortality is high and



The Great Plague

70,000 people succumb in London

Pneumonic Plague is airborne and spreads quickly, killing people within 2-3 days and with a 90-95% death rate.

Medicine is no further on identifying cause since the Black De almost 300 years earlier.



Vaccination of French Troops

1805

Napoleon has his troops vaccinated for small pox to ensure they stay as healthy and strong as possible.



Public Health Act

1848

The act is not compulsory for all to follow and thus not effective. Local authorities can make improvements to improve health if they have the money and desire. The government makes it possible to borrow money for improvements but without it being compulsory, little changes.

Second Public Health Act

1875

vements are made **compulsory** including sewers moving from housing and houses having being built a certain distance apart.

Great effect on public health.

Small Pox Vaccination Compulsory in Britain



Cholera Epidemic 1831

Waterborne disease causes severe dehydration and diarrhoea killing over 50,000 people in London.

Other outbreaks happen in 1848 and 1854



The Crusades

Arab medicine is highly developed compared to Dark Ages Europe and knowledge is brought back from Holy Lands by Crusaders.

The Black Death

1347-8

25 million people die in

Bubonic Plague has a 50-75% death rate, is carried by fleas and takes approximately 8 days to cause death.

No understanding of the Jews, God and the planets



4th Century

Goths, Vandals, Vikings and Saxons invade and divides Britain and the rest of Western Europe. Ideas of public health and universities are replaced with the Dark Ages. Only monasteries retain learning and the ability to write and record information. Greek and Roman nowledge stays in the Middle East and is mainly lost in Europe.





The Printing Press

1455

Literature and knowledge could now be spread without the influence of the Church thr ugh writing pamphlets and books. The monasteries are no longer the only group who can communicate record their ideas, meaning religion has less **influence** in medici



Martin Luther's 95 Thesis

1517 The beginning of the Protestant Reformation.



Baghdad Destroyed by Mongols

1258

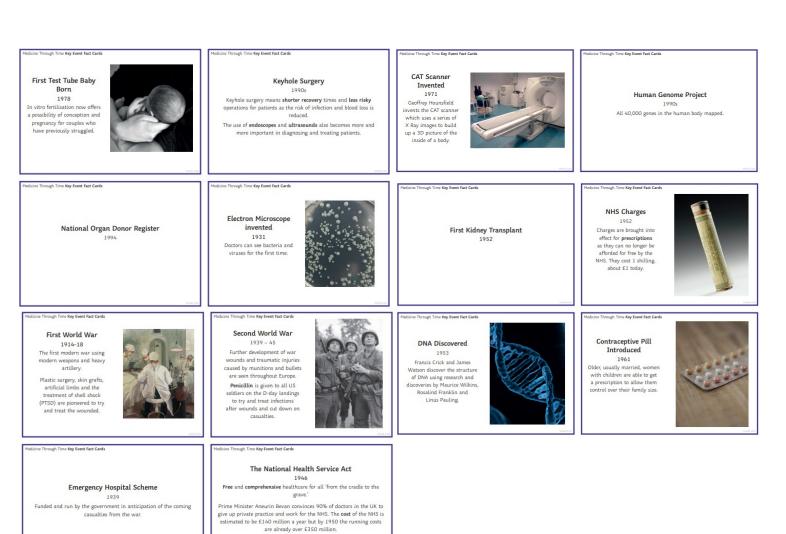
Scholars fleeing from the East bring back medical knowledge that had been lost when the Roman Empire fell in Europe.



The Renaissance

1300-1500 The 'rebirth' of Europe

Artists such as Da Vinci, Michelangelo and Titian study and paint the human body in detail, prompting further knowledge of human anatomy. Vesalius's book 'On the fabric of the human body in seven books' replaces Galen's ideas.



