Year	2	Topic	The Great Plague: The Impact and Legacy of the Plague at Eyam

In this topic children will explore a significant aspect of local history – the Eyam Plague of 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 considering 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 the 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

- 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).

Future Learning (End of Key Stage)

- 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 have 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 after that historical period.
- Look at different versions of the same event and identify differences.

National Curriculum Links

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 the plague 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 Pepys by Izzi Howell
- 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

Lesson 1 – What was the Great Plague?

Focus: Events beyond living memory.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Great Plague happened a very long time ago — in 1665, over 350 years ago. • It was a terrible illness that made many people very sick. • It spread through London and then to other parts of England. • People didn't know about germs or how diseases spread. • Many people and animals became ill and died.	Timeline sorting: Children order simple pictures and dates (e.g. 'The Great Plague', 'Great Fire of London', 'now') to show what happened first.	*Place events and artefacts in order on a timeline.* *Label timelines with words such as past, present, older, newer.* *Use words and phrases such as a long time ago, years, centuries.*
	Handling evidence: Examine printed images of plague scenes, paintings and diaries (e.g. Samuel Pepys). Discuss: What can we see? What does this tell us about life then?	*Observe or handle evidence and artefacts to ask and answer questions about the past.* *Use artefacts, pictures, stories and online sources to find out about the past.*
	Question cards: Pupils generate their own questions about the plague (e.g. Why were people scared? How long ago was this?).	*Ask questions such as: What was it like for people? What happened? How long ago?* *Describe historical events.*

Lesson 2 – What was London like in the 1600s?

Focus: Causes and living conditions.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• London was a busy and crowded city. • Houses were made from wood and built very close together. • There were no toilets or rubbish bins, so streets were dirty. • Rats and fleas were common, and people didn't know they helped spread the plague. • The hot summer of 1665 made things worse.	Picture comparison: Compare drawings of 1660s London and modern London. Discuss what's the same and what's different.	*Observe or handle evidence and artefacts to ask and answer questions about the past.* *Recognise that there are reasons why people in the past acted as they did.* *Use artefacts, pictures, stories and online sources to find out about the past.*
	'Street Scene' role-play: Children pretend to walk through a 1665 London street — noticing smells, sounds and sights (teacher narrates).	*Describe historical events.* *Describe what life was like for people in the past.* *Recount changes that have occurred in their own lives.*
	Artefact match-up: Match artefacts (e.g. chamber pot, candle, horse cart) with modern equivalents.	*Place artefacts in order on a timeline.* *Label timelines with words such as older and newer.* *Use words and phrases such as a long time ago, recently.*

Lesson 3 – How did people try to stop the plague?

Focus: Beliefs and health.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• People didn't understand medicine like we do today. • They believed strange things might help stop the plague, like: • Smelling flowers and herbs (posies) • Bathing in milk or licking toads • Killing cats and dogs • Burning fires to clean the air	Plague doctor investigation: Children examine pictures and a replica mask. Ask: Why did it look like that? What did people believe?	*Observe or handle evidence and artefacts to ask and answer questions about the past.* *Use artefacts, pictures, stories and online sources to find out about the past.* *Describe significant people from the past.*
	Sorting task: Sort beliefs into 'worked' and 'didn't work' based on what we know now.	*Recognise that there are reasons why people in the past acted as they did.* *Describe historical events.*

• Plague doctors wore long black coats and scary bird masks to protect themselves. • Some people were told to stay inside (called quarantine) to stop the illness spreading.	Drama: Recreate a doctor visiting a sick family — children decide what advice he might give.	*Identify some of the different ways the past has been represented.* *Describe what life was like for people in the past.*

Lesson 4 – How did the plague reach Eyam?

Focus: Local history and cause and effect.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Eyam is a small village in Derbyshire. • A parcel of cloth brought from London had fleas that carried the plague. • People in Eyam started to get sick after touching the cloth. • The people had to make a very hard choice to keep others safe.	Story map: Create a picture map showing how the cloth travelled from London to Eyam.	*Describe historical events.* *Recognise reasons why people in the past acted as they did.*
	Map work: Locate Eyam and London on a map of England; discuss distances.	*Show an understanding of the concept of a nation and its history.* *Use dates where appropriate.* *Place events on a simple timeline.*
	Drama/freeze-frame: Act out the story of the tailor receiving the cloth and what happened next.	*Describe historical events.* *Recognise reasons why people in the past acted as they did.*

Lesson 5 – What did the people of Eyam do? Were they brave?

Focus: Bravery, faith and community.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Two church leaders, William Mompesson and Thomas Stanley, helped the village make a brave plan.	Character study: Children read or listen to stories about Mompesson and Stanley — describe why they were brave.	*Describe significant people from the past.* *Recognise reasons why people in the past acted as they did.* *Describe historical events.*

• They closed the village so the plague wouldn't spread to nearby towns. • Families stayed apart and left money and food at the boundary stone. • Many people in Eyam died, but they saved thousands of others. • Today, Eyam is known as the 'Plague Village' for its courage. *DISCO (Switch): Think about a family living in a village near Eyam. How do you think they felt when the people of Eyam closed their village? Why?*	Map and artefact hunt: Identify key places (Boundary Stone, Riley Graves, Mompesson's Well) using pictures or a virtual visit.	*Observe or handle evidence and artefacts to ask and answer questions about the past.* *Use artefacts, pictures, stories and online sources to find out about the past.* *Show understanding of the concept of a nation and its history.*
	Hot seating: Role-play interviews with villagers deciding to close Eyam.	*Ask questions such as: What was it like for people?* *Recognise reasons why people acted as they did.* *Describe historical events and feelings.*

Lesson 6 – How do we remember Eyam today?

Focus: Reflection and connection.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• We can still visit places like the Riley Graves and Mompesson's Well to remember the people of Eyam. • Life in Eyam was different from London — smaller, quieter, but still very brave. • The story of Eyam helps us understand how people help each other in hard times. • We can compare Eyam's story to more recent times, like COVID-19. *DISCO (Compare): How was the plague in Eyam the same as COVID-19, and how was it different? Try to give two things that are the same and two things that are different.*	Create a class memorial: Children make a remembrance display or collage for Eyam's villagers.	*Identify some of the different ways the past has been represented.* *Show understanding of the concept of a nation and its history.* *Describe historical events.*
	Compare past and present: Make a Venn diagram comparing Eyam's plague and COVID-19 experiences.	*Recount changes that have occurred in their own lives.* *Recognise reasons why people acted as they did (then and now).* *Use time-related words such as recently, long ago, centuries.*
	Story writing: Write an 'A day in Eyam' diary entry or an 'I am a villager' letter home.	*Describe what life was like for people in the past.* *Describe historical events.* *Recognise reasons for people's actions.*

Enrichment

- Visit or virtual tour of Eyam village / Eyam Museum (local history link)
- 'Life in Eyam' role-play day
- Handling artefacts or 'Plague Doctor Investigation' workshop
- Recreate a 'Plague Diary' or class storybook
- Compare the Great Plague and the COVID-19 pandemic
- Map and timeline workshop
- Drama or puppet re-enactment – 'The Story of Eyam'
- Create a 'Plague Village' art or model display
- Community link: 'Acts of Bravery'