

Year 7 History

60 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 historical sources 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 should we analyse historical sources?
4. Apply – How can we select appropriate historical sources on the Black death in order to summarise the beliefs, responses and consequences of the Black Death for a museum exhibition.
5. Reflect – what other jobs might need to understand how to use evidence to make historical claims?

Timings	Activity	Details	Resources
5 mins	Starter	<p>Discussion: Use this starter is 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>	Slide 4 and 5



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		<ul style="list-style-type: none"> What it tells you about responses- masks (think about why that is?), vaccines (what are they?) 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> <p>Further images on the next slide could aid discussion about prevention of disease in the Covid pandemic.</p>	
5 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 5
5 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 wish, but the first part focuses on general role and is adequate)</p> <p>Pair and Share/ Class discussion: answer the true/false questions based on the first part of the video. Alternatively, students could write the answers in their books and peer mark the answers, depending on teacher preference.</p>	Slide 6 and 7



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10 mins	Understand the context of the Black Death	<p>Teacher led: Slide 8 brings students back to the task and gives further detail on the expectations and the focus of the exhibition making a comparison between medieval and modern responses to disease by comparing Covid 19 with the Black Death. This can be talked through by the teacher.</p> <p>Slide 9: Introduces the basics of the Black death in the fourteenth century with a link to a BBC bitesize video though the hyperlinked picture.</p> <p>Having watched the video, students should answer the three questions in their books.</p> <ol style="list-style-type: none">1. Where did it come from?2. What were the symptoms?3. What did people do to try to prevent/cure themselves? <p>Optional Pair/Share Challenge: The challenge question is optional and allows further discussion of any prior knowledge students might have and greater demand on their historical skills by thinking about why medieval people reacted as they did.</p> <p>Depending on teacher knowledge/ time etc. there are two further slides (10 and 11) that can prompt discussion on the context of the Black Death.</p>	Slides 8-11



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15 mins	Analyse: How do we analyse historical sources?	<p>Preparation for the main task:</p> <p>Hand out worksheet 1 for each student) and a pack of sources for each pair or group)</p> <p>Teacher led modelling of the first source: Slide 12</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 work in their groups or pairs to analyse the remaining five sources, having done source a whole class in preparation.</p> <p>Extension for those who finish early: Consider the discussion points in the challenge box on slide 13</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 at the end of the activity.</p>	<p>Slides 12 - 13 (and 14-19 for feedback, if desired)</p> <p>Worksheet 1</p> <p>Pack of sources</p>



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10 mins	Apply: Use the sources to create part of the exhibition	<p>Slide 21: Return to the challenge of creating an exhibition.</p> <p>The Final Task is for students to select 3 sources and write either an audio accompaniment for the exhibition or an information plaque for the 3 sources selected.</p> <p>Success Criteria for this exercise is as follows:</p> <ul style="list-style-type: none"> ✓ Summarise what you have found out about how disease was understood in the medieval period (3 key points) ✓ Compare to how the COVID 19 pandemic was dealt with (2 main comparison points) ✓ Make a judgement – what overall message should the public takeaway about responding to pandemics? <p>Students can work independently or in groups to produce this. Alternatively, it could be set as homework.</p>	Slide 21-22
5 mins	Reflect: Other Job Roles	<p>Students consider why the skill of being able to analyse sources of information for evidence to support claims (not just historical sources) is important for other jobs roles</p> <p>Discuss with the students the different roles listed on each slide: Ask students to discuss and feedback on why it is important for each role that they can analyse sources of information in detail and accurately.</p>	Slides 23-28
	Optional Independent Task	<p>Independent Research Task:</p> <p>For homework, students can research either the Spanish Flu pandemic of 1918 or the Great Plague of 1660s and create an additional label for the exhibition. They must use primary</p>	Slide 29



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		sources found in their research in order to support their claims with evidence.	
5 mins	Reflection:	Plenary task: Students complete 2 final reflection questions 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.	Slide 30