Task 2

Paragraph 1:

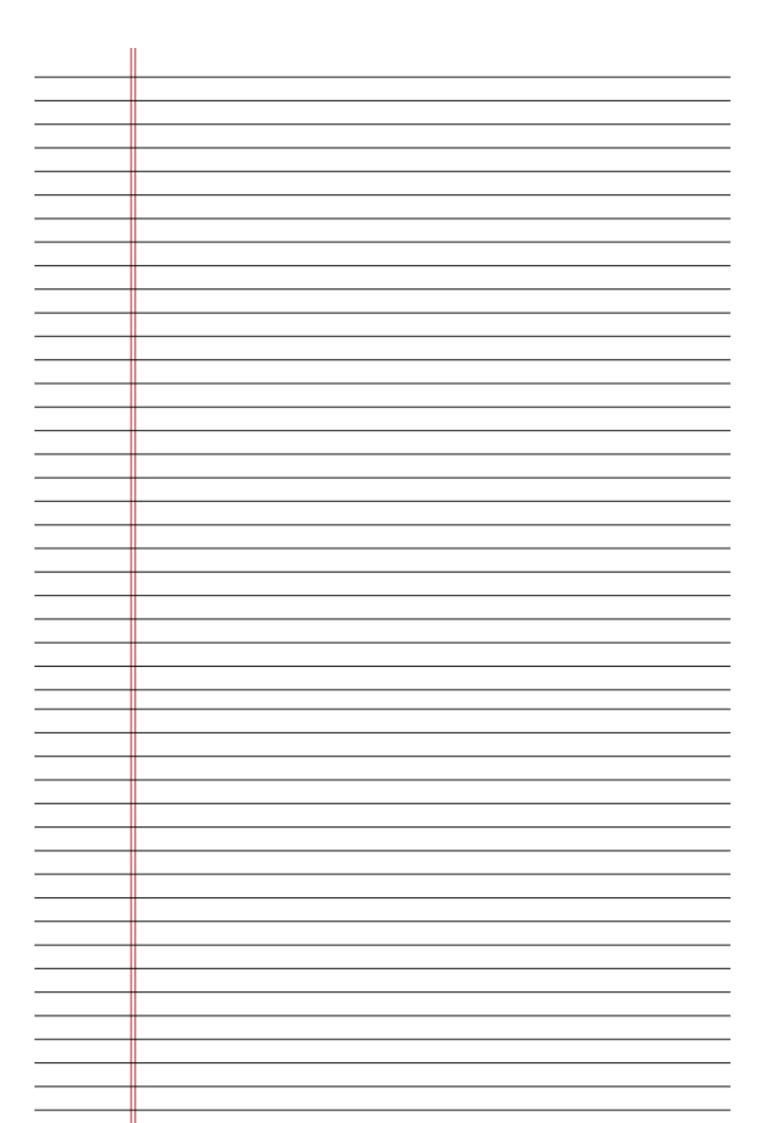
How has medicine changed over time? What are some of the key changes that happened?

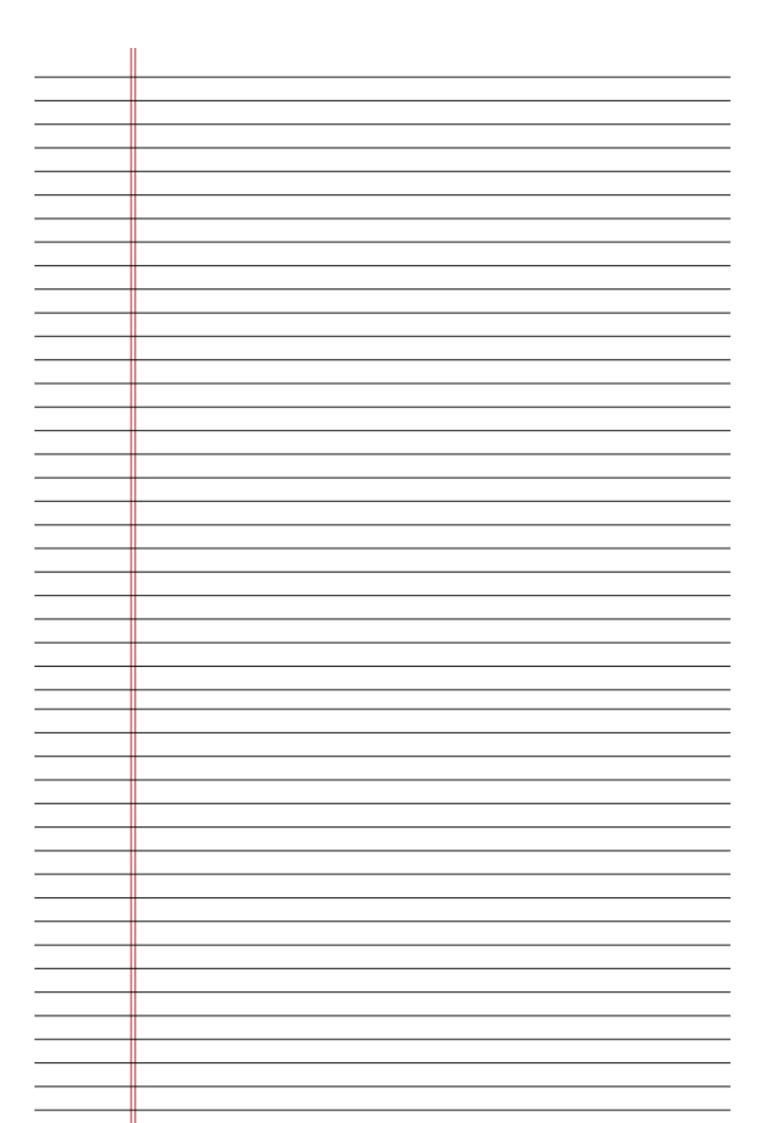
Paragraph 2:

