





### Day 1


<b>Spelling</b>	<b>Double Consonants</b> List of spellings to practice – using spelling revision grid LCWC <b>Resource 1 / Page 21</b>
<b>Reading</b>	<b>Text 1:</b> The Great Plague 1664-1666 <b>Task:</b> Read the text, the instructions and complete the questions in Resource 3 <b>Text 1 / Pages 5-6</b> <b>Resource 2 / Page 22</b> <b>Resource 3a / Pages 23-25</b> <b>Resource 3b / Pages 26-32</b>  <a href="#">Mark Scheme</a>
<b>Writing</b>	<b>Text 1:</b> The Great Plague 1664-1666 <b>Task:</b> Using the same layout and subheading write about the Great Pandemic of 2020, Covid 19 Coronavirus, an information document for children in the future. Add fact boxes and images (magpieing ideas from the reading text) this writing task will be over 2 days (Monday and Tuesday) At each stage, edit, redraft and improve. <b>Text 1 / Pages 5-6</b>
<b>Maths</b>	White Rose Maths Summer Term / Week 3 <b>Lesson 1:</b> Simplify Fractions
<b>French &amp; Geography</b>	<b>Task:</b> Where is France? full lesson <a href="https://www.thenational.academy/year-7/french/where-is-france-year-7-wk1-1">https://www.thenational.academy/year-7/french/where-is-france-year-7-wk1-1</a> or <b>Paper task:</b> Where is... <b>Resource 4 / Pages 33-34</b> ...this may help <a href="https://www.euratlas.net/geography/europe/index.html">https://www.euratlas.net/geography/europe/index.html</a>

### Day 2

<b>Spellings</b>	<b>Double Consonants</b> <b>Task:</b> Say & Look at the words. Follow the instructions on the sheet to help you learn these spellings Use the 'Pick a Fun Way to Learn Your Spellings' grid <b>Resource 5 / Pages 35</b>
<b>Reading</b>	<b>Text 2:</b> At the Sign of the Sugared Plum <b>Task:</b> Read the text, the instructions and complete the questions in Resource 6 <b>Text 2 / Pages 7-9</b> <b>Resource 2 / Page 22</b> <b>Resource 6a / Pages 36-39</b> <b>Resource 6b / Page 40-48</b>  <a href="#">Mark Scheme</a>

<b>Writing</b>	<p><b>Text 1:</b> The Great Plague 1664-1666</p> <p>Continue using the reading text</p> <p>Using the same layout and subheadings write about the Great Pandemic of 2020, Covid 19 Coronavirus, as an information document for children in the future.</p> <p>Add fact boxes and images (magpieing ideas from the reading text) this writing task will be over 2 days (Monday and Tuesday)</p> <p>At each stage, edit, redraft and improve.</p> <p>Today you will have a published piece</p> <p>If possible, you can email in photographs or photocopies of your published pieces.</p> <p><b>THINK... Y6 / Y7 expectations</b></p> <p style="text-align: right;">Text 1 / Pages 5-6</p>
<b>Maths</b>	<p>White Rose Maths</p> <p>Summer Term / Week 3</p> <p><b>Lesson 2:</b> Compare &amp; Order Fractions</p>
<b>Art (1)</b>	<p><b>Making a Roman Mosaic</b></p> <p>Research mosaic patterns used during Roman times</p> <p>Sketch out some ideas (play about with designs)</p> <p>Sketch your final design idea</p> <p>annotate for the colours you want to use</p> <p style="text-align: right;">Resource 7 / Page 49</p> <p style="text-align: right;"> <a href="http://www.primaryhomeworkhelp.co.uk/romans/mosaics.html">http://www.primaryhomeworkhelp.co.uk/romans/mosaics.html</a>  <a href="https://kidskonnnect.com/history/roman-mosaics/">https://kidskonnnect.com/history/roman-mosaics/</a>  <a href="http://justfunfacts.com/interesting-facts-about-antoni-gaudi/">http://justfunfacts.com/interesting-facts-about-antoni-gaudi/</a> </p>

## Day 3

<b>Spelling</b>	<p><b>Task:</b> Y5/6 Spelling Words Word search</p> <p style="text-align: right;">Resource 8 / Pages 50-51</p>
<b>Reading</b>	<p><b>Text 3:</b> Plague Remedies</p> <p><b>Text 4:</b> Ring a Ring O'Roses</p> <p><b>Task:</b> Read the text, the instructions and complete the questions in Resource 9/10</p> <p style="text-align: right;">Text 3 / Page 10</p> <p style="text-align: right;">Text 4 / Page 11</p> <p style="text-align: right;">Resource 2 / Page 22</p> <p style="text-align: right;">Resource 9a / Pages 52-53</p> <p style="text-align: right;">Resource 9b / Pages 54-57</p> <p style="text-align: right;">Resource 10a / Pages 58-60</p> <p style="text-align: right;">Resource 10b / Page 61-62</p> <p style="text-align: right;"> <a href="#">Mark Scheme</a></p>
<b>Writing</b>	<p><b>Text 4:</b> Ring a Ring O'Roses</p> <p><b>Task:</b> Using the reading text and the same layout, rhythm and rhyming pattern write a poem about the Great Pandemic of 2020 – Covid 19 Coronavirus.</p> <p>Make sure you include the wonderful community things that are taking place eg. Clapping for frontline workers, street party for VE Day, families and neighbours helping each other out with shopping etc.</p> <p>At each stage, edit, redraft and improve.</p> <p>(Tomorrow you will be improving your poem and publishing)</p> <p style="text-align: right;">Text 4 / Page 11</p>

<b>Maths</b>	White Rose Maths Summer Term / Week 3 <b>Lesson 3:</b> Add & Subtract Fractions
<b>Art (2)</b>	<b>Task:</b> Use old magazines, coloured paper etc cut up into equal size squares, stick your squares into place to form a mosaic. When you have done take a picture (if you can) and send into school to share on the school Facebook and Twitter page. Complete the 'Evaluation Sheet'  <div>Resource 11 / Page 63</div>

## Day 4

<b>Phonics</b>	<b>Task:</b> Y5/6 Spelling Words Crossword  <div>Resource 12 / Page 64-65</div>
<b>Reading</b>	<b>Text 5: The Great Fire of London</b> (also available online) <b>Task:</b> Read a selection of the primary sources then answer Questions in orange home journals. (This is a two-day task for Thursday & Friday)  <div>Text 5: Pages 12-20 Resource 13 / Page 66-67 <a href="https://nationalarchives.gov.uk/documents/education/fire-of-london.pdf">https://nationalarchives.gov.uk/documents/education/fire-of-london.pdf</a></div>
<b>Writing</b>	<b>Text 4:</b> Ring a Ring O'Roses <b>Task:</b> Using the reading text and the same layout, rhythm and rhyming pattern write a poem about the Great Pandemic of 2020 – Covid 19 Coronavirus. Find suitable synonyms, add adjectives and adverbs, punctuate to help the reader Organise into stanzas, publish with illustrations. If possible you can email in photographs or photocopies of your published pieces <b>THINK... Y6 / Y7 expectations</b>  <div>Text 4 / Page 11</div>
<b>Maths</b>	White Rose Maths Summer Term / Week 3 <b>Lesson 4:</b> Mixed Addition & Subtraction
<b>PE</b>	<b>Task:</b> Watch the video clips (if possible) and create a poster 'Keeping your body healthy during shutdown.' Try out some of the activities you suggest and rate them out of 10. Take photos of yourself doing your activities and add them to your poster if possible.  <a href="https://www.bbc.co.uk/bitesize/topics/zpfkjxs/resources/1">https://www.bbc.co.uk/bitesize/topics/zpfkjxs/resources/1</a>

