

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.

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.

Important Places

Eyam
Stoney Middleton
London
Sheffield
Rotherham

Literacy

Comparative Non-Chronological report (4 weeks).

Letter writing - Writing letters out of the village (2 Weeks).

Half term

Balanced argument about isolation to manage spread (3 Weeks).

Poetry (2 weeks).

Maths - White Rose Maths

Measurement: Length, perimeter and area

Measurement: Money

Measurement: Time

Half-term

Geometry (properties of shape)

Geometry (position and direction)

History

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 & hygiene linked to science and the body.

Geography

Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom..

Identifying similarities and differences between Rotherham/Eyam.

Computing

E-Safety update

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.

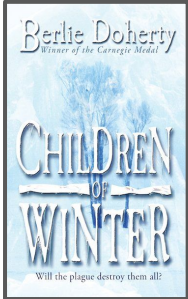

Digital Literacy

Book Creator - Non-Chronological report

Computer Science

Creating Eyam Village Houses - Use a program to create a 3D model.

Big Question - How does disease change lives?

Visit: Residential to Eyam
Class Text: Children of Winter

Science

Electricity

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.

Art & Design (microbe/fractal art)

Pastel techniques - representing texture through the choice of marks and lines.

Pen and ink - Tone through hatching & cross hatching..

Relief Printing, using fabric.

DT/STEM

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.

Music

Music Service Clarinet/Drumming/Violin

PSHE/RSE

First Aid

Keeping safe in different environments

Understand human rights including children

shared responsibilities for protecting the community

P4C

Themes to explore: Disease, Isolation & Loneliness, Death

PE - ML

Athletics / Rounders / Swimming

Nemesis - Setting up and maintaining a Y4 composting bin

MFL

School/ Food - building vocabulary and pronunciation skills.

Develop simple instructions in French, to give and follow.

Write simple phrases in French.

Write and order from a menu.

RE

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.