| Theme: Peasants, Princes and Pestilence | Year: 4/5/6 | Main concepts: History |
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## What should children already know?

**Children should be able to:**
Share what they might know
Heard of a disease caused by rats, olden days, rats came off ships
Heard of the plague and know that it happened in the past
Have a sense of the time it happened in History

## What will the children learn?

By the end of this theme the children should be able to:

- Know the origin, impact, time in history- Middle Ages- of The Black Death, Plague in England, when how it spread and why it spread and symptoms and how and why it stopped, why it hasn't happened since. (Sanitation, clean living hygiene)
- Relate to current days – thrown away burger wrapper- food in streets, comparison to modern hygiene current days
- Place events from period studied on time line
- Know and sequence key events of time studied
- Use relevant terms and period labels
- Make comparisons between different times in the past
- Developed their knowledge and know key events of the 14th Century- Middle Ages and be able to identify, locate on timeline. Discuss and draw on knowledge they have learnt about medieval times, including effects and impact of the Black death.
- Examine causes and results of great events and the impact on people
- Use evidence to reconstruct life in time studied
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence
- Bring knowledge gathered from several sources together in a fluent account
- Recall, select and organise historical information
- Communicate their knowledge and understanding
- Select and organise information to produce structured work, making appropriate use of dates and terms.

## Key vocabulary

| advisor | bishop | chivalry | disease | freedom | knight | merchant | parliament | plague | rebel |
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| Archbishop of Canterbury | Black Death | conquer | famine | freemen | King Richard 11 | Mile End | peasant | poll tax | revolt |
| bacteria | boil | craftsmen | Feudal system | government | landowner | noble | Peasants' Revolt | protest | serf |
| battle | bubo | defeat | flea | king | leader | official | pestilence | rat | Smithfield |
| symptom | tax | Tax collector | treatment | villein | Wat Tyler | | | | |

## Historical knowledge, skills and enquiry

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Knowledge: Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.
L. Intention- Create an in-depth study of an aspect of British history beyond 1066.
Significant People
L Intention-Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.
Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.
L Intention- Sequence and make connections between periods of world history on a timeline.
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.

## Scientific skills

Science Sc5/2.1    Living Things and their habitats – **Separate Science Year 5/6**
Sc5/2.1a    describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
Sc5/2.1b    describe the life process of reproduction in some plants and animals.
Sc5/2.2    Animals, including humans
Sc5/2.2a    describe the changes as humans develop to old age.
**Theme link:**
Investigation- Bacteria
L Intention- Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding.
Herbal Remedies-
L Intention- Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).
Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams
Life Cycle
L Intention- Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird.
A life cycle is the series of changes in the life of a living thing and includes these basic stages: birth, growth, reproduction and death. Mammals' life cycles include the stages: embryo, baby, adolescent and adult. Amphibians' life cycles include the stages: egg, larva (tadpole), adolescent and adult. Some insects' (butterflies, beetles and bees) life cycles include the stages: egg, larva, pupa and adult. Birds' life cycles include the stages: egg, baby, adolescent and adult.
Pet Rats- Questioning
L Intention- Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Questions can help us find out about the world and can be answered using a range of scientific enquiries.

## Transferable skills

During this theme, children will continue to develop and expand their use of the following transferable skills:

**Personal Effectiveness**
*Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)
*Resilience (including self-motivation, perseverance and adaptability)
*Self-regulation (including promotion of a positive growth mindset and managing emotions and impulses)
*Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence
*Recalling and applying knowledge creatively and in new situations
**Interpersonal and Social Effectiveness**
*Empathy and compassion (including impact on decision making and behaviour)
*Respect for others' right to their own beliefs, values and opinions
*Teamworking
*Leadership skills

*Presentation skills
*Recognising, evaluating and utilising strategies for managing influence
**Managing Risk and Decision Making (integral to above)**
*Identification, assessment and management of positive and negative risk to self and others
*Formulating questions (as part of enquiring approach to learning and assessing value of information)
*Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
*Assessing the validity and reliability of information
*Identify links between values and beliefs, decisions and actions
*Making decisions

(Essential skills and attributes taken from the PHSE Association POS 2017)

## English curriculum links

Children of Winter- Berlie Doherty
Spoken Language L. Intention(s)
Pitch - Year 5 Ask and answer questions to solve problems, hypothesise and think critically.
                Listen to and build on the contributions of others in discussions and debates.
Ask relevant ?s to extend their understanding & knowledge
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Ask and answer questions to solve problems, hypothesize and think critically
Listen and respond appropriately to adults and their peers
Consider and evaluate different viewpoints, attending to and building on the contributions of others in discussions and debate.
Writing- L Intention (s)- Select increasingly appropriate vocabulary and sentence structures for the genre of writing. Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action. Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task.

## Geography

Investigation- geographical sources
L Intention- Analyse and compare a place, or places, using aerial photographs. atlases and maps.
PoS- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
K- Aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places.
Data analysis- Summarise geographical data to draw conclusions.

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| PoS-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Evaluate and edit. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Choose the writing implement that is best suited for a task. | PoS- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br>K- Geographical data, such as demographics or economic statistics, can be used as evidence to support conclusions. |

| PHSE & Values |
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| School Value- Thankfulness and other values explored through Collective Worship on Rebuilding and reconnecting communities<br>PSHE- Year 4/5- What makes up a person's identity?<br>L Intentions: how to recognise and respect similarities and differences between people and what they have in common with others<br>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)<br>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)<br>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others<br>• how to challenge stereotypes and assumptions about others<br><br>Year 6- How can we keep healthy as we grow? |

| RE Links | Computing |
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| Why do some people believe in God and some people not?<br>Make sense of belief- define the term 'theist', atheist,' and agnostic<br>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from<br>Give examples of reasons why people do or do not believe in God<br>Understand the impact- make clear connections between what people believe about God and the impact of this belief o how they live<br>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)<br>Make connections<br>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and in ways it can be challenging<br>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not<br>Make connections between belief and behaviour in their own lives, in the light of their learning. | Creation- Key Events 14th Century<br>L Intention- Create, select and combine a range of texts, images, sound clips and videos for given purposes.<br>PoS- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.<br>K -Creating, selecting and combining a range of texts, images, sound clips and videos for given purposes could include creating a web page, slide show presentation, short film or an animation. |

| Art | DT |
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| Art & Design<br>L Intention- Produce creative work on a theme, developing ideas through a range of preliminary sketches or models.<br>PoS- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).<br>K- Preliminary sketches and models are usually simple line drawings or trial pieces of sculpture that are created to explore ideas and techniques and plan what a final piece of art will look like.<br>Peasants, Princes and Pestilence- display | Design Technology<br>Learning Journals and Printing<br>L Intention- Select and combine materials with precision.<br>Make- select from a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.<br>Materials should be cut and combined with precision. For example, pieces of fabric cut with sharp scissors and sewn together using a variety of stitching techniques.<br>Food & Nutrition<br>Medieval Banquet- L Intention- Use an increasing range of preparation and cooking techniques to cook a sweet or savoury dish.<br>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.<br>Sweet dishes are usually desserts, such as cakes, fruit pies and trifles. Savoury dishes usually have a salty or spicy flavour rather than a sweet one. |