

Year: 5 (AP3)

Topic: Plague of Colchester

Time Period: Post medieval

Learning outcomes:

- Refer to dates and use historical chronological language in their work
- Describe the main changes in a period in history
- Order significant events, movements and dates on a timeline
- Ask questions and find answers about the past using different sources.
- Recognise the part that archaeologists had/have in helping us understand the past.
- Discuss similarities and differences between different periods of history.
- Make links between features of past societies e.g. weaponry, homes
- Suggest why certain people acted as they did in history
- Appreciate how historical artefacts have helped us understand about British lives in the past.
- Form an interpretation of historical events or figures using sources.
- Take bias into account when researching an historical event or figure.

Lesson plan: Session 1

| INTRODUCTION | VOCABULARY | ACTIVITIES | LEARNING OUTCOMES | RESOURCES |
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| <p><i>Time capsule – Rat, plague mask, medical equipment, cloth soaked in pungent liquid, diary entries/letters from Colchester at the time</i></p> <p>Chn to pick out items table at a time. What is it? What do they think this means? What could it be used for? Who might have used it? What era could it be from?</p> | <p>plague, plague masks, transmission, bubonic, the mount, primary sources, secondary sources, medicine, treatment, population, impact, inhabitants</p> | <p>WALT: explore the significance of the Great Plague</p> <p>Investigating the Great Plague and exploring the timeline</p> <p>Share that these items all link to the Great Plague (Bubonic Plague) of 1665/1666, shortly followed by the Great Fire of London.</p> <p>Give chn timeline, locate the Great Plague on the timeline in comparison to other topics/eras of history they have learned about so far. Explain the origins of the Black Death (secondary resource) originating in West Eurasia/North Africa in 1300s and how over the next 300 years, different plagues tormented Europe. (Locate these plagues on timeline if time as extension).</p> <p>Explain how the Great Plague began and was transmitted by infected rats and fleas. Then, explain how illnesses then travelled between people if a break in the skin (cut etc) came into contact with infected material.</p> <p>Horrible Histories Plague Song, summarises all the above in a short snappy song: https://www.youtube.com/watch?v=JHmdH-PkTRI</p> <p>Colchester had been hit badly by earlier plagues but the Great Plague caused proportionately more deaths in Colchester, and it was the worst hit town in the country.</p> <p>Share graph showing deaths in Colchester during the Great Plague (1665-1666) from the plague compared to deaths for other reasons. <i>Chn to answer the data questions given, to analyse what has been shown.</i></p> | <p>Identify what 'The Great Plague' was</p> <p>Describe where it is placed in a Historical timeline</p> <p>Explain how the Plague was transmitted/how it spread</p> | <p>PPT</p> <p>Park it board</p> <p>Post it notes</p> <p>Graph of data</p> <p>Question sheet</p> <p>Time capsule and items</p> <p>Timeline</p> |

Lesson plan: Session 2

| INTRODUCTION | VOCABULARY | ACTIVITIES | LEARNING OUTCOMES | RESOURCES |
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| <p>Horrible Histories Plague Report: https://www.youtube.com/watch?v=gOi0QIR0CY0</p> <p>Remind chn of the origins of The Great Plague and when it hit Colchester.</p> <p>Can chn remember when in history it happened? Locate on timeline.</p> | <p>plague, plague masks, transmission, bubonic, the mount, primary sources, secondary sources, medicine, treatment, population, impact, inhabitants</p> | <p>WALT: reflect on the impact of the Great Plague on Colchester</p> <p>Discuss how we know about events in history and how we have all this information about The Great Plague. What resources do historians use? Link to archaeology, primary sources e.g. diaries and town records, maps and some secondary sources. Explain plague spread London-Chelmsford-Colchester and was documented arriving in Colchester August 1665 by Reverend Josselin from Earls Colne.</p> <p>Share extracts from his diary to read together and discuss.</p> <p>Share info on population decline/houses left empty/deaths in 1666. Link to population of class and school by percentage for reference.</p> <p>Show graph from last week depicting deaths 1665-66.</p> <p>Due to the infection, those who died were not allowed to be buried in cemeteries unless it could be separated off so they were buried in plague pits. Explain that some people think the bodies of those who had died of the plague were buried on The Mount, on Mersea Road, close to the school (locate on map and can see out of some school windows).</p> <p>Chn to choose if they want to write a short diary entry of Colchester before or during/after the plague. Then link up with someone writing the opposite. How will the two diary entries differ? What would have been different about life at the two times. Discuss and make notes. Link to life at the time, other historical factors, jobs and housing at the time, include</p> | <p>Understand how the plague affected Colchester and locations which were significant in the local area (Mersea Road)</p> | <p>PPT</p> <p>Primary and secondary sources</p> <p>Fact sheets</p> |

