

Year 5- Doctor, Doctor



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| Term: | Summer 1 |
| Subject focus: | History and Design Technology |
| Non-Fiction: | Recount |
| Fiction: | Historical Narrative |

| Concepts | |
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| History | Design Technology |
| Perspective/Legacy | Innovate/Technique/Evaluate |
| <p>Children will already understand the place in time when the plague happened through their learning about the Great Fire of London previously. Through this topic, children will explore what life was like during this time period and make comparisons between hygiene practises then and now.</p> <p>They will also learn about the effects of the plague at that time, and can make comparisons between the pandemic then and the Covid-19 pandemic. In this topic, the children will explore the practises used in the 17th century and compare that to now. Children learn about the beginning of the NHS when they study WWII, this topic gives children the opportunity to learn more about what the NHS do and how they help people.</p> <p>This unit also gives the opportunity to learn about the spread of cholera in the Victorian era, linking back to the children's prior knowledge of the Victorian times (<i>Year 2 Now and Then</i>).</p> <p>Children will use a range of sources to find out about the infectious diseases including where they came from, how they spread and the response of people at the time. This will give them the opportunity to make comparisons and ask questions, as well as identifying measures that have been put in place against Covid-19.</p> <p>In Design Technology lessons, children will learn about healthy alternatives to sugars and fats, thinking about using more natural ingredients. They will look at recipes from 'healthy chefs', such as Ella (Deliciously Ella) and identify substitutes that can be made for healthier choices. This will inform their designs of a healthy sweet dish/snack.</p> | |

History

National Curriculum

History

- I can use dates to order and place events on a timeline
- I can compare sources of information available for the study of different times in the past
- I can make comparisons between aspects of periods of history and the present day
- I can understand the type of information available depends on the period of time studies
- I can evaluate the usefulness of a variety of sources
- I can present findings and communicate knowledge and understanding in different ways
- I can provide an account of a historical event based on more than one sources
- I can give some reasons for some important historical events

Design Technology

- I can understand the main food groups and the different nutrients that are important for health
- I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe/palatable
- I can select appropriate ingredients and use a wide range of techniques to combine them
- I can use my research into existing products and my market research to inform the design of my innovative product
- I can create prototypes to show my ideas

Computing

- I can select appropriate software to use for a given task
- I can confidently use a range of software tools
- I understand how to choose online content for my age group
- I can use more advanced features when searching online
- I can use a range of search tools to find exactly what I am looking for

Year 5 History Doctor, Doctor

Foundation subject Knowledge and skills

When did this happen?

Plague

- Know that the plague happened during the summer of 1665.
- Know what London was affected by the disease
- Know that it lasted until 1666
- Know that the cold weather of the Autumn 1666 helped to kill off many of the rats and the bacteria
- Know that the Great fire of London in 1666 also helped by destroying many of the rat infested buildings
- This mean there were less rats to spread the disease

Cholera

- Know that there was a cholera outbreak in London in 1854
- Know that cholera still exists today but there is treatment for it now
- Know that the nineteenth century was a time of medical revolution
- Know that during this time the microscope was invented and the discovery of germs
- Know that this was the epoch where the idea that God created illness or you were ill because your humours were out of balance
- Know that there was also the discoveries of anaesthetics and antiseptics which revolutionised surgery, alongside the first vaccinations

