



# Year 4: The Great Plague

Lead Subjects: History; Geography; Science and Art

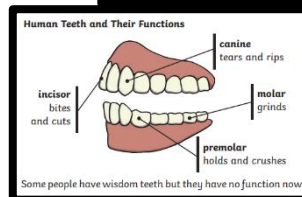
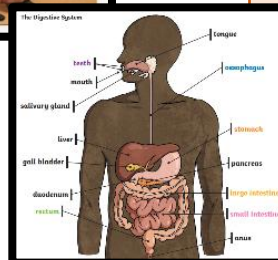
## History: - The Plague

### Key Questions

- What was London like in the time before the Great Fire of London in 1666?
- What was the plague and why was it a problem?
- Why did plague spread so quickly?
- What help was available?
- How do we know about the London Great Plague victims?
- How many did it kill?
- Did the plague spread outside of London? What happened at Eyam?
- Does the plague still exist today?

### Key Vocabulary

- Plague - the disease
- contagious - when there is a high probability someone will catch a disease.
- medicine - Science of fighting disease and keeping people healthy.
- Hygiene - cleanliness practices that help to maintain health.
- plague doctor - a strikingly dressed person charged with helping people with the plague.
- red cross - drawn on people's front doors when they were in quarantine with the plague.
- fever - high temperature
- vomiting - being sick.
- Swelling - To expand beyond the usual limit.
- Headache - A continuous pain in the head.
- blisters - also known as buboes.
- Eyam - a town in Derbyshire
- rats - a large scavenging rodent.
- fleas - tiny parasitic insects
- Great Fire of London 1666
- Great Plague 1665-1666



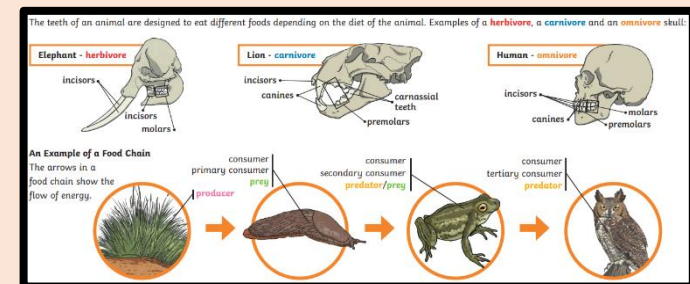
## Science - Animals including Humans

### Key Questions

- What does digestion mean?
- What are the parts of the digestive system?
- What are the functions of the parts of the digestive system?
- What are nutrients?
- What are the different types of teeth?
- What are the functions of different teeth?
- How many teeth does a human have?
- How can teeth help to classify animals?

### Key Vocabulary

- Digest - Break down food so it can be used properly.
- Oesophagus - A muscular tube which moves food from the mouth to the stomach.
- Stomach - An organ where food is broken down with acid and by being churned.
- Small intestine - Part of the intestine where nutrients are absorbed into the body.
- Large intestine (colon) - Part of the intestine where water is absorbed from remaining waste food. Faeces are formed here.
- Rectum - Faeces are stored here before leaving the body through the anus.
- Teeth - Hard structures in the mouth that help with biting and chewing food.
- Herbivore - An animal that eats plants.
- Carnivore - an animal that feeds on other animals.
- Omnivore - an animal that eats plants and animals.
- Producer - an organism (such as a plant) that produces its own food.
- Predator - an animal that hunts and eats other animals.
- Prey - an animal that gets hunted and eaten by another animal.





# Knowing more and remembering more at St Joseph's



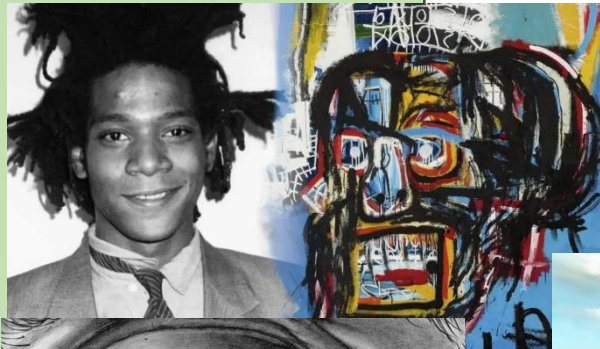
## Art - Skulls and human features.