## Day 5

<b>Spelling</b>	<b>Spelling test</b> Give an adult or sibling your spelling list from Tuesday and ask them to test you. How well have you learnt your spellings? Are there any you still need to practise?
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<b>Reading</b>	<p><b>Text 5: The Great Fire of London</b> (also available online)</p> <p><b>Task:</b> Read a selection of the primary sources then answer Questions in orange home journals.</p> <p>(This is a two-day task for Thursday &amp; Friday)</p> <p><b>EXT:</b> BBC Bitesize - Reading lesson: Tell Me No Lies by Malorie Blackman</p> <p>Text 5: Pages 12-20 Resource 13 / Page 66-67</p> <p><a href="https://nationalarchives.gov.uk/documents/education/fire-of-london.pdf">https://nationalarchives.gov.uk/documents/education/fire-of-london.pdf</a></p> <p><b>EXT:</b> <a href="https://www.bbc.co.uk/bitesize/articles/zdnkd6f">https://www.bbc.co.uk/bitesize/articles/zdnkd6f</a></p>
<b>Writing</b>	<p><b>Task:</b> In your small diary from school or your orange journal Interview members of your family (subject to social distancing of course) and record their thoughts on the events of March and April.</p> <p>Give us a little background about the person being interviewed eg. ages, role in family, job and then what they have to say about recent events. This can be done over the telephone.</p> <p>Remember these interviews and what you record will be primary sources of the future. Valuable pieces of evidence for this historical event.</p>
<b>Maths</b>	<p>White Rose Maths</p> <p>Summer Term / Week 3</p> <p><b>Lesson 5:</b> Clue Dough Cake Activities</p> <p style="text-align: right;">=</p>
<b>Science</b>	<p><b>Skeletons and Muscles</b></p> <p><b>Task:</b> Watch the link and make notes if possible or use the information text to text mark.</p> <p>Complete Worksheet to label muscles and bones of the human body.</p> <p>Resource 14 / Pages 68-71</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z9339j6">https://www.bbc.co.uk/bitesize/topics/z9339j6</a></p> <p><a href="https://www.theschoolrun.com/homework-help/bones-and-muscles">https://www.theschoolrun.com/homework-help/bones-and-muscles</a></p>

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<https://grpsscienceblog.wordpress.com>



# The Great Plague, 1664–1666

## *What was the plague?*

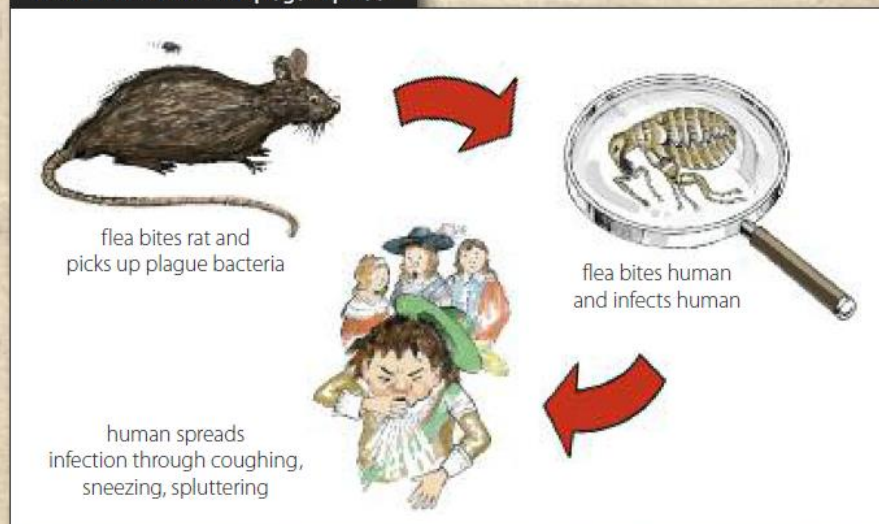
About 350 years ago, a terrible disease spread across parts of Europe. It was called the Great Plague. The worst year was 1665 when London was badly affected. By the end of that year, about 100,000 people had died.

The plague was terrifying because it killed people so quickly. Victims died within days of catching the illness, in agony, from fevers and infected swellings. It spread at a horrifying rate and could destroy the population of a town or even a city within weeks. There were no real cures so people used extreme methods to try to prevent the disease from spreading. 'Plague orders' were put on houses where people became ill. A large red cross was nailed to the door to warn others that the inhabitants were infected by the plague. The victims were shut inside, where they were often left to die.

## *What caused the plague?*

Some doctors believed bad, poisonous air floated around, infecting all who breathed it. Others blamed farm animals for carrying the plague. In fact, the plague was caused by bacteria found on black rats. The bacteria were then passed on by fleas.

### How we now know the plague spread.







Plague victims were treated in their own homes by people who wore protective clothing.

Rats thrived in the towns and cities, especially in London. The Mayor of London thought that domestic animals were to blame and ordered that all cats and dogs should be destroyed. However, this had the opposite effect. Rat numbers increased without their predators and the fleas spread the plague even further.

### ***What was it like to live through the plague?***

Much is known about what it was like to live in London through the time of the Great Plague from the diary of Samuel Pepys. He wrote in his diary almost every day. This is his entry for 7th June 1665, written in the language that was used at that time.

*This day, I did in Drury-lane see two or three houses marked with a red cross upon the doors, and "Lord have mercy upon us" writ there – which was a sad sight to me, being the first of that kind that to my remembrance I ever saw. It put me into an ill conception of myself and my smell, so that I was forced to buy some roll tobacco to smell and chew – which took away the apprehension.*



# At the Sign of the Sugared Plum

by Mary Hooper

*This is the opening part of a longer story that takes place in London at the outbreak of the plague. It is a story about a girl called Hannah who has arrived in London from the country.*



Hannah

At the bottom of the street there was a series of alleys and I went down the first, past a dunghill and some piles of rotting rubbish, and through into a small, busy market selling all manner of roots and herbs. Laid out here were rough tables loaded with produce, and there were more traders selling from baskets or sacks on the ground.

I stopped, fascinated, amid the jostling people, but the shrill cries of the stallholders urging customers to, "Come buy before night!" reminded me that I had to get on. If I got lost in the backstreets in the dark I knew for certain that I'd get my throat cut and never be seen again.

Being hungry, I started to wonder what my sister Sarah would have prepared for supper.

A little further on was another small square with a number of ways leading off it and I stood there, perplexed, for a moment. Sarah had told me that the city was like a rabbit-warren and it surely was. After some thought I went along an alleyway, passed more shops and entered the churchyard of St Olave's.



There I came across six small children standing among the tombstones playing a game. One was pretending to be the minister, for he had a long dark piece of cloth round his shoulders and was proclaiming in a solemn voice. One was a body, lying 'dead' on the ground muffled in a sheet and the others – the mourners – were wailing and crying. I deduced they were playing at funerals and after staring at them for some moments – fascinated, for I'd never seen children play such a game at home – I stepped past the 'body' and went out of the back gate of the churchyard.

Excited now, I looked up at the swinging shop and house signs, searching for Sarah's. I saw the *Pigeon Pie Shop*, the *Half Moon*, the *Oak Tree*, the *Miller's Daughter* – and then, in a line of four or five shops, found the one I'd been looking for: a painted picture of a sugared plum. I swung my bundle of clothes over my shoulder and broke into a run, slipping and sliding on the cobbles in my effort to get there quickly, and thinking all the while how happy Sarah would be to see me.

Sarah was in the back of the shop, rolling something on a marble slab and looking very cool in a cotton dress with a starched white apron over it.

I went in to greet her, sniffing in appreciation. The shop smelt of spices and sugar water and its wooden floor was thick with straw and herbs, which was pleasant after some of the odious smells outside.



"Sarah!" I said. "Here I am."

She looked up at me and I was disconcerted to see that she seemed surprised – even shocked – at the sight of me. Surely she hadn't forgotten that I was coming?

"Hannah!" she said. "How did you ..."

"Just as we planned," I said. "I took Farmer Price's cart to Southwark and then walked from there. But what a muddle and a mess it all is in London. What stinks! What crowds!"

"But what are you doing here?"

I put down my bundle and my basket. "I've come to help you, of course – just as you asked. The Reverend Davies brought your letter to me and I was that excited – Father said he's never had a letter in his life. But where is your living space? Where shall I sleep? Can I look round?"