Was there anything that surprised you or you thought was strange?

Paragraph 3:

If 'The Great Plague' was around today, do you think it would have been as deadly? Why?





Date				
Subject/s	English/History			
Learning Objective				
	I can write to inform			
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		SA	TA	
		<mark>≎</mark>	A	
Success Criteria	I know why Eyam played an important role in the prevention of the plague			
✓! 🗏	I understand why people would want to visit Eyam			
	I can create an information leaflet about Ey- am for visitors			
Support	Independent Adult Support	()		

Why is Eyam so well-known today? What did the people of Eyam do to help prevent the spread?

Eyam is so famous today because William Mompesson (the vicar of the Church) made the decision to quarantine the village to help prevent the spread.

So why might people want to visit the village of Eyam today?

Look at some of the information from the websites below. How have they made the village seem appealing?

https://www.visitpeakdistrict.com/explore/towns-and-villages/eyam-p680381

About

Step back in time in the atmospheric setting of Eyam, known to visitors and residents alike as the 'Plague Village'

Immerse yourself in the incredible story of its unselfish villagers, who sealed themselves off from the outside world in the 17th century to prevent the deadly disease from spreading to neighbouring communities.

Trace the fascinating tale of how the Plague was brought to the White Peak village in a bolt of infected cloth from London in 1665, taking in key locations such as the church of St Lawrence, Plague Cottages, Cucklet Delf and - just outside the village - the Riley Graves and Mompesson's Well. You can also find out more at Eyam Museum, open from March to November.

In the heart of the village you'll find historic 17th century Eyam Hall, which was built just six years after the Plague subsided and was home to the Wright family for more than 11 generations.

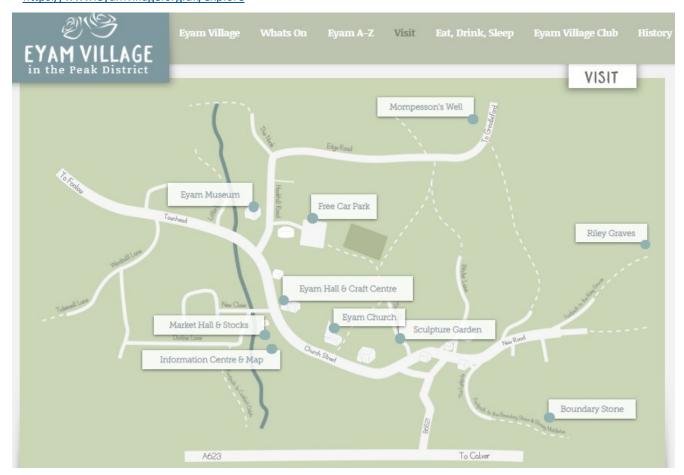
Now managed by the National Trust, Eyam Hall is a fine example of a Jacobean manor house with its embroideries, engravings and library, plus walled garden with seasonal borders, vegetable plots and open, spacious lawns.

Next door you'll find a courtyard with a craft centre selling everything from Hartington cheese to handcrafted jewellery, while The Buttery serves light refreshments and lunch.

Opposite the hall are the village stocks, mainly used by Eyam's Barmote Court to regulate the wrong-doings of local lead miners.

