

Scope and sequence summary*(specific subject requirements to appear on scope and sequence)***Duration:** 10 weeks**The Ancient to the Modern World: Expanding Contacts****Topic: The Black Death in Asia, Europe and Africa**

The following *historical concepts* are explored through this unit:

- **Continuity and change** – how everyday life has changed from medieval times to today
- **Cause and effect** – causes of the Black Death and the effect on society
- **Perspectives** – experiences of everyday life for rich and poor people in medieval times; different people's experiences of and reactions to the Black Death
- **Empathetic understanding** – understanding how people would have felt during the Black Death.

The following *historical skills* can be integrated throughout this unit:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Research
- Explanation and communication.

The Black Death in Asia, Europe and Africa centres on the fourteenth-century plague. However, teachers may like to examine the further outbreak in London during the 1660s, known as the Great Plague.

When undertaking this unit, it is important to take into account the individual communication strategies used by students. Students' responses may be communicated through:

- gestures and/or facial expressions
- the use of visual aids or symbols, such as a communication board
- assistive or augmentative technology
- varying degrees of verbal or written expression.

The activities presented may need to be adapted to allow students to respond using their individual communication strategies.

Unit overview

In this unit, students will develop an understanding of life in medieval times. They will explore the features of medieval society and identify aspects of everyday life, such as occupations, housing, clothing and food. Using a variety of sources, students will investigate the spread of the Black Death, as well as symptoms for and treatments of the disease. Students will recognise the impact of the Black Death on life in medieval times.

Resources

Activities from the resource *Medieval Realms Special Needs Support Materials* can be used to support student learning in this unit. When referring to these activities, it is useful to use the 'detailed teacher's notes' and 'black and white outlines of Picture Pack sources' that are included.

Online resources that provide useful information and activities for students about medieval times include:

- [Medieval Times: The Middle Ages for Kids](#)
- [Medieval-life.net](#)
- [History on the Net.com: Medieval Life](#)

Outcomes	Assessment overview
<p>HLTS-2 demonstrates an understanding of time and chronology</p> <p>HLTS-3 investigates how people lived in various societies from the past</p> <p>HLTS-4 explores the features of a particular society or time</p> <p>HLTS-5 recognises the significance of people and events in the past</p> <p>HTLS-6 explores the significance of changes and developments in the past</p> <p>HLTS-7 recognises a variety of historical sources</p> <p>HLTS-8 uses sources to understand the past</p> <p>HLTS-9 recognises different perspectives of people, events and issues</p> <p>HLTS-10 uses a variety of strategies to locate and select information for an historical investigation</p> <p>HLTS-11 uses historical terms to describe the past</p> <p>HLTS-12 investigates the past using historical skills</p> <p>HLTS-13 selects and uses a variety of strategies to organise and communicate information about the past</p>	<p>Evidence of student learning could be gathered through:</p> <ul style="list-style-type: none"> • observation of students matching, classifying and identifying features of medieval times • charts/graphic organisers created by students outlining similarities and differences between life in medieval times and life today • observation of students identifying primary and secondary sources • observation and/or work samples of sequencing events/constructing timelines • student-constructed work samples demonstrating features of medieval life, such as: <ul style="list-style-type: none"> – clothing designs for a medieval character – the menu for a medieval feast or medieval school canteen/café – a poem or song about life in a medieval town – a letter from a person living in a medieval town – an advertisement or tour brochure for people visiting a medieval town • student-constructed work samples demonstrating investigation of the significance of the Black Death, such as: <ul style="list-style-type: none"> – an interview with a doctor or victim – a poster informing people how they can avoid the plague – a poster made from the point of view of a plague doctor advertising how to help plague victims – a list of village rules for people to follow to avoid spreading the plague – a multimedia presentation warning people about the plague – the front page of a newspaper reporting on the Black Death in a particular town – diary entries as a person living in a medieval town during the time of the Black Death • observation of engagement in interactive activities, such as: <ul style="list-style-type: none"> – role-play – webquest.