"But I wrote to you again," she said. "I wrote two weeks back and said not to come."

"Not to come?" I said in disbelief. "Surely you didn't —"

"I wrote to you care of Reverend Davies again. Didn't he come to see you?"





I shook my head, upset and bitterly disappointed. I couldn't bear it if I had to go back home! What about all my grand plans for living in London, for attending playhouses and bear pits, and going to fairs?

"But why don't you want me here?" I asked. "I'll be of such a help to you!" I couldn't understand why she didn't want me to stay. I began to wonder what I had done in the past for which she might not, after all, have been able to forgive me.

"It's not because I don't want you here," she said. "It's because ... well, haven't you heard?" She began to whisper.

"Heard what?" I asked.

"About ... about the plague," she said, looking round and shuddering slightly, as if the thing she was talking about was standing like a great and horrible brute behind her. "The plague has broken out in London."

I breathed a sigh of relief. "Oh is that it?" I said. So it wasn't because of me or anything I'd done. "Is that all? Why, there's always a plague somewhere and as long as it's not here – I mean, not right here —!"

"Well, it's not in this parish," she admitted. "But there are some cases nearby – and a house has been shut up in Drury Lane."

"Shut up?" I asked. "What does that mean?"

"One of the people inside it – a woman – has the plague, and they've locked her up with her husband and children so it can't be spread."

"So there – it's all contained!" I said. "And it's just one house, Sarah – we don't need to worry about that, do we? London must have all the best doctors. I bet we're safer here than anywhere."

"I don't know —" said Sarah.

"But I'm here now, Sarah. Don't send me back!" I pleaded. "I can't bear it if I've got to go home."

She sighed. "I'm not sure."

"I'll do everything you say," I went on anxiously. "I won't go anywhere I'm not supposed to. I'll be such a help to you, really I will —"

She gave a sudden smile. "Come and give me a hug and we'll close the shop early and go out and buy a venison pasty to celebrate your coming."

"I can stay?" I asked joyfully.

She nodded. "You can for the moment. But if the plague comes closer —"

"Oh, it won't!" I said. "Everything is going to be perfectly fine."

Or so it seemed.



# Plague Remedies

As the plague continued to stalk Europe, people invented strange remedies to try to cure it. Some of these cures used all sorts of peculiar ingredients that the desperate people were willing to try. They ranged from drinking fine wines or eating toads to bathing in milk. Many people believed that holding a small bunch of flowers and herbs up to the nose kept the plague away and even tobacco was highly valued as a medicine.

One of the most alarming images of the Great Plague is the clothing worn by the people who treated the plague victims.

## A mask in the shape of a beak

The beak of the mask was often filled with herbs and spices to overpower the 'bad air' which was thought to carry the plague. The mask also included red glass eyepieces, which were thought to keep the wearer safe from evil.

## A wooden cane

The cane was used to push away people who came too close.

## Leather trousers and long boots

These were worn beneath the coat to protect the lower half of the body from infection.



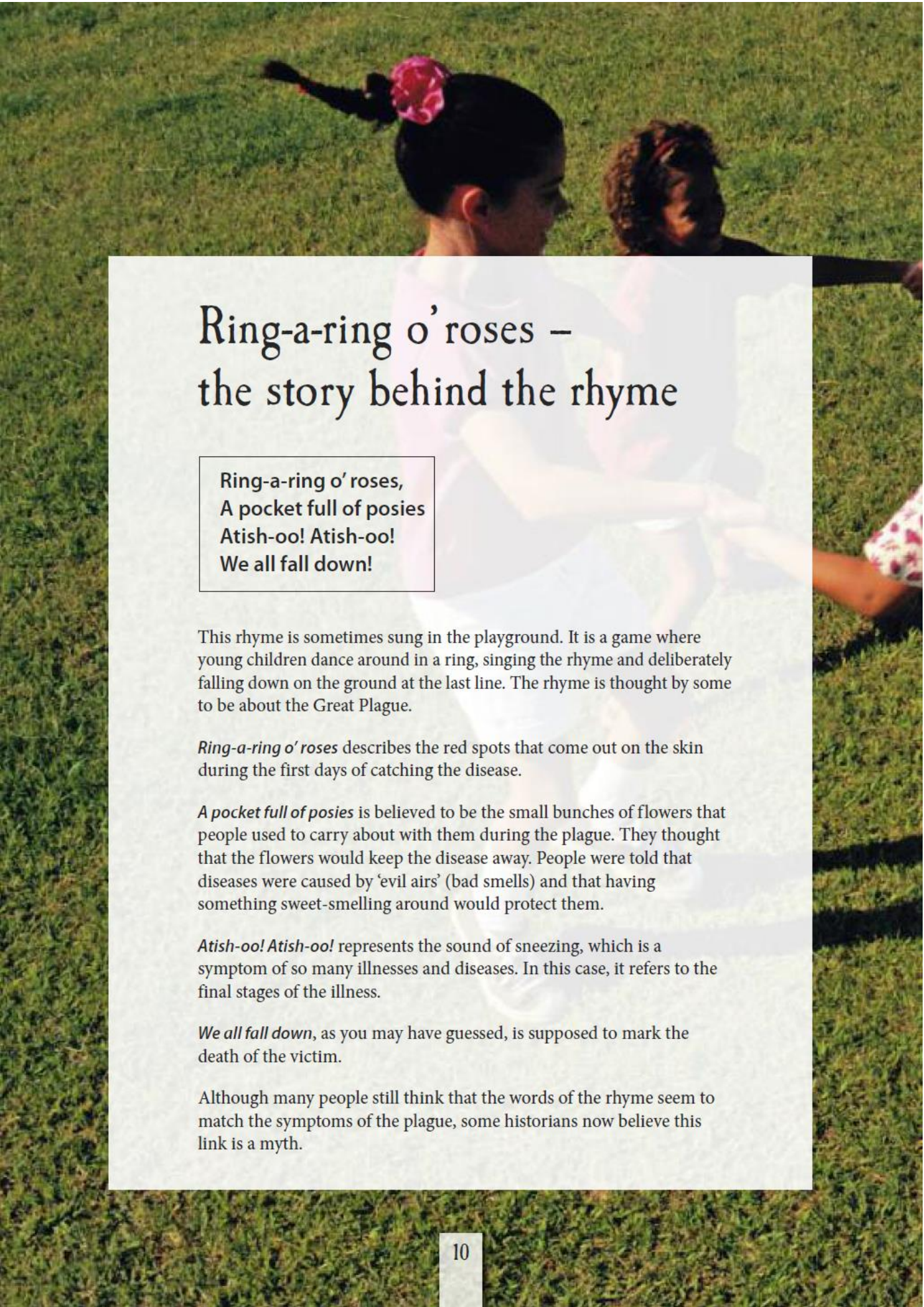
## A wide-brimmed black hat

This would have identified the person as someone who treated plague victims.

## A long, black overcoat

The coat was tucked in behind the beak mask at the neck to reduce skin exposure. It completely covered the body and was often coated all over in wax. It was thought that the wax would draw out the plague from the infected victim and either trap it or repel it. We now know that the heavy coat would have helped to stop the real cause, flea bites.





## Ring-a-ring o' roses – the story behind the rhyme

Ring-a-ring o' roses,  
A pocket full of posies  
Atish-oo! Atish-oo!  
We all fall down!

This rhyme is sometimes sung in the playground. It is a game where young children dance around in a ring, singing the rhyme and deliberately falling down on the ground at the last line. The rhyme is thought by some to be about the Great Plague.

*Ring-a-ring o' roses* describes the red spots that come out on the skin during the first days of catching the disease.

*A pocket full of posies* is believed to be the small bunches of flowers that people used to carry about with them during the plague. They thought that the flowers would keep the disease away. People were told that diseases were caused by 'evil airs' (bad smells) and that having something sweet-smelling around would protect them.

