|  |
| --- |
| 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.**  |
|  |
| 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.*
 |