

## English and History

**Find out the meaning of the words Prince, peasant and pestilence**

NC: Understand the meaning of new words that they meet

NC: Use dictionaries to check the spelling and meaning of words

**Thought shower ideas about Pestilence**

NC: Note and develop initial ideas, drawing on reading and research where necessary.

**Write a description of Pestilence**

NC: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

NC: Describe characters and atmosphere using a wide range of literary devices.

**Discover the gruesome symptoms of the Bubonic plague**

NC: Use organisational and presentational devices to structure text and guide the reader.

**Write a diary extract based on 'At the sign of The Sugared Plum.'**

NC: Drawing inferences such as character's feelings, thoughts and motives from their actions.

**A visit to Blakesley Hall**

NC: A study into a site dating from a period beyond 1066 that is significant in the locality.

**Research and test out cures for the plague and medieval cures for common ailments such as headaches and sore throats**

NC: Retrieve, record and present information from non-fiction.

NC: Provide reasoned justification for their views

**Find out about the mysterious Flagellants**

NC: Retrieve, record and present information from non-fiction.

**Chart the spread of the plague through London**

NC: Retrieve, record and present information from non-fiction.

**Find out Information about knights, jousting and chivalry**

NC: Retrieve, record and present information from non-fiction.

**Find out about the Feudal system in Medieval Europe**

NC: Study an aspect of British History that extends the pupil's chronological understanding beyond 1066.

**Learn about the Peasants' revolt and its leader Wat Tyler**

NC: Address and devise historically valid questions about change, cause and effect.

NC: Draw a timeline for different historical periods, showing key historical events and the lives of significant people.

**Learn about the Plantagenet kings of the 14<sup>th</sup> Century**

NC: Study and aspect of British history that extends pupils knowledge beyond 1066.

**Meet a Plague Doctor**

NC: Address and devise historically valid questions about change and cause.

## Maths

**Create a beautiful medieval tapestry**

NC: Identify, describe and represent the position of a shape following a reflection or a translation.

**Calculate the length of reigns of the Plantagenet Kings.**

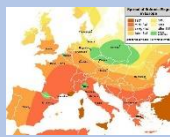
NC: Add and subtract whole numbers using formal written methods.

**Meet other local peasants and collect data on their plague symptoms**

NC: Record data using tables and bar graphs.

## Y5 Autumn 1

### Princes, Peasants and Pestilence



## Questions to Consider

1. What is Pestilence?
2. How many people were killed by the plague in the 14<sup>th</sup> century?
3. Name 3 symptoms of the Black Death?
4. What is Yesinia Pestis?
5. Who belonged at the bottom of the Feudal pyramid?
6. What caused the Black Death?
7. Name two ways that people tried to cure the Black Death.
8. Which royal house / family were on the throne in the 14<sup>th</sup> Century?

## Science

**Agar jelly investigation – which location in our school has the most bacteria?**

NC: Plan different types of scientific enquiry to answer questions, recognising and controlling

variables where necessary.

NC: Record data and findings using scientific diagrams.

**Learn about the life cycle of a flea. Compare this with the life cycle of a dog, a chicken, a frog and a butterfly.**

NC: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

## Geography

**Plot the spread of the bubonic plague on a world map.**

NC: Complete, read and interpret information presented in tables and line graphs.

NC: Locate the world's countries using a map

**Consider the reasons for the plague spreading so quickly through some countries and being relatively unheard of in others.**

NC: Describe and understand key aspects of human and physical geography.

## Art and Design and Technology

**Design a shield/ coat of arms for their family.**

NC: Improve their mastery of art and design techniques.

**Create a beautiful medieval tapestry**

NC: Improve their mastery of art and design techniques.

## Computing

**Plan a medieval banquet**

NC: Use search technologies effectively.

## PE

**Dance Macabre**

NC: Perform dances using a range of movement patterns.