*Atish-oo! Atish-oo!* represents the sound of sneezing, which is a symptom of so many illnesses and diseases. In this case, it refers to the final stages of the illness.

*We all fall down*, as you may have guessed, is supposed to mark the death of the victim.

Although many people still think that the words of the rhyme seem to match the symptoms of the plague, some historians now believe this link is a myth.



What happened?

## Introduction

### The Fire

London was a busy city in 1666. It was very crowded. The streets were narrow and dusty. The houses were made of wood and very close together. Inside their homes, people used candles for light and cooked on open fires. A fire could easily get out of control. In those days there were no fire engines or firemen to stop a fire from spreading.

The fire began on Sunday evening on the 2nd of September. It started in Pudding Lane in the shop of the king's baker, Thomas Farrinor. When Thomas went to bed, he did not put out the fire that heated his oven. Sparks from the oven fell onto some dry flour sacks and they caught fire. The flames spread through the house, down Pudding Lane and into the nearby streets.

Soon London was filled with smoke. The sky was red with huge flames from the fire. By Monday, 300 houses had burnt down.

Everybody was in a panic. People loaded their things onto carts and tried to leave town. Others tried to get away on boats on the river. Some people buried their things in the garden, hoping to save them from the fire.

The fire still spread, helped by a strong wind from the east. London Bridge and St Paul's Cathedral were both burnt. On Tuesday, King Charles II ordered that houses and shops be pulled down to stop the fire from spreading. By Wednesday, they had the fire under control. But by then, 100,000 people were homeless.

## Source 1 : Pudding Lane Hearth Tax : August 1666 : E 179/252

x Mary Whitard Cordr	2
George Parker plasterer	3
Widd Gardner	1
Benjamin Burstow	1
Thomas Knight Plaster	4
Mrs Spence	4
Empty	3
x John Bilw Turner	3
x Thomas Farriner Baker	5 1
William Ludford plasterer 1 step up	3 1
Jones	2
x Susanna Clost	3
Empty	3
Lambert yard	
William Burgid hooker & yllr	3
Joshua Sands platt worker	2
Empty	3
x Charles Carter hooker & yllr	5
Widd Grimes	1
John Mandley Hookworker	4
x William Walter Smyth	3
John Moller painter	2
John Hasleby painter	2
Widd pawley	2
x William Green Turner	2
23	60



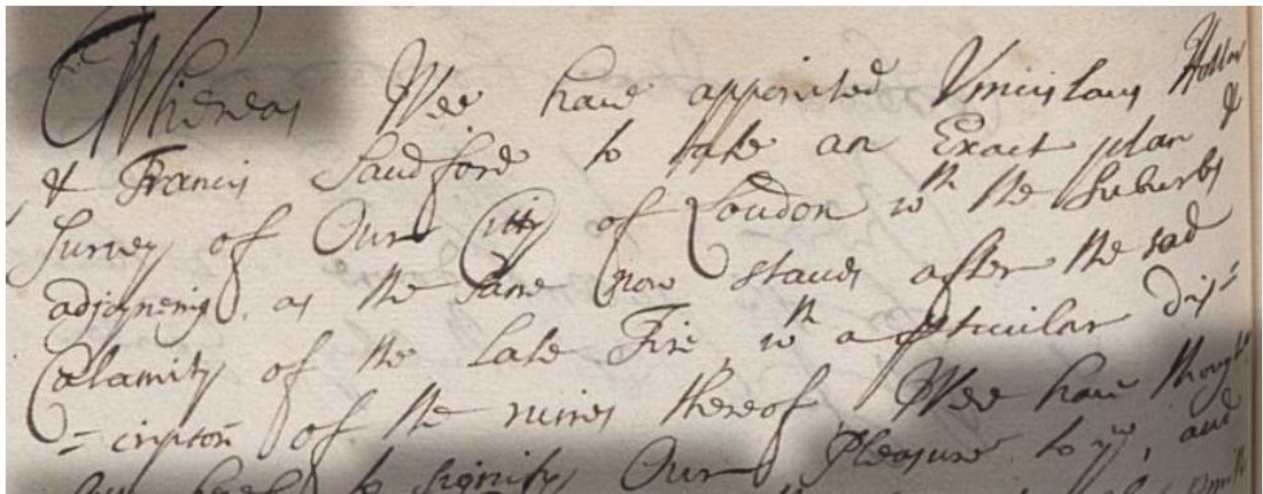
## Transcript of Source 1: Pudding Lane Hearth Tax: August 1666

[This is a tax record for August 1666. These people lived in Pudding Lane in London. The numbers show the amount of hearths (fireplaces) in each person's house. People who owned a house had to pay a hearth tax to the king. They paid 1 shilling (5p) for each hearth. This tax was collected twice a year. Some people might stop up their fireplaces for part of the year so they didn't have to pay the tax twice.]

Mary Whittacre widow	2
George Porter plasterer	3
Widdow Gander	1
Benjamin Burstow	1
Thomas Knight Glasier [glass maker]	4
Alice Spencer	4
Empty	3
John Bibie turner [person who works with a turning lathe, a tool for shaping and cutting wood, important in making barrels]	3
Thomas Farrinor baker 1 oven	5 1
William Ludford plasterer	3
1 stop up	1
Jones	2
Susanna Noest	3
Empty	3
Lanbe Yard	
William Burgis hook & eye maker	3
Joshua Sands plateworker	2
Empty	3
Nicolas Carter hook & eye maker	5
Widdow Grimes	1
John Wardley clothworker	4
William Walter smyth [blacksmith who worked with metal and made horseshoes]	3
John Wells porter	2
John Hasleby porter	2
Widdow Pawley	2
William Greene turner	2
	68



## Source 2: Order from Charles II, 10 September 1666 SP 44/23



Wheras We have appointed Wencelaus Hollar  
 & Francis Sandford to take an Exact plan &  
 Survey of Our City of London w<sup>th</sup> the Suburbs  
 adjoining, as the same now stands after the sad  
 Calamity of the late Fire w<sup>th</sup> a particular Depi-  
 -ction of the ruins thereof We have thought  
 our self to signify Our Pleasure to y<sup>e</sup>, and

### Full transcript

We have appointed Wencelaus Hollar and Francis Sandford to take an exact plan and survey of our city of London with the suburbs adjoining as the same now stands after the sad calamity of the late fire with a particular depiction of the ruins thereof.