Content	Teaching, learning and assessment	Resources
<p><i>How people lived in the ancient to modern world</i></p> <ul style="list-style-type: none"> recognise some features of a particular society/empire, eg housing, food, clothing, writing tools, recreation, celebrations, education, work, transportation 	<p>Introduction</p> <p>A film may be used to introduce students to medieval times. Students can recognise elements of the film that indicate that it is set in the past and/or medieval times.</p>	<p>Films:</p> <ul style="list-style-type: none"> <i>A Knight's Tale</i> <i>Robin Hood</i> <i>Tangled</i> <i>Ladyhawke</i> <p>TV shows:</p> <ul style="list-style-type: none"> <i>Horrible Histories</i> (BBC) <i>Merlin</i>
<p><i>How we understand the passage of time</i></p> <ul style="list-style-type: none"> explore the language of time, eg past, present, future, ancient, modern 📅 <p><i>How our families have changed or stayed the same over time</i></p> <ul style="list-style-type: none"> demonstrate understanding of the concept of generations and identify the generations in their own family history 👨👩👧👦 <p><i>The features of the ancient to modern world and how it is the same as or different to today</i></p> <ul style="list-style-type: none"> use the language of time to describe the ancient to modern world, eg 'a long time ago', BC/AD, BCE/CE 📅 	<p>The past</p> <ul style="list-style-type: none"> Reinforce students' understanding of 'past' and 'present'. This can be done through: <ul style="list-style-type: none"> using language to describe 'past' and 'present', eg yesterday, before, a long time ago, BC/AD, BCE/CE, now completing a timeline or chart describing one thing that they are doing or did: <ul style="list-style-type: none"> now yesterday last week last month or term last year five years ago. Review students' understanding of 'generations'. Students complete a family tree going back as many generations as they are able to. Explain to students that the period of time they will be exploring is a very long time ago. Provide examples relevant to students to illustrate the passage of time, eg before their grandparents and great-grandparents were alive, before the school was built, before Sydney was a city, before Australia was discovered. 	

Content	Teaching, learning and assessment	Resources
<p><i>The features of the ancient to modern world and how it is the same as or different to today</i></p> <ul style="list-style-type: none"> recognise objects from the ancient to modern world, eg coins, clothing, tools compare the similarities and differences between the present day and the ancient to modern world, using ICT and other sources as appropriate   	<p>Medieval times</p> <ul style="list-style-type: none"> Show students a set of images, such as a knight, castle, king, village, peasant and farming. Provide contrasting images of life today. Student activities could include: <ul style="list-style-type: none"> identifying images of medieval life categorising images as 'medieval life' or 'life today' matching images to specific features (eg castle, knight, village, peasant, farm) creating a wordbank of features of medieval life completing a Venn diagram or comparison chart to identify some similarities and differences between life in medieval times and life today. What did people do in medieval times? Introduce students to some jobs that people who lived in a medieval village did. This can be done through: <ul style="list-style-type: none"> providing a set of images and job titles/descriptions for students to match providing a set of images of people working in medieval times for students to identify the job. What are some common jobs today? Students make a list of common jobs. Students create a double bubble map to show similarities and differences between jobs today and jobs from medieval times. Explain to students that many surnames were originally used to describe the job people did, eg 'Paul the baker' became Paul Baker, 'John the farmer' became John Farmer. What do the students' surnames mean? Students use the internet to find meanings of their own surnames. What are some other common surnames that would have come from people's jobs? (Examples include Smith, Brewer, Carpenter, Cook, Gardener, Herald, Hunter, Knight, Mason, Miller, Page, Painter, Potter, Shepherd, Weaver.) Students may need to be provided with images for them to identify the job and the surname. Students create new surnames to fit modern occupations, eg John Computerperson, Sally Accountant. 	<p>Medieval Realms Special Needs Support Materials (Activities 5, 6 and 7 from Section 1: Introduction)</p> <p>Medieval Realms Special Needs Support Materials (Activity 31 from Section 5: Living and Working in a Medieval Village)</p> <p>Double bubble maps can be created through mindmapping software or using online or print templates. Google Docs has an online double bubble map template.</p> <p>Behind the Name: The Etymology and History of Surnames</p> <p>About.com Genealogy: Common Australian Surnames and their Meanings</p>

