



Lawn History Curriculum



The Story of Britain



Focused History



Local History



Global Citizenship

Year	2	Topic	The Great Plague
		Focus	Local history study - the impact and legacy of the Great Plague at Eyam
		Big Question	What sacrifice would you make for other?

In this topic children will explore a significant aspect of local history - The Eyam Plague 1665. They will investigate the effects of the plague on the lives of people living in Eyam at that time as well as learning about the outbreak of the plague and consider how it spread to Eyam. Children will Learn about 17th century life in Britain, in particular the treatment of disease. They will also investigate how the spread of the plague was controlled in Eyam and key figures William Mompesson and Thomas Stanley. Learning will be advanced through 'real life' experiences - visiting Eyam Museum, and key places such as the boundary stone, the Riley Graves and Mompesson's Well.

Prior Learning	Future Learning
<ul style="list-style-type: none"> -Children will know that life has changed throughout history and that the way they live today is different to how people lived in the past (Year 1 Our homes in the past) -Children will have compared their lives to a time period in the past to see that life for children was different in the past (Year 1 The Victorians) 	<ul style="list-style-type: none"> -Children will understand that different historical events have had an impact on the way we live today. They will use dates relating to the passing of time. -Children will understand that the choices made by people in the past has affected decisions made in the future. -Children will gain an understanding of how people lived further back in history and how it led to the way people lived past that historical period. -Look at different versions of the same event and identify differences.

National Curriculum

Beyond Living Memory

Know about an event or events that happened long ago, even before their grandparents were born.

Local History

Examination of the impact of the *Great Plague* on Eyam which is a village in our locality.
Visit key areas in Eyam to see how it is remembered in the village today. Visit the Museum in Eyam.

Key Vocabulary

Historical

Before I was born, before, after, past, present, then, now, chronological order, earlier, later, local area, historical event, Britain Parliament, source, research, Briton, locality, eye-witness, account

Topic Specific

infected, disease, fleas, rats, vermin, fever, remedies, toad, quarantine, population, spread, plague doctor, wooden cart, King Charles II, Samuel Pepys, diary, Mayor, red cross, white cross, Bill of Mortality, posies, hygiene, sanitation.

Recommended Texts & Web Links

The Children of Winter by Berlie Doherty, The Great Plague by Deborah Fox, The Great Plague: The Diary of Alice Paynton, Samuel Peyps by Izzi Howell, The Great Plague by Deborah fox Ring of Roses by Mary Hooper (Novel) Plague: A Cross on the Door by Ann Turnbull Plague and Fire, Tragedy in London.

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

What was life like in Eyam during the Great Plague: How did the bravery of the people of Eyam prevent a catastrophe from happening? Know key events in local history, causes and effects of events and use a range of sources of evidence - health & hygiene, belief / faith.

What was 'The Great Plague'?

- Understand what the great plague was and when it started (events beyond living memory)
- Understand the chronology of the main events of the Great Plague.

What caused the Great Plague & what was it like to live in London in the 1600s?

- Study what people believed caused the plague at the time.
- Children study the reasons why the plague spread so quickly e.g. overcrowding in London, houses built close together, impact of the hot summer of 1665.

How did people try and stop the plague spreading?

- Children examine the main beliefs on how the plague could be stopped and the effectiveness on these e.g. smelling posies, bathing in milk, licking toads, burning fires in the street, killing cats and dogs. The role of the plague doctor.
- Children understand what it means to be quarantined, how and why people were quarantined and how they were able to come out of quarantine.
- Children understand how and why the plague spread to the Derbyshire village of Eyam.

How did the plague spread to the village of Eyam?

- Understand how the plague spread as far as the village of Eyam in Derbyshire.
- How did the village contain the plague, where they brave or misinformed?

Start with the question What if....

What if a terrible disease spread through our town, and people started dying? What if the doctors and scientists didn't know what caused it, and didn't know how to cure it, what would we do?

Tell the story as you in role as the London Doctor telling the story from his perspective. Fact finding mission on the key dates and key events of the Great Plague. Create a time line of events and show when in this time line the Great Plague spread to Eyam.

How did the Great Plague start in London. Make a comparison between what different people in society did during this time and how they were affected (use sources on Historical Association website.

These resources have been planned around year 2

<https://www.history.org.uk/primary/resource/3678/the-great-plague-of-london-ks1>

Look at the role of the plague doctor. The children can become a plague doctor for the

- How do the people of Eyam remember today
- How was life in Eyam different to London during these times?
- How does this event link to the Great Fire of London?
- Investigate how the spread of the plague was controlled in Eyam and key figures William Mompesson and Thomas Stanley.
- Enhance learning through 'real life' experiences - visit Eyam Musuem, and key places such as the boundary stone, the Riley Graves and Mompesson's Well
- Compare similarities of the Great Plague with that of the COVID-19 pandemic.

day and role play methods used to try and stop the plague spreading

Children look at historical evidence of the plague doctor at this time (on Nation Archives website)

Write a diary entry as a day in the life of a plague doctor.