### Glossary

Suburbs adjoining = areas where people live next to the city

Sad calamity = event that brings terrible loss and sadness; a disaster

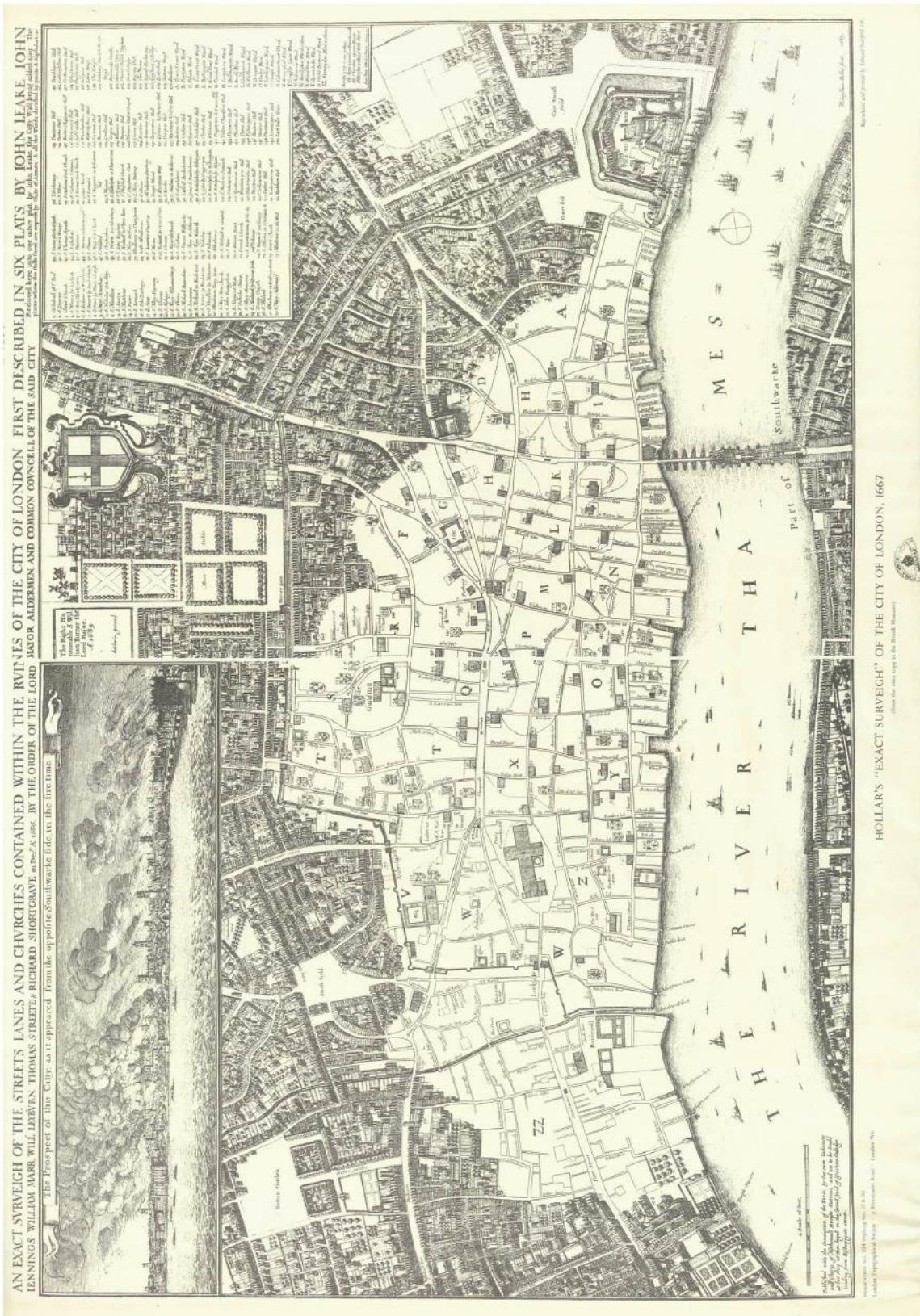
Depiction = a picture (or a description in words)

### Simple transcript

The king has chosen Wencelaus Hollar and Francis Sandford to make a map of the city of London and the nearest suburbs to show the damage caused by the terrible fire



## Source 3: Map of London after the fire ZMAP 4/18



## Source 4: Key to map ZMAP 4/18

113.	Poulterers Hall
114.	Cookes Hall.
115.	Barber Chirurgeons Hall.
116.	Scriveners Hall.
117.	Goldsmiths Hall
118.	Waxchandlers Hall.
119.	Haberdashers Hall.
120.	Curriers Hall
121.	Brewers Hall.
122.	Girdlers Hall
123.	Coopers Hall.
124.	Weavers Hall
125.	Masons Hall.
126.	Mercers Hall & Chapell.
127.	Grocers Hall,
128.	Founders Hall.
129.	Armorsers Hall,
130.	Carpenters Hall
131.	Loriners & Glasiers Hall
132.	Drapers Hall,
133.	Marchant Taylors Hall
134.	Salters Hall.
135.	Cutlers Hall.

Blank	373 Acres within
63	Acres & 3 woods without the wall
89	Churches, 13200 Houses
18	Parishes within y <sup>e</sup> Walls entire.



## Transcript of Source 4: Key to map ZMAP 4/18

Transcript	Glossary
113. Poulterers Hall	People who sold chickens, hens and eggs
114. Cookes Hall	People who prepared and sold cooked food
115. Barber Chirurgeons Hall	People who cut hair and beards and could also carry out operations or remove teeth
116. Scriveners Hall	People who wrote letters and documents for money
117. Goldsmiths Hall	People who worked with gold
118. Waxchandlers Hall	People who made candles and sold them
119. Haberdasher's Hall	People who sold men's clothing
120. Curriers Hall	People who worked with leather (colouring it)
121. Brewers Hall	People who made beer and ale
122. Girdlers Hall	People who made girdles (belts)
123. Coopers Hall	People who made and repaired barrels and casks
124. Weavers Hall	People who made cloth
125. Masons Hall	People who cut stone (for buildings etc)
126. Mercers Hall & Chappell	Important traders who sold rich fabrics like silk and velvet
127. Grocers Hall	People who sold food, like spices and sugar
128. Founders Hall	People who worked with metal
129. Armorers Hall	People who made weapons
130. Carpenters Hall	People who made furniture from wood
131. Loriners & Glasiers Hall	Loriners made metal bits for bridles and saddles (kit for a horse). Glasiers made glass for windows.
132. Drapers Hall	People who sold woollen cloth.
133. Marchant Taylors Hall	People who bought cloth and made it into clothes, usually for men.
134. Salters Hall	People who made and sold salt.
135. Cutlers Hall	People who made, sold or fixed knives.

Transcript	Glossary
Burnt 373 Acres within	373 acres were burnt within the city walls. One acre is about the same amount of land as a football pitch
63 Acres & 3 roods without the walls	63 acres & 3 roods were burnt outside the city walls. A rood is one quarter of an acre.
89 Churches, 132,00 Houses	89 churches & 132,00 houses were burnt.
11 Parishes within City walls entire.	11 whole communities within the city walls were burnt.

## Source 5: Charles II's declaration to London in 1666 SP 29/171

In the first place the woful experience in this late heavy visitation hath sufficiently convinced all men of the pernicious consequences which have attended the building with Timber, and even with Stone it self, and the notable benefit of Brick, which in so many places hath resisted and even extinguished the Fire; And we do therefore hereby declare Our expresse Will and Pleasure, That no man whatsoever shal presume to erect any House or Building, great or small, but of Brick, or Stone, and if any man shal do the contrary, the next Magistrate shal forthwith cause it to be pulled down,

all other eminent and notorious Streets, shal be of such a breadth, as may with Gods blessing prevent the mischief that one side may suffer if the other be on fire,

nor will we suffer any Lanes or Allyes to be erected, but whereupon mature deliberation the same shal be found absolutely necessary,

no house shall be erected within so many foot of the River,

any houses to be inhabited by Brewers, or Diers, or Sugar-Bakers, which Trades by their continual Smoaks contribute very much to the unhealthiness of the adjacent places; but We require the Lord Major and Aldermen of London upon a full consideration, and weighing all conveniences and inconveniences that can be foreseen, to propose such a place as may be fit for all those Trades which are carried on by smoak to inhabit together,

## Transcript of Source 5: Charles II's declaration to London in 1666

In the first place the woful experience in this late heavy visitation hath sufficiently convinced all men of the pernicious consequences which have attended the building with Timber, and even with Stone itself, and the notable benefit of Brick, which in so many places hath resisted and even extinguished the Fire; And we do therefore declare Our express Wil and Pleasure, That no man whatsoever shal presume to erect any House or Building, great or small, but of Brick or Stone, and if any man shal do the contrary, the next Magistrate shall forthwith cause it to be pulled down, .

.all other eminent and notorious Streets, shal be of such a breadth, as may with Gods blessing prevent the mischief that one side may suffer if the other be on fire, .

.nor wil we suffer any Lanes or Allyes to be erected, but where upon mature deliberation the same shal be found absolutely necessary,

...no house shall be erected within so many foot of the River,

.any houses to be inhabited by Brewers, or Diers, or Sugar-Bakers, which Trades by their continual Smoaks contribute very much to the unhealthiness of the adjacent places, but We require the Lord Mayor and Aldermen of London upon a ful consideration, and weighing all conveniences and inconveniences that can be foreseen, to propose such a place as may be fit for all those Trades which are carried on by smoak to inhabit together, .