Content	Teaching, learning and assessment	Resources
<p><i>How we use sources to investigate the past</i></p> <ul style="list-style-type: none"> engage with a range of historical evidence using primary and secondary sources and ICT as appropriate, eg photographs, diaries, letters  	<p>Sources</p> <ul style="list-style-type: none"> How do we find out about the past? Use the example described in <i>Medieval Realms Special Needs Support Materials</i> to explore different sources. Explain to students that they will be exploring more about life in medieval times. How might we do this? What are some sources we could use? As a class, brainstorm different sources, eg interviewing people, looking at pictures/images, reading articles/websites, reading people's letters or diary entries. Show students a variety of sources. For each source, identify if it came from the past (primary source), or was made more recently about the past (secondary source). 	<p>Medieval Realms Special Needs Support Materials (Activity 4 of Section 1: Introduction)</p> <p>Mindmap software, such as Inspiration and bubbl.us</p> <p>History on the net: online activity for primary and secondary sources</p>
<p><i>How people lived in the ancient to modern world</i></p> <ul style="list-style-type: none"> recognise some features of a particular society/empire, eg housing, food, clothing, writing tools, recreation, celebrations, education, work, transportation recognise some aspects of everyday life in a particular society/empire using one or more sources, eg stories, images, multimedia investigate one or more aspects of everyday life in a particular society/empire, using ICT and other sources as appropriate  	<p>Everyday life in a medieval town/village</p> <ul style="list-style-type: none"> Where did people live in medieval times? Students explore the villages/towns of medieval times through: <ul style="list-style-type: none"> viewing films/TV shows set in medieval times using a medieval town builder or other interactive webpage to explore a typical medieval town/village. What were everyday homes like in medieval villages? Provide images of a peasant's home and/or a castle. Ask students to identify if the images are primary or secondary sources. Students draw the layout of their own home and compare a room, eg kitchen, lounge, with the same room in the peasant's home and/or the castle. They identify similarities and differences. What did people wear? Students compare clothing from medieval times with clothing today. This can be done through: <ul style="list-style-type: none"> viewing medieval clothing recognising clothes from medieval times and clothes from today dressing up in traditional medieval clothing (students could also discuss how it feels to wear the clothes, eg heavy/light, cool/hot) creating a character from medieval times and designing outfits that would be worn for different occasions, eg work, going to church, going to the market. What did people eat? View some video clips of medieval feasts and compare similarities and differences between food from medieval times (fresh vegetables, little meat, legumes and nuts, no processed food) and today. This can be done through a Venn diagram, comparison chart or double bubble map. Activities could include: <ul style="list-style-type: none"> identifying foods of the past 	<p>City Creator</p> <p>The Middle Ages for Kids: Interactive Activities and Games</p> <p>Medieval Realms Special Needs Support Materials (Pictures of medieval buildings from Activity 29 of Section 4: Reconstructing Medieval Villages; Activities 30, 33 and 34 of Section 5: Living and Working in a Medieval Village)</p> <p>Horrible Histories Historical Fashion Fix</p> <p>Horrible Histories Medieval Come Dine With Me</p> <p>Heston's Medieval Feast</p>

