

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

E-Safety

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	Death	Disease	Pest	Great Plague	
Illness	Same	Isolation	Pestilence	Quarantine	
Change	Different	Cause	Hygiene	Vaccination	
		Treatment	Sanitation		
		Sources			

History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 The logo for Firs Primary School is centered on the page. It features a stylized tree icon on the left, composed of several overlapping semi-circular shapes in shades of yellow and orange. To the right of the tree, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow bars are positioned below the word "School", one on the left and one on the right, acting as decorative dashes.			

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 stitches 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, stitch, 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



Computing

National Curriculum:

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact

Key Lines of Enquiry:

- E-Safety

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils learn that the internet is a great place where online relationships can be developed. They compare and contrast online friends and real life, face to face friends and learn how to respond if an online friend asks them a personal question
- Pupils learn to create secure passwords for their accounts, learn about spam and how to deal with it, and decode website privacy policies, understanding the implications for the info that they share online
- Pupils explore their roles as digital citizens in an online community, where they reflect on their responsibilities and learn that good digital citizens are responsible and respectful in the digital world
- Pupils begin to explore the nature of online audiences and permanency of information online. They begin to understand the significance of published information and personal information
- Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture
- Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile
- Pupils learn the 'do's and don'ts' of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people's creations by giving them credit

Upper Key Stage 2

Managing Online Information	<ul style="list-style-type: none"> • I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated searching giving one result. • I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers). • I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. • I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share. 	<ul style="list-style-type: none"> • I can explain how search engines work and how results are selected and ranked. • I can explain how to use search technologies effectively. • I can describe how some online information can be opinion and can offer examples. • I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. • I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). • I understand the concept of persuasive design and how it can be used to influence peoples' choices. • I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. • I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. • I can describe the difference between online misinformation and dis-information. • I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation). • I can identify, flag and report inappropriate content
Health well-being and lifestyle	<ul style="list-style-type: none"> • I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. • I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. • I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. • I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. 	<ul style="list-style-type: none"> • I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. • I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. • I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). • I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).

Privacy and Security	<ul style="list-style-type: none"> I can explain what a strong password is and demonstrate how to create one. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples. 	<ul style="list-style-type: none"> I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.
Copyright and Ownership	<ul style="list-style-type: none"> I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online. 	<ul style="list-style-type: none"> I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.

Prior Learning

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

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge
- Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment
- Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others
- Pupils explore how they interact with others and are introduced to the concept of cyberbullying. They also learn how to communicate to be a responsible member of a connected culture effectively in order to prevent miscommunication

Key Vocabulary

Tier 1		Tier 2		Tier 3	
search	target	benefits	presented	skeptical	digital content
technology	audience	limitations	reviews	evaluate	reliability
persuasive	report	fact	opinion	commercial	validity
advice	tips	belief	evidence	ranked	stereotype
password	permission	influence	analyse	manipulation	hoax
privacy	store	inaccurate	evaluate		
re-used	share	scam			

— School —

Computing Assessment

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