Enrichment

Visit the village of Eyam in Derbyshire.
Eyam Museum



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The Story of Britain



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Local History



Global Citizenship

Year	2	Topic	Fighting for Equality
		Focus	Inspiring women from history: Emily Davidson, Emmeline Pankhurst & Florence Nightingale
		Big Question	Why were the inequalities suffered by women in history socially unjust?

As well as existing under our whole school theme of 'Freedom and Equality' this unit forms part of our history curriculum. The children will now consider the themes of social justice and equity and human rights in the context of inspiring women from history. They will be introduced to the U.N Sustainable development goals pertaining to gender equality and the rights of the child. They will learn some of the similarities and differences between women's rights today and during the Victorian era. They will learn about Emmeline Pankhurst and Emily Davidson and how the Suffragette movement helped shape change for women's rights. Children will start to engage with the notion of 'direct action' and how protest movements can help change public thinking. Finally, they will briefly examine the life of local lady Florence Nightingale

and how she made sacrifices which challenged gender stereotypes - encouraging other women to follow suit. They will apply their learning by answering their 'big question', demonstrating their understanding of the need to respect the rights of others.

Prior Learning	Future Learning
<p>-Children will know that life has changed throughout history and that the way they live today is different to how people lived in the past (Year 1 Our homes in the past)</p> <p>-Children will have compared their lives to a time period in the past to see that life for children was different in the past (Year 1 The Victorians)</p> <p>-They will understand how a historical event impacted the lives of people at the time and how it has impacted people's futures. (The Great Plague)</p>	<p>-Children will understand that different historical events have had an impact on the way we live today. They will use dates relating to the passing of time.</p> <p>-Children will understand that the choices made by people in the past has affected decisions made in the future.</p> <p>-Children will gain an understanding of how people lived further back in history and how it led to the way people lived past that historical period.</p> <p>-Look at different versions of the same event and identify differences</p>

National Curriculum

Beyond Living Memory

Know about an event or events that happened long ago, even before their grandparents were born, know that children's lives today are different to those of children a long time ago.

Key Vocabulary

Historical	Topic Specific
<p>suffrage, Justice, injustice, segregate, discrimination, civil rights, protest, movement, riot, Act, abuse human rights, Victorian, similarities</p>	<p>suffrage, Justice, injustice, segregate, discrimination, civil rights, protest, movement, riot, Act, abuse human rights, Victorian, similarities</p>

and differences, legal, employment, divorce, property, salary, political, privilege., responsibility, respect, initiative, empathy, integrity, teamwork	and differences, legal, employment, divorce, property, salary, political, privilege., responsibility, respect, initiative, empathy, integrity, teamwork
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Recommended Texts & Web Links

Comparing People from the Past: Rosa Parks and Emily Davison by Nick Hunter
 Florence Nightingale (Young Usborne Reader)
 The Life of Florence Nightingale by Liz Gogerly
 'My Best Friend the Suffragette' by Sally Morgan.
 'Acceptance is my Superpower: A Children's Book About Diversity and Equality' by Alicia Ortyego.
 'We March' by Shane W Evans.

[Suffragettes: Who was Emily Davison? - CBBC Newsround](#) - Who was Emily Davison?
[Who were the suffragettes? - CBBC Newsround](#) - Who were the Suffragettes?

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

What do we mean by 'human rights' and what are some of the rights to which we are entitled?

- Children will learn some of their own rights with reference to 'rights respecting' and the UN Sustainable development goals (goals 4, 5 and 10)

Create posters representing the SDGs and UNCRC articles that are relevant to the topic.

What are some similarities and differences between women's rights today and during the Victorian era?

- Children will know that during the Victorian era, women had no right to vote.
- Children will know that during the Victorian era, women's education was limited to preparing them for working in the home.
- Children will know that women were legally allowed to be mistreated by their husbands.

Create story maps representing women's right during the Victorian era.

Analyse emotive photographs from the era and comment on what these show us.

- Children will know about some of the rights that women did have during the Victorian era (divorce, own property, earn salaries.)

What was the Suffragette movement and how did it impact women's rights?

- Children will know the meaning of the words 'movement', 'protest' and 'suffragette'.
- Children will know that Emmeline set up the women's social and political union (WSPU) in 1906 and that Emily Davidson joined that movement - giving up her job to become a full time suffragette.
- Children will study the incident in which Emily Davidson made a political statement by jumping in front the kings horse during the Epsom Derby whilst attempting to pin a banner on the horse.
- Children compare the suffrage movement with the Stonewall Riots of 1969, emphasising the fact that protest movements continue in the modern day.

