

# Willow Tree Academy - Year 4 - The Great Plague

## Key Knowledge

The Great Plague started in **1665** and ended in **1666**.

The Plague killed people at an incredible rate and victims died within days of catching the illness.

Some doctors believed that bad poisonous air was the cause of the plague, infecting anyone who breathed it. This is why people carried fresh **posies** of flowers.

Symptoms included headaches, fever, vomiting, painful swellings on the neck, armpits and groin (buboes), blisters and bruises and coughing up blood.

There was **no** cure for the plague. People nailed a large red cross on their doors to warn others that those inside were infected. **'God have mercy upon us'** was written on the door.

People did not understand that the plague was a disease found in black rats.

The disease was spread by **fleas**. They would bite rats and become infected and the infected fleas would then **spread** the disease to humans.

Rats thrived in towns and cities, especially London, due to the **poor** living conditions.



## Key People

**William Mompesson**- Church Vicar

**Catherine Mompesson**- William's wife

**Thomas Stanley**- Vicar's predecessor

**Mrs Hancock**- Lost 6 of her children to the plague

**Roland Torr**- Separated from his love due to the quarantine

**Emmott Syddall**- Roland's love who he met in distance

**George Viccars**- Tailor's assistant (first victim to die of Eyam plague)

**Alexander Hadfield**- The tailor who ordered fabric from London

## Vocabulary

**Buboes** - Swelling on the neck, armpit or groin

**Disease** -An illness

**Contagious**- Passed from one person to another by contact

**Epidemic**- Disease that spreads more quickly and more extensively

**Remedy**- A medicine or treatment for a disease or injury

**Hygiene**- Maintaining health and preventing disease, especially through cleanliness.

**Monarch**- A ruler (King or Queen)

**Peasant**- Often a poor person who lives in the country

**Quarantine**- Isolation (being alone) because of a disease

**Urban**- The city

**Rural**- The countryside

**Population**- All of the people who live in an area

**Port**- A place where ships and boats can dock, load and unload

**Symptoms**- A noticeable change in the body or its functions that indicates the presence of a disease or other disorder

**Black Death** - A plague that devastated Europe in the fourteenth century.

## Important Places

Eyam  
Stoney Middleton  
London  
Sheffield

1348

The plague, which became known as Black Death, first struck London.

1518

The first regulations to stop the plague were introduced in London.

May 1665

43 people had died from the plague.

August 1665

The plague reaches the Derbyshire village of Eyam.

September 1666

The Great Fire of London occurred.

1350

The Black Death had killed millions of people.

February 1665

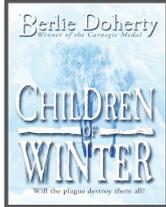
The outbreak of the plague began in London.

July 1665

17,036 people die from the plague by July.

December 1665

By now, people who had fled the plague began to move back to London.

<p><b>Literacy</b> Narrative - Character or Setting Descriptions - T4W (3 Weeks)</p> <p>Poetry Shape/Cinquain/Haiku (2 Weeks)</p> <p><b>Half term</b> Newspaper reports - Breakout of the Plague (2 Weeks)</p> <p>Letter writing - Writing letters out of the village (2 Weeks)</p> <p>Diary Entry - Writing as a characters from the text (2 Weeks)</p>	<p><b>Maths - White Rose Maths</b></p> <p>Measurement (money)</p> <p>Measurement (time)</p> <p><b>Half-term</b></p> <p>Geometry (properties of shape)</p> <p>Geometry (position and direction)</p>	<p><b>History</b> Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes. Describe how some past events and actions of people affect life today. Timeline - spread of the disease. When the disease was in history. Medicines and remedies - Attempts to cure the plague through inventive remedies. Cures - How did the plague stop. Important/key people Life in 1600's - Health &amp; hygiene linked to science and the body.</p> <p><b>Geography</b> Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom.</p>
<p><b>Computing</b> <b>E-Safety update</b> Know who to tell if anything worries them online. Identify dangers when presented with scenarios, including social networking profiles, etc. Articulate examples of 'good' and 'bad' behaviour online. Use ICT responsibly, securely and safely.</p> <p><b>Digital Literacy</b> <b>Emails/Book Creator</b> - Non-Chronological report</p> <p><b>Computer Science (VR)</b> Creating Eyam Village Houses - AutoCad</p>	<p><b>Big Question - How does disease change lives?</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>Visit:</b> Residential to Eyam <b>Class Text:</b> Children of Winter</p>	<p><b>Science</b></p> <p><b>Electricity</b> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
<p><b>Art &amp; Design</b> Pen and ink - Tone through hatching &amp; cross hatching. Printing Mask Making - Potion bottles</p> <p><b>DT/STEM</b> Construct series and parallel circuits. Make improvements to established designs and be able to explain why. Disassemble designs to discover how they work. Make a game using skills learnt.</p> <p><b>Music</b> Music Service Drumming/ Ukulele</p>	<p><b>PSHE/RSE</b> First Aid Keeping safe in different environments Understand human rights including children shared responsibilities for protecting the community</p> <p><b>P4C</b> Themes to explore: Disease, Isolation &amp; Loneliness, Death</p> <p><b>PE - ML</b> Athletics / Rounders / Swimming</p> <p><b>Nemesis</b> - Hygiene and medicines for poor</p>	<p><b>MFL</b> Animals / Pets Vocabulary Adjectives: grand, / Family Members Mon, Ma, Mes petit, gentil, rigolo, féroce / Verb: Avoir</p> <p><b>RE</b> Describe some examples of religious practice in worship and pilgrimage. Identify similarities and differences in aspects of Hindu and Christian lives. Make links between values (e.g. harmlessness, forgiveness, devotion to God) and practice for Hindus and Christians.</p>