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| The Great Plague. | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| **WALT use dates and terms accurately to investigate the sequence of events during the plague.**  **In lesson one**  **Introduce the topic and connect to the present.**   * Show PowerPoint what if to start discussion. * Use sheet 1 what is the plague and answer the questions * Use the chronology sheet and transfer dates and information on to a timeline. On a large sheet of paper. Take photos and stick in to book. * What is similar in modern day to the plague – how are we able to deal with these situations better? | **WALT**  **Understand what you can learn about the great plague by using different sources of information.**  **In lesson two**  **Use the PowerPoint (printed out to refer to) and the publisher document children to answer the questions using the different sources of information.** | **WALT extract information from primary sources of information to find out about the roles different people played during the plague.**  **(the Orders from the Mayor)**  **Record what different jobs different people had to do.**  **WALT interpret evidence from the past to help us understand the actions and consequences of people.**  **Look at the original orders, the transcript and the glossary. Children to discuss and answer questions.** | **WALT**  **Use primary sources (recounts and diary entries) to draw and label a plague doctor giving reasons for different pieces of clothing or equipment.**  **(see Powerpoint on plague doctor and other sources of information. Children to draw a plague doctor.**  **Try to think critically about the plague doctor.**  **WALT use first person account to deduce symptoms of somebody with the plague.**  **(see week four folder)** | **WALT**  **Understand how they would have tried to treat a plague victim in the 17th century and how it was similar or different to the Black Death in 1349. How has medicine changed today – link to COVID 19 pandemic.** |
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| Milestone Indicator | | | | |
| * *Use sources of evidence to deduce information about the past.* * *Select suitable sources of evidence, giving reasons for choices.* * *Use sources of information to form testable hypotheses about the past.* * *Seek out and analyse a wide range of evidence in order to justify claims about the past* * *Understand that no single source of evidence gives the full answer to questions about the past* * *Refine lines of enquiry as appropriate.* * *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.* * *Identify periods of rapid change in history and contrast them with times of relatively little change.* * *Use dates and terms accurately in describing events* * *Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.* | | | | |