Who was Florence Nightingale and why is she still remembered today?

- Children will learn about who Florence Nightingale is and her link with our locality (Derby hospital and link with Cromford)
- Children will learn about her decision to become a nurse. They will learn some valid reasons for her choice to give up her privileged life in Britain to help soldiers in the Crimeon war.
- Children will learn some of her lasting legacies (introduced better training for nurses and was the first woman to achieve the Order of Merit medal.)

Use digital technology to complete research about the Suffragettes.

Children create their own 'protest movement' about something which they feel passionate about, designing signs and propaganda leaflets.

Record digital presentations of children giving balanced arguments 'for' and 'against' Florence Nightingale giving up her life of privilege.



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Global Citizenship

Year		2	Topic	Fire! Fire!
			Focus	The Great Fire of London
			Big Question	Why did London Burn?
	Children will understand that a tragic event in history has shaped the future. They will learn how the fire started and how one event led to another. They will also learn about key people in the history of this event and the role they played. Children will discuss why we still remember them today and will look at the impact of this tragedy on different classes of society at the time.			

Prior Learning	Future Learning
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<p>-Children will know that life has changed throughout history and that the way they live today is different to how people lived in the past (Year 1 Our homes in the past)</p> <p>-Children will have compared their lives to a time period in the past to see that life for children was different in the past (Year 1 The Victorians)</p> <p>-They will understand how a historical event impacted the lives of people at the time and how it has impacted people's futures. (The Great Plague)</p> <p>-Children will have compared their lives to a time period in the past to see that life for children was different in the past (Year 1 The Victorians)</p> <p>-Children will know what life was like in the period of 1665 and how people lived particularly in the lower end of society (Year 2 The Great Plague)</p>	<p>-Children will understand that different historical events have had an impact on the way we live today. They will use dates relating to the passing of time.</p> <p>-Children will understand that the choices made by people in the past has affected decisions made in the future.</p> <p>-Children will gain an understanding of how people lived further back in history and how it led to the way people lived past that historical period.</p> <p>-Look at different versions of the same event and identify differences</p>
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National Curriculum

Beyond Living Memory

Know about an event or events that happened long ago, even before their grandparents were born, know what we use today instead of a number of older given artefacts.

Key Vocabulary

Historical

Topic Specific

Before I was born, before, after, past, present, then, now, chronological order, earlier, later, local area, historical event, Britain, Parliament, source, Research, Briton, locality, eye-witness account	fire, London, Samuel Pepys, baker, Pudding Lane, River Thames, diary, ablaze, smoke, King Charles II, explosives, fire break, fire hose, fire hook, St. Paul's Cathedral, pit, parmesan cheese.
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Recommended Texts & Web Links

Toby and the Great Fire of London by Margaret Nash and Jane Cope, How Do We Know About? The Great Fire of London by Deborah Fox, You Wouldn't Want to be in The Great Fire of London! By Jim Pipe

What pupils need to know or do to be secure

Key Learning	Activities / Application of knowledge / Possible Evidence
<p><u>What caused the Great Fire?</u></p> <ul style="list-style-type: none"> • Children understand that the fire started in a bakery on Pudding Lane. • Children learn about the differences between a 1600s bakery and a modern-day bakery. • Children understand the chronology of the main events of the Great Fire and how it is related to events of the Great Plague as two of the major historical events of the 1600s. (events beyond living memory) • Children will know that the Great Plague spread to the Derbyshire of Eyam and the impact this had on the area. • Children explore the materials houses were made of and how this contributed to the fire spreading so quickly Children understand that a rising population meant that houses were built very close together <p><u>How did the fire stop?</u></p> <ul style="list-style-type: none"> • Children compare the efforts to put out the fire with that of the modern-day fire service. • Children understand some of the tools used to fight the fire in the 1600s e.g. fire hook, leather buckets of water from the River Thames. 	

What was the impact of the Great Fire?

- Children understand the importance of the River Thames as a means of escape.
- Children compare the different impacts on rich and poor people at the time.
- Children understand how the Great Fire caused the Great Plague to end.
- Children study the lessons learned from the Great Fire and how it influenced house building in the future.
- Study accounts from the time exploring their strengths and limitations as historical evidence.
- Children will study the role of rich people and royalty during the Great Fire e.g. Samuel Pepys and King Charles II (lives of significant individuals in the past)
- Children will understand where people lived during and after the Great Fire.

Enrichment

Make a model village of London before and after the fire

Investigate which material burns quickest

Make a time capsule and bury

Design a new London city