Content	Teaching, learning and assessment	Resources
	<ul style="list-style-type: none"> – eating some common medieval foods – creating a menu for a medieval feast – creating a poster advertising the menu for a medieval school canteen or café and including pictures to illustrate – creating and role-playing a medieval feast (students can create props for the feast and cook/provide some foods that would have been eaten). <ul style="list-style-type: none"> • Additional student activities could include: <ul style="list-style-type: none"> – writing a poem or song about life in a medieval town – writing a letter from someone living in a medieval town to a family member in another town – designing an advertisement or tour brochure for people visiting the medieval town. 	
<p><i>The role of one or more significant people or events in a particular society</i></p> <ul style="list-style-type: none"> • identify significant people and/or events of a particular society, empire and/or development, eg Erik the Red, the Battle of Hastings, the spread of the Black Death, Joan of Arc, Suleiman the Magnificent, Leonardo da Vinci, Galileo Galilei, Genghis Khan  • investigate one or more significant people and/or events of a particular society, empire and/or development, using ICT and other sources as appropriate   • recognise different perspectives of an event for a particular society, empire and/or development  • use skills of inquiry to investigate one or more mysteries or controversies in history, eg the extent of the voyages of the Vikings, using ICT and other sources as appropriate   <p><i>The location and geographical features of a particular society, empire and/or historical development</i></p> <ul style="list-style-type: none"> • identify the location of a particular society, empire and/or development • use a map to identify significant locations of a society, empire and/or development, eg cities, trade routes, invasions, explorations  	<p>The Black Death – spread, symptoms and treatments</p> <ul style="list-style-type: none"> • What sorts of things keep us healthy? Make this the topic of a class discussion and mindmap. Encourage students to consider things such as food, medical treatment, exercise and hygiene. Discuss whether these things were the same or different in medieval times. • Explore some of the living conditions in medieval times that would have led to disease, eg water, sanitation, food. • What is the Black Death (also known as the Bubonic Plague/Great Plague)? Define the term ‘plague’ and introduce students to the disease. Students use a map to show the spread of the disease. Alternatively, they can use an interactive map to observe or describe how the disease spread. • When did the Black Death occur? Students explore the timeline of the spread of the Black Death presented in <i>Medieval Realms Special Needs Support Materials</i>. They use a timeline to show how long ago the Black Death occurred. This can be done through: <ul style="list-style-type: none"> – providing students with a timeline of the centuries (AD or CE only, or BCE and CE) for them to indicate in which century the Black Death occurred – providing students with century cards to sequence and indicate in which century the Black Death occurred. • How did the disease spread? What were the symptoms and treatments? Students use ICT and other sources to investigate how the disease was carried, the symptoms of the disease, and treatments used for plague victims, such as applying a dead frog to the pustule, or wearing a nosegay of sweet-smelling herbs. Student activities could include: 	<p>Mindmap software, such as Inspiration and bubbl.us</p> <p>What were medieval towns like? How clean were medieval towns? (from SchoolHistory.co.uk)</p> <p>Horrible Histories – Shouty Man – Pee-Sil and medieval toilets (<i>note: the contents of this video may be too graphic for some students</i>)</p> <p>Flowchart showing how the disease is spread (from SchoolHistory.co.uk)</p> <p>Symptoms of the Plague (from SchoolHistory.co.uk)</p> <p>Medieval Realms Special Needs Support Materials (Activities 36 and 38 of Section 6: The Black Death)</p> <p>The Stuarts – Great Plague 1665 (from History on the net.com)</p> <p>Horrible Histories Medieval Treatments for Bubonic Plague</p> <p>Nursery Rhymes – Lyrics, Origins and History!</p>

Content	Teaching, learning and assessment	Resources
	<ul style="list-style-type: none"> - interviewing doctors and victims about the plague - creating a poster informing people how they can avoid the plague - identifying symptoms and treatments through the nursery rhyme 'Ring a Ring o Rosies' - creating a poster as a plague doctor advertising how you can help plague victims - designing a list of village rules for people to follow to avoid spreading the plague - creating a multimedia presentation warning people in medieval times about the plague - designing a front page of a newspaper reporting on the Black Death in your town - writing one or more diary entries as a person living in a medieval town during the time of the Black Death (examples of diary entries written by students can be found on the internet) - role-playing the outbreak of the plague in a medieval village - undertaking a WebQuest about the plague and its effects. <p><i>(Note: Reinforce students' understanding of primary and secondary sources by providing them with examples of each to use in their research and having students identify which of the sources are primary and which are secondary.)</i></p>	<p>Diary entries:</p> <ul style="list-style-type: none"> • <i>The Black Death: A Journal of One Who Died</i> • <i>My Diary of the Black Plague: Seen Through the Eyes of a Fourteen Year-Old Girl</i> <p>Black Death WebQuest (This WebQuest provides a good basis for researching some features of the Black Death. More accessible information and further scaffolding could be used to facilitate student research.)</p>
<p><i>The role of one or more significant people or events in a particular society</i></p> <ul style="list-style-type: none"> • explore the legacy of an individual, society, empire or event, eg ideas and inventions, using ICT and other sources as appropriate, eg the invention of gunpowder in China  	<p>Impact of the Black Death on medieval society</p> <ul style="list-style-type: none"> • Encourage students to remember the jobs they explored that people did in medieval times. What would have happened if the people who did some of those jobs died (eg baker, tailor, blacksmith)? • Introduce students to the story of Eyam village, which was affected by the plague in the London outbreak of 1665. As a class, students can read and/or perform a play about the village. 	<p>The Plague at Eyam</p> <p>Time Team: Series 16, Episode 2 – The Hollow Way: Ulnaby, County Durham</p>