

Year 7 History

15 minute Lesson plan

Learning Objective: To explore job roles that utilise the skills of historical enquiry, including how sources of information are interrogated for evidence that can be used to make claims.

Learning Outcomes:

- To understand the role of a museum curator
- To be able to analyse an historical source to make inferences about responses to the Black Death and make comparisons with modern responses to the Covid 19 pandemic.
- To link the skills of using sources to make historical claims with broader skills of interrogating sources of information to support non-historical claims.

Success Criteria:

1. Describe – what do museum curators do?
2. Understand - what was the Black Death?
3. Analyse – how can we analyse historical sources?
4. Reflect – what other jobs might need to understand how to use evidence to make historical claims?

Timings	Activity	Details	Resources
2 mins	Starter	<p>Discussion: Use this starter to get the students thinking about what they can infer from a source using their own knowledge and experience of the pandemic, in order to compare to the Black Death in the rest of the lesson.</p> <p>Think about how they know what's happening here – the mask, vaccine, the nurse. Students may have their own knowledge on when this happened (2020), but her t- shirt will indicate the time of year</p> <ul style="list-style-type: none">• What it tells you about responses- masks (think about why that is?), vaccines (what are they?)	Slide 3



Year 7 History

15 minute Lesson plan

		<ul style="list-style-type: none"> What other responses have there been to the pandemic? (lockdown/isolation/ social distancing/ hand washing) <p>Compare with the second picture. Do they know what it is? When? For what purpose?</p>	
1 mins	Introducing the Challenge	<p>Curriculum challenge posed</p> <p>Introduce the students to the challenge: A museum curator at the London Science museum has been asked by the department for Health and Social Care to produce an exhibition on the Covid 19 pandemic to help educate people about how to better respond to future health crises.</p> <p>The exhibit needs to: Give historical context on the way people have responded to pandemics in the past</p>	Slide 4
2 mins	Describe: What does a Museum Curator do?	<p>Watch the video on slide 6 up to 1.42 (can watch the whole video if you have more time, but the first part focuses on general role and is adequate)</p> <p>Answer the task in a pair/share discussion</p> <ul style="list-style-type: none"> List 3 things a museum curator does. <p>Slide 6 returns to the task and gives a little more detail on how the students are going to help the museum curator with her task.</p>	Slide 5 and 6
3 mins	Understand the context of	Teacher led introduction to the Black Death.	Slide 7



Year 7 History

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	the Black Death	Outline what the Black Death was using the basic information on slide 7. Some students will likely have prior knowledge on this topic which you can elicit and expand upon.	
6 mins	Analyse: How do we analyse historical sources?	<p>Preparation for the main task:</p> <p>Hand out worksheet 1 and 1 source for each student pair.)</p> <p>Teacher led modelling of the first source: Slide 8</p> <p>Use the prompts on the slide to ask students to analyse source A: first describe what they see, then make inferences about what it tells us about medieval responses to disease and then compare similarities and differences between the Black Death and Covid 19.</p> <p>This should be teacher directed as a class to ensure all students know the expectations for analysing the pack of sources – they can write into their grid for source A during this structured part of the task.</p> <p>Main Task:</p> <p>Students then work in their pairs to analyse the source they have and complete worksheet 1 on that source.</p> <p>Feedback on main task:</p> <p>The sources are in the PPT slides 14-19 but hidden – you may like to bring each up and ask for feedback from the students as a class</p>	<p>Slides 8+9 (and 16 for feedback, if desired)</p> <p>Worksheet 1</p> <p>Sources – 1 source per pair</p>



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		at the end of the activity, depending on time – slide 16 provides structure for this.	
Homework	Extension Task	Independent research: Students can be set a task to independently research one of two other historical pandemics and find one source on it to analyse in the same way as they did with their source on the Black Death to find out about attitudes and responses in that pandemic (either the Great Plague of the 1660s or the 1918 Spanish Flu)	Slide 17
1-2 mins	Reflect: Other Job Roles	Students complete final reflection question on a post-it note as an exit ticket or made a note of in their exercise books. This could also be discussed verbally depending on preference.	Slides 18