The nearby church of St Lawrence dates back to Saxon times and has an original font and Norman pillars, thought to rest on Saxon foundations. The oldest and most striking feature of the churchyard is its eighth-century Celtic Cross. One of the best preserved examples of its kind in the country, it is decorated with a mixture of Christian and pagan symbols and may have once been a wayside preaching cross.

https://www.eyamvillage.org.uk/explore



WELCOME TO THE BEAUTIFUL, HISTORIC VILLAGE OF EYAM (PRONOUNCED 'EEM'), IN THE PEAK DISTRICT NATIONAL PARK IN DERBYSHIRE, ENGLAND WHICH BECAME FAMOUS AFTER THE BLACK DEATH OF 1665 AND 1666.

An outbreak of the plague was contained when the villagers decided to isolate themselves from the surrounding communities. Many people in the village died. It is also known that some of the village population were genetically unique and naturally immune to this very deadly disease. There are still descendants of this line in Eyam.

Use this site to explore our beautiful village and plan your visit or find out more about our history.

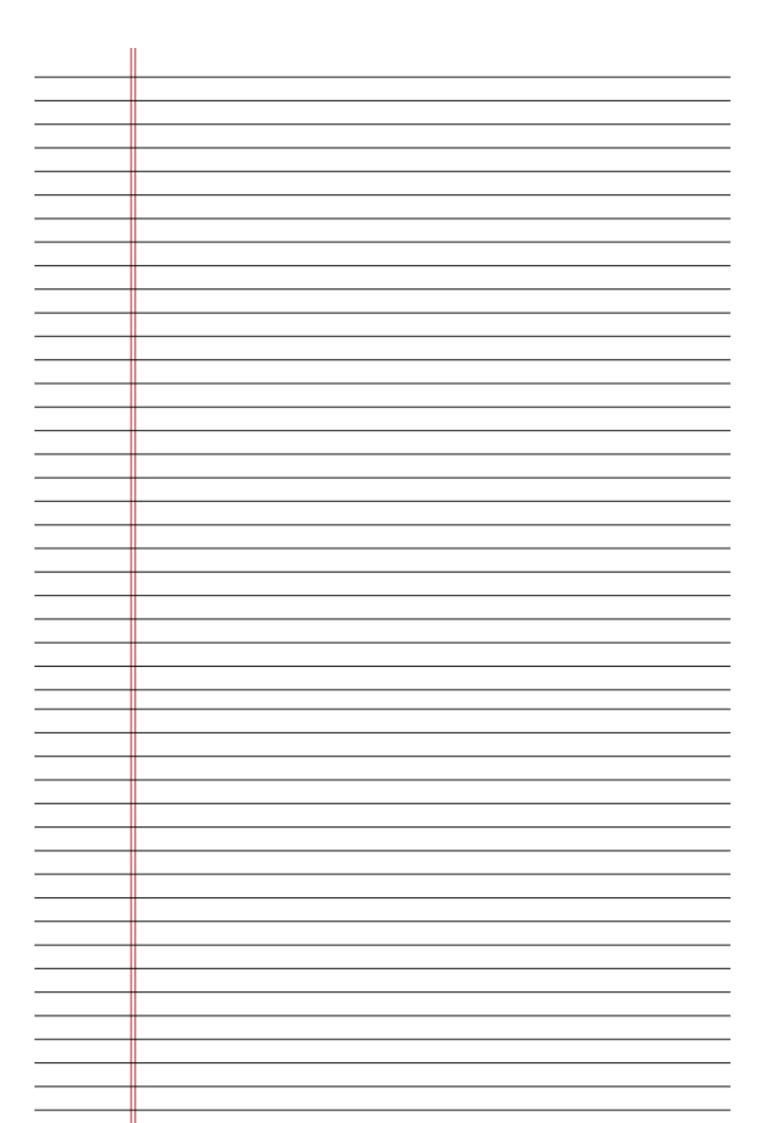
Village life in Britain has changed considerably in the past fifty years, and many villages have emptied as people moved away to the towns. Eyam however still has a vibrant community and thriving businesses.