### Simple Transcript

Firstly, the sad experience of the fire has shown us all the bad results of building with wood, and even with stone, and the good benefits of brick, which in so many places did not catch fire. And it is the King's wish that no man shall build any house or building, large or small, unless it is made of brick or stone. And if any man does not do this, his house will be pulled down.

All of the main streets shall be wide enough to (God willing) stop a fire spreading from one side to the other.

No lanes or alleys will be built unless we think they are really needed.

No houses shall be built near the river.

Brewers (making beer), dyers (colouring cloth) or bakers are trades whose constant smoke makes nearby places unhealthy. The Lord Mayor and the men who run London must think of a place where all those trades which use fire can be housed together.



## Double Consonants

### Say:

**Dots & Dashes** - dot (or dash for more than one letter) the letters which make each sound

**Number of Sound** - the number of sounds in the word eg: 'hindrance' has 8 sounds

**Syllables** - count how many there are eg: 'hindrance' has 3 syllables

### Look:

**Root** - what's the root word? eg: reinforcement - enforce

**Hidden words** - are there any words within the word eg: 'particular' has 'part' and 'art' in it

**Shape** - draw the shape of the word by looking at each letter eg: light

SAY			LOOK		
Sound Buttons	Number of Sounds	Syllables	Root word	Hidden Words	Shape 
embarrass					
especially					
correspond					
communicate					
profession					
sufficient					
exaggerate					
recommend					
occasion					
address					
written					
opposite					
difficult					

## Instructions

### Questions and Answers

~~You have now had 15 minutes to~~ read *The Great Plague*. In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of writing is needed.

- **short answers**  
Some questions are followed by a short line or box.  
This shows that you need only write a word or phrase in your answer.
- **several line answers**  
Some questions are followed by a few lines.  
This gives you space to write more words or a sentence or two.
- **longer answers**  
Some questions are followed by a large box.  
This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.
- **other answers**  
For some questions you need do no writing at all. For example, you may need to tick, draw lines to, or put a ring around your answer. Read the instructions carefully so that you know how to answer the question.

### Marks

The number under each box at the side of the page tells you the maximum number of marks for each question.

Please wait until you are told to start work on page 4. You should work through the booklet until you are asked to stop, referring to your reading booklet when you need to. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

~~You will have 45 minutes to answer the questions in this booklet.~~

## SECTION 1

These questions are about *The Great Plague, 1664–1666*  
(pages 4–5).

1. Which was the worst year of the plague?

1

1 mark

2. Look at the paragraph beginning: *The plague was terrifying because ...*  
According to this paragraph, the plague caused which **two** of the following?

Tick **two**.

itching	<input type="checkbox"/>	vomiting	<input type="checkbox"/>
swellings	<input type="checkbox"/>	fever	<input type="checkbox"/>
fainting	<input type="checkbox"/>		

2

1 mark

3. What were the *plague orders* **and** how did they help to prevent the spread of the disease?

---



---



---

3

2 marks



4. Which of these do we **now** know caused the plague?

Tick **one**.

farm animals

☐

poisonous air

☐

bacteria

☐

a heat wave

☐

4

☐

1 mark

5. Look at the diagram on page 4.

Why is this an effective way of explaining the spread of the plague?

---

---

5

☐

1 mark

6. What did the Mayor of London do **and** how did it make the situation worse?

---

---

---

6

☐

2 marks

Total

☐

8 marks

7. Samuel Pepys wrote his diary at the time of the plague.  
Why do you think it is included in an information text?

---

---

7  
☐  
1 mark

8. Pepys wrote in the English of his time. Draw a line to show how the words from Pepys' diary would be written today.

**Pepys' diary**

**Today**

*took away the apprehension* •

• made me scared

• made me feel better

• made me cough

• made me feel worse

8  
☐  
1 mark

## Section 1: The Great Plague, 1664–1666

Page 4

1. Which was the worst year of the plague?

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark for:

- 1665

Do not accept transposed digits, eg:

- 1656 / 1566

2. Look at the paragraph beginning: *The plague was terrifying because ...*

According to this paragraph, the plague caused which **two** of the following?

Tick **two**.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award 1 mark if both correct answers are ticked.

itching	<input type="checkbox"/>	vomiting	<input type="checkbox"/>
swellings	<input checked="" type="checkbox"/>	fever	<input checked="" type="checkbox"/>
fainting	<input type="checkbox"/>		



## Page 4 (continued)

3. What were the *plague orders* and how did they help to prevent the spread of the disease?

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*Award **1 mark** for reference to any of the following points, up to a maximum of **2 marks**:

- red cross / visible designation of infected houses / warning
- prohibition of movement (in or out of the house)
- reduction in contact between people / infection / contamination.

Examples of 2 mark answers:

- *when people saw the red cross, they knew they shouldn't go in there* [red cross + prohibition of movement]
- *when people caught the disease they were to be locked up in their houses. This helped because nobody could be near them to catch the plague.* [prohibition of movement + reduction in contact]

Examples of 1 mark answers:

- *they locked up the infected people* [prohibition of movement]
- *a large red cross was nailed to the door to warn others that the inhabitant was infected by the plague.* [red cross]

**Do not accept:**

- *plague orders / they were put on houses.*

4. Which of these do we **now** know caused the plague?

Tick **one**.

**1 mark**

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** if the correct answer is ticked.

farm animals ☐

poisonous air ☐

bacteria ☒

a heat wave ☐

## Page 5 (continued)

## 5. Look at the diagram on page 4.

Why is this an effective way of explaining the spread of the plague?

**1 mark**

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for a valid point taken from one of the categories below:

- order / chronology / stages of events, eg:
  - *this is good because it is like a life cycle of plague*
  - *it is a very effective way of explaining it because it goes through all of the stages that happen for a person to get the plague*
  - *to show the chain of events*
  - *it tells you how it started, where it went next and how it went on*
- easier to understand / clearer through pictures than written text (contrast between diagram and text must be stated), eg:
  - *by showing a visual diagram it is clearer for people who don't like reading*
- summary, eg:
  - *it summarises a lot of information*
  - *it shows you everything you need to know in one picture.*

**Do not accept** answers that summarise the information conveyed in the diagram, **without** referring to its function as a diagram, eg:

- *it tells you how it spread and what caused it*
- *it shows the rats were bitten by fleas who then picked up the bacteria and then bit the humans, so the humans got the plague.*

**Do not accept** very general answers, eg:

- *it's easier because it's a picture*
- *it has pictures to help you understand.*



## Page 5 (continued)

6. What did the Mayor of London do **and** how did it make the situation worse?

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **2 marks** for references to the Mayor's order to destroy cats and dogs / domestic animals **and** an explanation of how the measures taken made the situation worse (this may be implied), eg:

- *they destroyed all cats and dogs and then they couldn't chase the rats away that were carrying the disease*
- *he blamed cats and dogs and ordered them to be destroyed but the rat numbers increased*
- *the Mayor of London destroyed all the cats and dogs in London. This made the situation worse because the rat numbers increased without their predators.*

Award **1 mark** for references **either** to the Mayor's order to destroy cats and dogs / domestic animals **or** an explanation of how the measures taken made the situation worse, eg:

- *they killed all cats and dogs*
- *rat numbers increased*
- *cats and dogs couldn't chase the rats away that were carrying the disease.*

**Do not accept** reference to the plague spreading further unless accompanied by an explanation, eg:

- *the plague got worse / spread even more.*

7. Samuel Pepys wrote his diary at the time of the plague.

Why do you think it is included in an information text?