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| | <ul style="list-style-type: none"> The end of the century saw proper public health measures put in place, including a mass sewerage system built in London |
| What was life like then? | <p>Plague</p> <ul style="list-style-type: none"> Know that people were terrified of the plague as there was no cure Know that at this time, medicine and health care were very different than today; people had very different understanding of medicine at this time Know that hygiene was often very poor; towns and villages could be very dirty Know some of the symptoms of the plague were painful swelling of the skin; blisters; headaches; sickness Know that at first people were not sure how the plague spread Know some of the things that doctors said was to blame (bad air and breathing it in; farm animals for spreading the disease) Know that rats carried bacteria and fleas; when the fleas bit people, they infected them; when people sneezed and coughed, they spread the disease even more Use paintings and drawings from the time to learn about the living conditions at the time and the effects of the plague Know that a red cross was marked on the front door of any of these houses, so people knew that they had the plague The black plague killed around 100,000 in London and around 25 million people in Europe Know some of the remedies that were used to try to treat the plague (small bunches of flowers; lucky charms; soaking money in vinegar) Know how bodies were collected from homes and where they were taken Know that Blackheath is a burial ground for victims of the plague <p>Cholera</p> <ul style="list-style-type: none"> Know that cholera is caused by a bacterium (<i>Vibrio cholera</i>) Know the main symptoms of the disease (diarrhoea, constant vomiting, stomach cramps) Know that when the body dehydrates further symptoms occur (extreme tiredness, weight loss, irritability, extreme thirst, unable to urinate, irregular heart, sunken eyes) Know that cholera can kill within hours Use primary sources to learn about the way cholera was reported, the advice given and precautions to take Know that if someone in the house got the plague, the whole house was closed and nobody was allowed to leave or enter the house Know that nearly all families lost at least one member More than 600 people died during the outbreak Know that John Snow was very influential in identifying the source of the cholera outbreak in Soho in 1854 Know that within a week of the outbreak three quarter of the population of Soho had left the area for fear that they might get infected Know how John Snow was able to locate the source of the bacteria and what was put in place to stop it Know that the cause was a leaking cess pit containing sewage which had got into the drinking water Use a map to identify the areas where the disease spread to |
| Who were significant people at the time? | <ul style="list-style-type: none"> Know that King Charles II was the monarch at the time of the plague. Know that the rich, including the king and his family and court left the City of London and moved to Oxford Know that plague doctors specialised in the care of those infected by the plague. These doctors were hired by villages and took care of both rich and poor Know that there was a very high risk of being infected and many people did not want to help when there were not enough doctors Know that to treat the sick they did bloodletting, leeches and toads were used every day. However, this was not effective |

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| | <ul style="list-style-type: none"> • Know that the most famous plague doctor was Nostradamus, who gave advice such as removing infected corpses, getting fresh air, drinking clean water, drinking a juice made with rose hips, and not to bleed the patient • Know that plague doctors invented masks to protect themselves from the ‘bad air’ and prevent contagion. These masks had lenses in the eyes and a long cavity in the nose, which was filled with drugs and aromatic items (such as ambergris, mint leaves, myrrh, laudanum, rose petals, camphor, cloves and straw • Know that the doctors clothing was varies, although in 1619 Chalres de L’Orme invented a uniform that was the most popular. This consisted of a coarse cloth robe that was waxed, a blouse, trousers and boots. They aslso wore a hat and gloves. All the costumes are made from goat leather • Know that the plague doctors had a common accessory, a wooden cane which they used to examine patients without having to touch them. Some people believed that the Black Death was a punishment from God, and some infected people asked the doctors to whip them with their can to compensate for their sins |
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| How has this effected the world today? | <ul style="list-style-type: none"> • Know that now cholera can be treated through intravenous rehydration and antibiotics • Many of the inventions and medical practices which came from the 19th century have influence modern medicine • Know that cholera can be prevented ensuring sewage water and drinking water is kept separate and by hand washing. It can also be prevented by vaccination • Know that we now have vaccinations to help keep us safe and know what we are vaccinated against • Know how to keep ourselves healthy by using good hygiene and the importance of it • Discuss the recent changes in society at the moment and the measures put in place to help stop the spread of Covid-19 • Discuss the advances in medicine and how this has helped to save many lives during this pandemic |
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Design Technology

Year 5

Design Technology: Food

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| Year 5 | <ul style="list-style-type: none"> • Understand how a healthy diet can help to keep us well • Know the main food groups and how often they should be eaten • Know the health benefits of eating a range of fruit and vegetables • Know that some people chose not to eat particular food groups and they are known as vegan, vegetarian or pescatarian • Know that there are a range of natural sugars which can be used in place of sugar cane and do not used refined ingredients e.g. flour • Evaluate the likes and dislikes of a range of deserts which use substitutions for sugar e.g. honey, dates etc • Research Deliciously Ella, (Eleanor Laura Davan Mills) her recipes and the substitutes she uses • Design a sweet dish which does not use refined ingredients, making healthier substitutions • Evaluate end product |
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Writing Outcomes

Non-Fiction

Newspaper article about the outbreak of a deadly disease

Fiction

Text: Plague, A Cross on the Door
Narrative set in the time of the plague including the use of direct and indirect speech