### Key Questions

- What kinds of things do you see in this artwork?
- How would you describe the lines? The shapes? The colours?
- Look at the artwork for a moment. What observations can you make about it?
- Why do you suppose the artist created this piece of artwork? What makes you think that?
- What questions would you ask the artist about their work, if they were here?

### Key Vocabulary

- surface detail
- grades of pencil
- biro
- charcoal and chalk
- crayon
- chalk pastel
- marks
- lines
- form
- shape
- tone
- 2 dimensions
- 3 dimensions
- printing blocks
- repeating patterns
- colour overlay
- annotate
- adapt
- Jean Michel Basquiat
- Maurits Cornelis Escher



## Geography - Waste and Recycling.

### Key Questions

- Why is recycling important for the environment?
- How can we reduce our waste production?
- What are the consequences of improper waste disposal?

### Key Vocabulary

- **Waste:** Unwanted or unusable materials.
- **Recycling:** The process of converting waste materials into reusable objects.
- **Landfill:** A site for the disposal of waste materials by burying them.
- **Composting:** Decomposing organic waste to create nutrient-rich soil.
- **Reduce:** To make something smaller or use less of it.
- **Reuse:** To use something again in its original form.
- **Rubbish:** Waste material; trash.
- **Biodegradable:** Able to be decomposed by bacteria or other living organisms.
- **Pollution:** The presence in or introduction into the environment of a substance that has harmful or poisonous effects.
- **Sustainability:** Meeting the needs of the present without compromising the ability of future generations to meet their own needs.

### Related Facts

The first Earth Day, celebrated in 1970, marked the beginning of the modern recycling movement.

Recycling one glass bottle saves enough energy to power a light bulb for four hours.

Plastic bags can take up to 1,000 years to decompose in a landfill.



English:

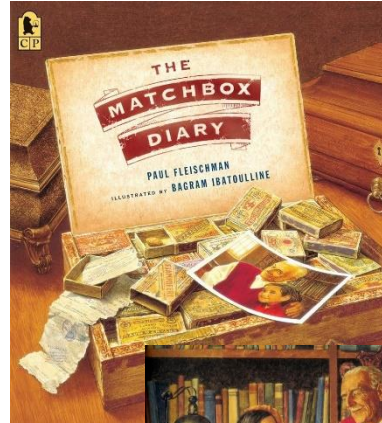
The Matchbox Diary.

Key Vocabulary

- **Mementoes** - Objects kept as a reminder of a person, place, or event.
- **Inferences** - Logical guesses or conclusions based on evidence and reasoning.
- **Prepositions** - Words that show the relationship between nouns or pronouns and other words in a sentence.
- **Migration** - Movement of people from one place to another, usually to find work or better living conditions.
- **Non-chronological report** - A piece of writing that presents information about a subject without following a strict time order.

Timeline of Important Events or Concepts

1. Great-grandfather's journey from Italy to a new country.
2. Exploration of mementoes in matchboxes.
3. Writing predictions about the objects' significance.
4. Writing in role as characters from the story.
5. Creating a ship's log in the form of a recount.
6. Investigating migration and Ellis Island.
7. Planning and writing a non-chronological report about migration.



Useful Websites

- [www.ellisland.org](http://www.ellisland.org) - Official Ellis Island website with historical information.
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) - BBC Bitesize for interactive learning resources on migration and immigration.
- [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk) - The National Archives for primary source documents related to migration history.

Interesting Facts

- Ellis Island in New York City was the primary gateway for immigrants coming to America from 1892 to 1954.
- Many immigrants had to go through rigorous health and legal inspections before being allowed entry into the United States.
- The Matchbox Diary showcases the power of objects in telling stories and preserving memories across generations.