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| | | <p>info on plague pit population decline etc. Fact sheets and info available to evidence this and support.</p> <p>Link this to the use of plague masks and an ointment that they doused a cloth in and put in their plague masks to try and protect them from infected air.</p> <p>Knowing what we know now about the origins and transmission of the plague, would this have helped?</p> | | |
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Lesson plan: Session 3

| INTRODUCTION | VOCABULARY | ACTIVITIES | LEARNING OUTCOMES | RESOURCES |
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| <p>Play TED Education Clip as a Hook - Why plague doctors wore beaked masks</p> <p>Chn to discuss what they think about wearing masks and how does this relate to more recent events. Do they think the masks were effective?</p> | <p>Mount, Primary Sources, Secondary Sources, Medicine, Treatment, Population, Impact, Inhabitants</p> | <p>WALT: discuss medicine in history and how it was used to combat the Great Plague</p> <p><i>Evaluate evidence to discover medical practices during The Great Plague</i></p> <p><i>During the Great Plague, medicine at the time had a big role to play.</i></p> <p>Brief background of medicine and medical advances/research at the time eg. cardiovascular system. Share common practices and treatments.</p> <p>However, when the Great Plague hit London many, including doctors, fled for safety. This left people without medical care or an understanding of how to treat the plague.</p> <p>Briefly explain the difference in the main plagues that hit Britain and how they manifested. Think about how they believe the infection travelled and how they would expect doctors to treat it. Link to COVID and measures put in place to manage that.</p> <p>Explain at the time that not much was known about how it was transmitted or what caused it. Compare what we know now with what they knew then. Link this to the use of plague masks and an ointment that they doused a cloth in and put in their plague masks to try and protect them from infected air.</p> | <p>Identify what was used as medication in the past</p> <p>Describe what a plague mask was</p> <p>Explain how knowing how the plague was transmitted, may have helped stop the spread</p> <p>Evaluate how this compares to our recent pandemic-COVID</p> | <p>PPT Sources</p> |

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| | | <p>Knowing what we know now about the origins and transmission of the plague, would this have helped?</p> <p>Chn to discuss and write short paragraph reflecting on this, using factual information and evidence from lessons so far.</p> <p>Share that when winter set in, the number of plague victims decreased. Why do they think that is? What may have changed?</p> | | |
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Lesson plan: Session 4 and 5

| INTRODUCTION | VOCABULARY | ACTIVITIES | LEARNING OUTCOMES | RESOURCES |
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| Recap - last lesson we learnt about how they treated the Great Plague in Britain in the 1660's. What can you remember? Why did they do this? Was it effective? | mount, primary sources, secondary sources, medicine, treatment, population, impact, inhabitants | <p>WALT research and create medical treatments/protection from the Great Plague</p> <p>Art Cross-curricular</p> <p>Share preventative herbal recipe from primary sources from Kelvedon in 1665.</p> <p>Why did they do this? What were they trying to prevent? Would it have been effective?</p> <p>They would have soaked cloth in this and put it in their plague masks, which they wore to prevent them from inhaling contaminated air, as they thought that was how the plague spread.</p> <p>Share images of plague masks and discuss why they used them, why were they designed in this way?</p> <p>Chn to design plague masks. Cardboard, papier mache, collage materials available. Explain to children it needs to 'protect them from the plague' as the people in the 1660's believed it would. It also needs to be able to hold their preventative herbal recipe on a cloth to protect them from inhaling it.</p> <p>Over the 2 Lessons</p> <p>While chn designing and beginning to create plague masks, small groups to work with adult to create preventative herbal recipe to be used later.</p> <p>Herbal recipe needs to be made in two parts, as it needs to be heated up together.</p> <p>Lesson 1 – mix the rue, wormwood, sage, mint, rosemary and vinegar. Then bottle and pass to CTs to take home and heat.</p> <p>Lesson 2 – Strain with filters and mix with camphor (henna). Use solution to soak cloth as an example.</p> | <p>Identify what preventative means</p> <p>Describe how / why plague masks were used</p> <p>Explain how plague masks protected people</p> <p>Evaluate this in comparison to masks in COVID</p> | <p>iPads</p> <p>glass jars</p> <p>newspapers – PVA Glue Rue, wormwood, sage, mint, rosemary and vinegar. Camphor (henna).</p> |



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