**1 mark**

Assessment focus 6: *identify and comments on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for a valid point taken from one of the categories below:

- creating empathy / providing additional detail about people's lives, eg:
  - *to explain what it felt like during the plague*
  - *to know what it was like living there at the time of the great plague*
  - *it was included because it described what it was like to see and smell the plague and to see the red crosses on people's doors*
- adding authenticity / to give the viewpoint of someone who was there at the time, eg:
  - *he was actually there*
  - *it's from that time, so they didn't make it up*
  - *he was an eyewitness*
  - *it gives you more information from a living person at that time.*

**Do not accept** answers which refer to features that could apply to other text types, eg:

- *it tells you what it was like at the time of the plague*
- *to tell you what happened then.*

**Do not accept** restatement of the question without development, eg:

- *because Samuel Pepys lived in the time of the plague.*

## Page 6 (continued)

8. Pepys wrote in the English of his time. Draw a line to show how the words from Pepys' diary would be written today.

1 mark

Assessment focus 5: *explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.*

Award 1 mark for:

Pepys' diary	Today
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">● made me scared</div>
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">● made me feel better</div>
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">● made me cough</div>
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">● made me feel worse</div>
<div style="border: 1px solid black; padding: 5px; display: inline-block;">took away the apprehension ●</div>	



# La carte de la France

Fais des recherches et place les éléments de la liste ci-dessous sur la carte en utilisant les couleurs de la légende.

Les mers et les océans	Les montagnes	Les fleuves et les rivières	Les pays limitrophes	Les villes principales
L'Océan Atlantique	Les Pyrénées	La Seine	L'Espagne	Paris
La Mer Méditerranée	Les Alpes	La Loire	L'Italie	Strasbourg
La Manche	Le Massif Central	La Garonne	La Belgique	Toulouse
La Mer du Nord	Le Jura	Le Rhône	Le Luxembourg	Marseille
	Les Vosges	Le Rhin	La Suisse	Bordeaux
			L'Allemagne	Lille
			Le Royaume-Uni	Nantes
				Lyon



### Fun Ways to Learn Your Spellings

Choose one of the activities for spelling homework, in addition to learning to spell the words. Work in your spelling log. Label your work with the activity number and colour the appropriate place on this grid. Parents/Carers feel free to comment on the activity, or stick in games.

1* Cut out letters from a newspaper or magazine to make your spelling words.	2* Put all your words in a box of some kind. Play music and pass the box. When the music stops pull out a word and read it. The other person must spell it. Get points for a correct spelling.	3* Draw a rainbow. Write all your words in each arc using a different colour for each arc.	4* Get someone to test you on your words. Add each correct word to a colourful paper chain.
5* On small pieces of paper, write all of the letters of the alphabet. Spread them out on the floor. One person reads a word aloud while the other spells it out by stepping on the letters in the correct order. (Or adapt to a table game with a toy)	6* Decide which word you are going to spell. Throw a ball with a partner. Every time you throw it, say the next letter of the word until you have spelt it out. Play again.	7* Look up your words in a dictionary (in a book or online) and write down a simple definition.	8* Write a short story using all of your words.
9* Draw up a look cover write check grid and practise your words.	10* Draw a large spider (8 legs, head and body) Number each part up to 10. Write your words on cards and number them 1-10 on the back. Now your partner reads one out. If you can spell it, colour the part with that number on.	11* Draw a large square filling your page. Write your words in it, around the edge. Keep going until you get to the middle!	12* Write out the whole alphabet on a long strip of paper. Spell out each word by driving a toy car to each letter in the right order! You could draw lines for the route if you wish.
13* Illustrate each of your words with a funny picture.	14* Play 'alien hangman' with a partner using your words. Decide what it looks like before you start.	15* Use an elastic band or tape to tie 2 pens or pencils together. Use them to write out your words.	16* Sprinkle talcum powder/flour/rice/sand or similar in a baking tray. Use your finger to spell out your words.



## SECTION 2

These questions are about the story *At the Sign of the Sugared Plum* (pages 6–8).

Choose the best word or group of words to fit the passage and put a ring around your choice.

This story is about a girl called Hannah who has arrived in London from the country. At first, she wandered through the streets to a

9. **market.** **farm.** **shop.** **fair.**

9

1 mark

There, Hannah saw people selling

10. **firewood.** **fish.** **roots and herbs.** **flowers and plants.**

10

1 mark

She was fascinated by the

11. **goods for sale.** **unusual street names.** **bad smells.** **back streets.**

11

1 mark

She watched for a while and moved on. Her walk then took her

12. through a **park** **churchyard** **garden** **station**

12

1 mark

where she saw some children

13. **singing.** **playing.** **hiding.** **arguing.**

13

1 mark

Finally, Hannah arrived at her sister's shop. It was called the 'Sugared Plum' and it probably sold

14. **sweets.** **meat.** **books.** **shoes.**

14

1 mark

When Hannah arrived, Sarah was

15. **writing a letter.** **ironing her apron.** **spreading out straw.** **preparing food.**

15

1 mark

Total

9 marks

16. Look at page 6.

Why was Hannah in a hurry?

Give **two** reasons.

1. \_\_\_\_\_

2. \_\_\_\_\_

16

2 marks

17. Look at the paragraph about the funeral game at the top of page 7.

Why are the words '*dead*' and '*body*' written in inverted commas?

\_\_\_\_\_

\_\_\_\_\_

17

1 mark

18a. What did the author mean when she described Sarah as:

*looking very cool?* (page 7)

\_\_\_\_\_

\_\_\_\_\_

18a

1 mark

18b. Explain how modern readers might misunderstand that description.

\_\_\_\_\_

\_\_\_\_\_

18b

1 mark

19. When Hannah arrived, there was a misunderstanding between her and Sarah.

Explain fully the different reasons why **both** Hannah and Sarah were upset.

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19  
  
3 marks

20. When Sarah told Hannah that the plague had broken out in London (page 8), Hannah *breathed a sigh of relief*. Why?

---

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20  
  
1 mark

21. Look at page 8.

How can you tell that Sarah was scared of the plague from how she spoke and what she did?

how she spoke \_\_\_\_\_

what she did \_\_\_\_\_

21a  
  
1 mark

21b  
  
1 mark

Total  
  
11 marks



22. The inside of Sarah's shop was very different from the market described at the beginning of the story.

Explain fully the differences between the shop and the market.

Think about:

- what was happening in each place
- the atmosphere
- the words used by the writer.

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22

3 marks

23. The text ends with these two lines:

*"Everything is going to be perfectly fine."*

*Or so it seemed.*

What does the last line suggest about what was going to happen?

---

---

23

1 mark

## Section 2: At the Sign of the Sugared Plum

Page 7

### Questions 9, 10, 12 and 13

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

### Questions 11, 14 and 15

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award 1 mark for each correct choice.

This story is about a girl called Hannah who has arrived in London from the country. At first, she wandered through the streets to a

9. ☒ market. ☐ farm. ☐ shop. ☐ fair.

There, Hannah saw people selling

10. ☐ firewood. ☐ fish. ☒ roots and herbs. ☐ flowers and plants.

She was fascinated by the

11. ☒ goods for sale. ☐ unusual street names. ☐ bad smells. ☐ back streets.

She watched for a while and moved on. Her walk then took her

12. through a ☐ park ☒ churchyard ☐ garden ☐ station

where she saw some children

13. ☐ singing. ☒ playing. ☐ hiding. ☐ arguing.

continued ...

## Page 7 (continued)

Finally, Hannah arrived at her sister's shop. It was called the 'Sugared Plum' and it probably sold

14.

sweets.

meat.

books.

shoes.

When Hannah arrived, Sarah was

15.

writing a letter.

ironing her apron.

spreading out straw.

preparing food.

## Page 8

## 16. Look at page 6.

Why was Hannah in a hurry?

Give **two** reasons.

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to any of the following points, up to a maximum of **2 marks**:

- getting dark
- didn't know her way around well / could get lost
- danger
- wants to see sister / anticipation of her sister's happiness / excitement about seeing her sister
- hunger / wants to see what sister has for supper.

**Do not accept** references to needing to escape the plague, eg:

- *to get away from the plague.*

**Do not accept** references to her feeling scared with no development, eg:

- *because she was scared.*

## 17. Look at the paragraph about the funeral game at the top of page 7.

Why are the words 'dead' and 'body' written in inverted commas?

