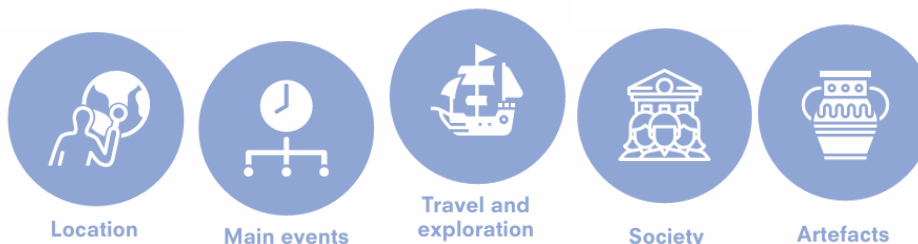




YEAR 5 – HISTORY – RING O RING O ROSES– SUMMER 2

QUESTION: HOW DID THE PLAGUE AFFECT PEOPLE'S LIVES IN EYAM?



Weeks of teaching	Line of enquiry	Threshold concept	Substantive knowledge	Disciplinary knowledge	Curriculum endpoint
1	Where is Eyam?	Investigate and interpret the past	Eyam is a village in the North of Derbyshire. It is known as the plague village.	Use sources of evidence to deduce information about the past.	A local history study
2	How did the Plague arrive in Eyam?	Build an overview of world history Understand chronology Communicate historically	- In 1665, George Vickars (a tailor), stayed with Mary Cooper and her family. He hung cloth (from London) to dry in front of the fire. Fleas on the cloth, which had fed on plague-infested rats, spread the disease. - The plague killed 260 villagers in 1665/66. - An ancient disease carried by rats and fleas.	- Use dates and terms accurately in describing events. - Use appropriate historical vocabulary to communicate - Describe the social, ethnic, cultural or religious diversity of past society.	
3	What were the symptoms	Investigate and interpret the past	5 symptoms: Fever and Chills	Use literacy, numeracy and computing skills to a exceptional standard in order to	

	on the plague?	Communicate historically	• Buboes: Painful, swollen lumps (called buboes) would appear, usually in the groin, armpits, or neck. • Fatigue and Weakness • Headaches and Muscle Aches • Vomiting and Nausea	communicate information about the past. • Use original ways to present information and ideas • Use sources of evidence to deduce information about the past	
4	Why is Eyam well known?	Investigate and interpret the past Build an overview of world history	• Eyam sacrificed and self-isolated themselves from surrounding villages. Nobody was allowed in or out. • Coins were left in vinegar at the Boundary Stone and Mompesson's well in exchange for food and goods. • The church was closed and services took place in the open air. • Families buried their dead in the garden.	• Seek out and analyse a wide range of evidence in order to justify claims about the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
5	What were treatments for the plague?	Investigate and interpret the past Communicate historically	• Bloodletting: Doctors would cut a patient to release blood, believing it cure illness • Herbal Remedies • Leeching • Quarantine • Lancing Buboes These treatments were based on the medical knowledge of the time, which was limited and often ineffective	• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas • Use sources of evidence to deduce information about the past	

6	Who was the plague doctor?	Investigate and interpret the past Build an overview of world history	• A plague doctor treated sick people during the plague outbreaks in the 14th-17th centuries, though they had limited medical knowledge. • Plague doctors wore beaked masks filled with herbs, long coats, gloves, and boots to protect against "bad air" they believed spread the plague. • They believed bad air caused the plague, so the outfits were meant to protect them from breathing it in.	• Use sources of evidence to deduce information about the past. • Use sources of information to form testable hypotheses about the past. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
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Assessment opportunity: **Survivor's Speech:** A dramatic monologue from someone who lived through the plague In Eyam, presented to the class.