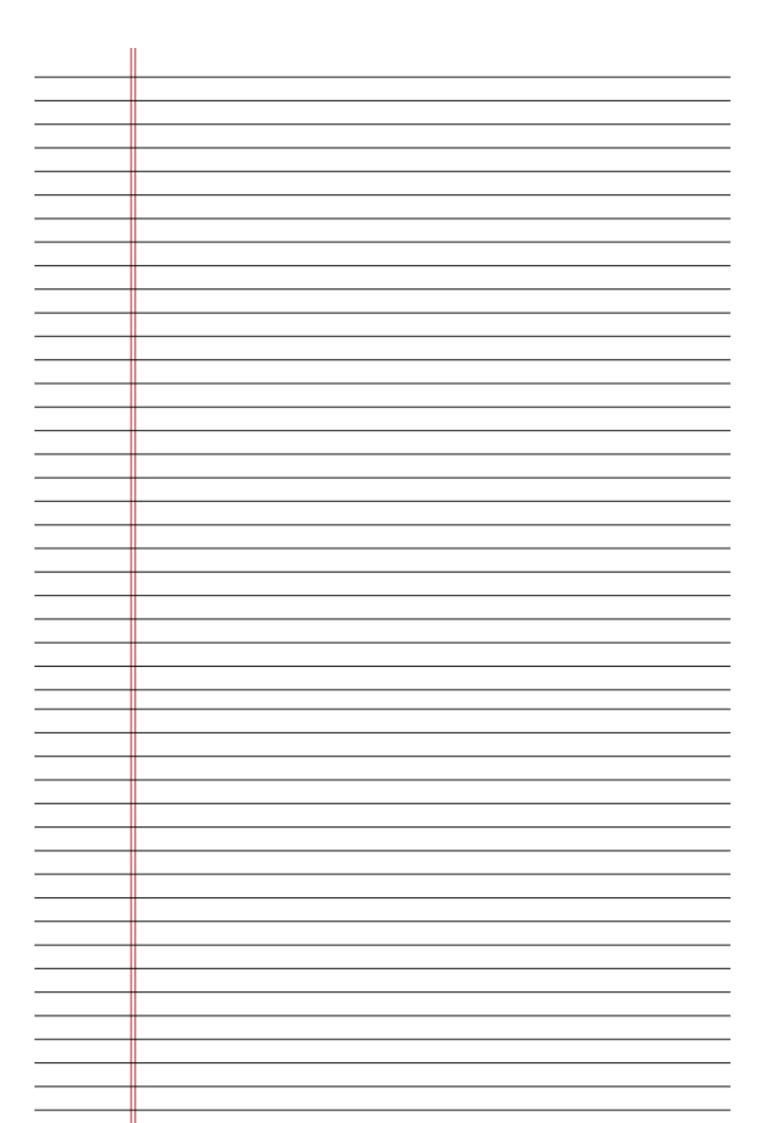
Eyam has links with industry, being a worldwide centre for the production of fluorspar, a material of great value in smelting and open hearth furnaces.



Task

Using the examples above, and some of your own ideas, create an information leaflet about the village of Eyam.





Date Subject/s	RE			
Learning Objective	To understand what makes a place special or sacred			
		SA	TA	

Success Criteria	I know how buildings/places are used to			
✓! 🗏	I know sacred means connected with God or			
	I can be respectful of other beliefs			
Support	Independent Adult Support	· ()		

What makes somewhere special? Is everyone's special place the same as each others? Why? Why/when would someone visit their special place?

Why do religious people value their holy buildings so much? Why do people visit places of worship?

Look at the buildings of worship below.











<u>Task</u>

How are the buildings different? Why do you think this is?

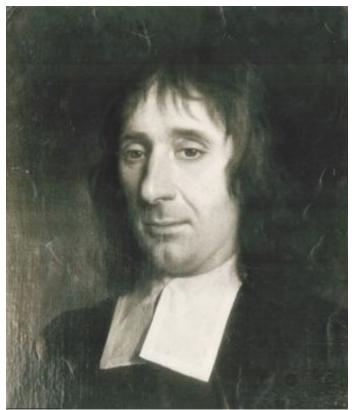
How have beliefs been expressed in the architecture of the buildings?

Using your own beliefs, design your own special/sacred place.

Date			
Subject/s	Art		
Learning Objective	To draw a portrait		
		SA M	TA
Success Criteria	I can use previous learning to ensure correct proportions I can identify facial features I can use different shading techniques to produce darker and lighter pencil tones		
Support	Independent Adult Support () Group	Work

Look back at your self portraits. How did we start? How did we ensure the proportions of our facial features were accurate? How did we create different tones using our pencil?

Using your knowledge from the previous lesson, sketch one of the key people from 1665-1666 below. Remember to press lightly when planning out the facial features.





William Mompesson

King Charles II



Samuel Pepys