By the end of this topic, and using year group specific grammar elements, students should:

- Understand the concept of migration and its significance.
- Analyse and make inferences from objects and mementoes.
- Demonstrate the use of prepositions in their writing.
- Write a non-chronological report based on historical research.
- Appreciate the value of personal and cultural heritage in shaping identities.



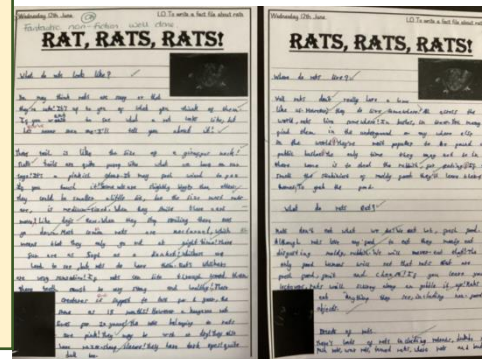
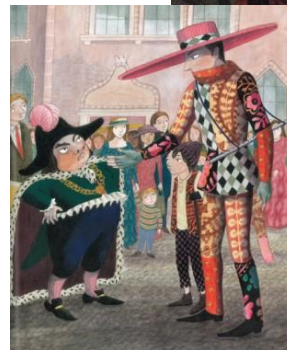
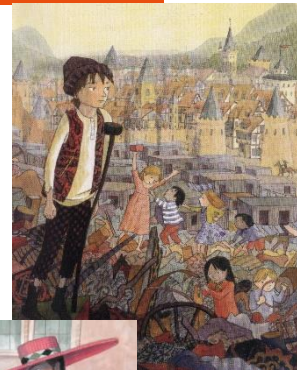
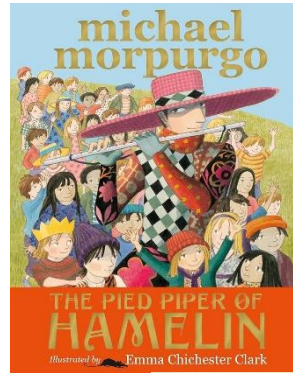
The Pied Piper of Hamelin - Michael Morpurgo.

Key Vocabulary:

- **Plague** - a widespread disease causing a high rate of mortality
- **Folklore** - the traditional beliefs, customs, and stories of a community, passed down through generations by word of mouth
- **Equity** - fairness and impartiality
- **Greedy** - having an excessive desire for food or wealth
- **Orphan** - a child whose parents are dead
- **Lame** - unable to walk normally due to an injury or illness
- **Mayor** - the elected head of a town or city
- **Consequences** - a result or effect of an action or condition

Timeline of Important Events:

1. Introduction to traditional tales, myths, and legends
2. Reading and analysing myths, legends, fables, and traditional tales
3. Studying the Pied Piper of Hamelin - key events and characters
4. Writing information reports on rats
5. Planning and writing own version of a myth/legend
6. Presenting own myth/legend to the class



Useful Websites:

- [Michael Morpurgo's official website](#)
- [BBC Bitesize - Myths and legends](#)
- [National Geographic Kids - Rat Facts](#)

Interesting Facts:

- The Pied Piper of Hamelin is a folklore legend originating from Germany.
- Rats have been a symbol of plague and disease throughout history.
- Michael Morpurgo was the Children's Laureate from 2003 to 2005.
- The story of the Pied Piper raises themes of justice, fairness, and consequences of actions.

By the end of this topic, and using year group specific grammar elements, students should:

- Understand the key elements of traditional tales, myths, and legends
- Identify and discuss common themes in folklore stories
- Analyse and describe the key events and characters in the Pied Piper of Hamelin
- Write informative reports based on a story theme (rats)
- Plan and create their own version of a myth/legend/fable
- Present their own myth/legend to the class effectively