



Hapton CE Methodist Primary School - Year 4 Autumn 1 Knowledge Organiser

History - The Tudors, The Stuarts and The Great Plague

I will lift up my eyes to the hills, where does my help come from? My help comes from the Lord, the maker of heaven and earth."

Psalm 121 v 1-2

<p style="text-align: center;">What should I know ...</p> <p>I should understand why different versions of history exist. I should know that our knowledge of the past is constructed from a range of sources. I should understand how people's lives have shaped this nation. I should know that there is a link between economic and social history. I should understand why there are contrasting arguments and interpretations of the past</p>	<p style="text-align: center;">I will be taught facts on...</p> <p>I will learn some facts about the Tudors and the Stuarts and famous Monarchs. I will learn that an outbreak of plague hit London in 1665. I will learn that fleas, carried by rats, were responsible for the plague. I will learn that the plague spread rapidly in crowded unhygienic conditions. I will learn that the king and other wealthy people left London to avoid the plague. I will learn that plague doctors charged money for suggesting "cures" for the plague. I will learn that Eyam village in Derbyshire has a famous plague story</p>	<p style="text-align: center;">Key Questions ...</p> <ul style="list-style-type: none"> Who were the Tudors? Who is Henry V111? Who were the Stuarts? When was the Great Plague? What effect did the plague have on poor families? What caused the Great Plague of 1665? How did Londoners react to the plague? Why did the plague spread so quickly? How did poor housing affect the spread of the plague? How do we know about the plague? Was the story of rich and poor Londoners the same? Why is the village of Eyam in Derbyshire remembered? 														
<p style="text-align: center;">Key Vocabulary and Definition...</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">similarity</td> <td>Something which is the same, or nearly the same</td> </tr> <tr> <td>difference</td> <td>The way in which things are not the same</td> </tr> <tr> <td>cause</td> <td>How something started</td> </tr> <tr> <td>consequence</td> <td>The result of something that's happened</td> </tr> <tr> <td>continuity</td> <td>Something that carries on for a long period of time without being changed</td> </tr> <tr> <td>change</td> <td>To become different</td> </tr> <tr> <td>status</td> <td>Someone's social position (royalty, monarch landowner, professional, shopkeeper, unemployed, beggar etc.)</td> </tr> </table>	similarity	Something which is the same, or nearly the same	difference	The way in which things are not the same	cause	How something started	consequence	The result of something that's happened	continuity	Something that carries on for a long period of time without being changed	change	To become different	status	Someone's social position (royalty, monarch landowner, professional, shopkeeper, unemployed, beggar etc.)	<p style="text-align: center;">Key skills...</p> <ul style="list-style-type: none"> To understand historical concepts such as continuity and change, cause and effect. To frame historically valid questions and create their own structured accounts including written narratives and analyses. To understand similarity, difference and significance and use them to make connections and draw contrasts. <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center;">Web links ...</p> <p>https://www.theschoolrun.com/homework-help/the-great-plague (Lots of information and links to other websites)</p> <div style="text-align: center; margin-top: 10px;">  </div>
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