**1 mark**

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for recognition that the words are not to be taken literally, eg:

- *the children were pretending*
- *they were not dead and there was no body*
- *the person who was 'dead' was not really dead.*

**Do not accept** general answers, eg:

- *to make the word stand out*
- *because they are important words*
- *someone was saying these words.*

**Do not accept** references to sarcasm, eg:

- *because it's sarcastic.*



## Page 8 (continued)

**18a.** What did the author mean when she described Sarah as:  
*looking very cool?* (page 7)

**1 mark**

Assessment focus 5: *explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for appropriate interpretations of 'cool', referring to temperature, composure / poise, eg:

- *it meant she looked not too hot*
- *she looked like she was cold*
- *she was looking calm.*

**18b.** Explain how modern readers might misunderstand that description.

**1 mark**

Assessment focus 7: *relate texts to their social, cultural and historical contexts and literary traditions.*

Award **1 mark** for current colloquial interpretations of 'cool', referring to fashion / attractiveness / manner, eg:

- *that she looked fashionable / smart / great*
- *there is a different meaning of cool now – young and hip*
- *because in these days cool means for example 'your new clothes look cool man!'*
- *very much like a gangster and very laid back.*

**Do not accept** answers in which 'cool' is used in the definition without additional explanation, eg:

- *she was the coolest person in London*
- *it means cool as in slang.*

19. When Hannah arrived, there was a misunderstanding between her and Sarah.

Explain fully the different reasons why **both** Hannah and Sarah were upset.

**up to 3 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Acceptable points:

#### Hannah

- upset at apparent change of plan / doesn't want to go back home
- upset at lack of welcome
- dashing of hopes and excitement / not being able to stay
- fear she has displeased her sister
- upset that her sister has forgotten about her coming.

#### Sarah

- upset to see sister after she had told her not to come
- annoyance at letter going astray / message not getting through
- fear of (Hannah's) exposure to plague / the plague getting closer.

Award **3 marks** for accounting for the feelings of **both** sisters by reference to **three** of the acceptable points, eg:

- *Sarah didn't want Hannah to come in case she got infected by the plague. Hannah didn't get Sarah's 2nd letter telling her not to come and Hannah really wanted to stay and help out and she thought she's upset Sarah somehow [fear of exposure to plague + letter going astray + dashing of hopes + displeased her sister]*
- *Hannah had wanted to see her sister Sarah and got a letter from Sarah saying she could go, but Hannah didn't get the letter after saying she couldn't go. Therefore Hannah was upset that she could not stay because of the Plague and Sarah was upset because she didn't want Hannah to get the plague [letter going astray + change of plan + fear of exposure to plague]*
- *Sarah was upset because she wrote to Hannah and she never got the message about the plague. Hannah was upset because she thought she had to go back home to the countryside after being excited to go and help Sarah. [letter going astray + change of plan + dashing of hopes]*

*continued ...*

## Page 9 (continued)

Award **2 marks** for identifying **one** acceptable point relating to the reaction of **each** sister, eg:

- *Sarah didn't want Hannah to have come during the plague. However, Hannah didn't want to have to go home again when she had just come all this way, just to turn around and go back home* [fear of exposure to plague + change of plan]
- *Hannah was upset because she thought she had not forgiven her for something and Sarah was upset because Hannah had come and could have been infected* [displeased her sister + fear of exposure to plague]
- *Hannah was upset because she thought that Sarah didn't want her there. Sarah was upset because she thought Hannah might catch the plague.* [upset at lack of welcome + fear of exposure to plague]

Award **1 mark** for identifying acceptable points relating to the reactions of **one** of the sisters, eg:

- *because Sarah didn't want Hannah to catch the disease what everyone was catching* [fear of exposure to plague]
- *because Sarah said that she sent Hannah a letter saying not to come but Hannah didn't get it* [letter going astray]
- *Hannah was upset because she didn't want to go back where she came from.* [change of plan]

**Do not penalise** confusion of the sisters' names, provided it is clear that correct emotions and motives have been attributed.

**Do not accept** undeveloped reference to the plague, eg:

- *Sarah was upset about the plague.*

**20.** When Sarah told Hannah that the plague had broken out in London (page 8), Hannah *breathed a sigh of relief*. Why?

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Acceptable points:

- Hannah's initial perception that Sarah harboured bad feelings (this may be implied)
- her realisation that there are no bad feelings (this may be implied)
- her lack of appreciation of the seriousness of the plague.

Award **1 mark** for reference to any of the acceptable points, eg:

- *because she'd thought that her sister didn't want her there*
- *because her sister did want to see her*
- *she didn't realise what a dangerous thing the plague was.*

## Page 9 (continued)

## 21. Look at page 8.

How can you tell that Sarah was scared of the plague from how she spoke and what she did?

## a. how she spoke

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award 1 mark for reference to hesitation in speech / stuttering / stammering / whispering, eg:

- *she paused between and repeated 'about'*
- *because she didn't finish her sentences*
- *she whispered*
- *she mumbled.*

Also award 1 mark for direct quotation:

- "About ... about (the plague," she said).

Also award 1 mark for synthesising / reinterpreting her mode of speech, eg:

- *she spoke anxiously*
- *she spoke as if she had seen a ghost.*

## b. what she did

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award 1 mark for reference to looking around and/or shuddering, eg:

- *she looked around and shuddered slightly*
- *she behaved as if it were right behind her.*

Also award 1 mark for references to Sarah telling Hannah not to stay in London, eg:

- *kept trying to send Hannah back*
- *she told Hannah to leave quickly*
- *she tried to convince her sister to go home.*



22. The inside of Sarah's shop was very different from the market described at the beginning of the story.

Explain fully the differences between the shop and the market.

Think about:

- what was happening in each place
- the atmosphere
- the words used by the writer.

**up to 3 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Acceptable points:

- noise : quietness
- activity / crowds : serenity
- dirt : cleanliness
- bad smell : pleasant smell
- threat : safety
- unpleasant / unrefined / rough : comfortable / luxurious / refined.

Award **3 marks** for a contrast (may be implicit) between the two places which provides a full picture of what the two places were like. Responses should cover three of the acceptable points **or** at least two of the acceptable points together with development, eg:

- *the market was crowded and noisy but Sarah's shop was clean and quiet. It says that the people were jostling and there were 'shrill cries'. Sarah's shop was described as 'pleasant'* [noise / quiet + development + activity / serenity]
- *the market was loud and bustling but the shop was quiet and empty. There was rubbish in the streets in the market. Your throat wouldn't get cut in the shop* [noise / quiet + activity / serenity + threat (implied comparison)]
- *in the market place it was very dirty, very smelly and very crowded whereas in Sarah's shop it was clean, smelt of spices and sugar and not crowded.* [dirt / cleanliness + smell + activity / serenity]

*continued ...*

## Page 10 (continued)

Award **2 marks** for a contrast (may be implicit) between the two places that touches on two of the acceptable points or develops a single aspect of the contrast, eg:

- *after being outside, Sarah's shop was clean and quiet and nice smelling with 'floor thick with straw and herbs'* [smell + development (implied comparison)]
- *the market had busy crowds and loud noises but the shop was calm with no one inside.* [activity / serenity + noise / quietness]

Award **1 mark** for a simple contrast between the two places, eg:

- *Sarah's shop was nice and clean, but the market was a rough place* [rough / refined]
- *the shop had no one there so it was peaceful but in the market it was not peaceful.* [noise / quietness]

**Do not accept** answers which describe **only** the shop or the market, eg:

- *it didn't smell that bad. It was quiet.*

23. The text ends with these two lines:

*"Everything is going to be perfectly fine."*

*Or so it seemed.*

What does the last line suggest about what was going to happen?

**1 mark**

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

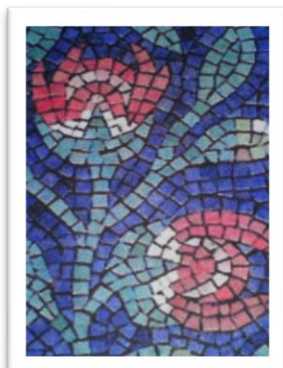
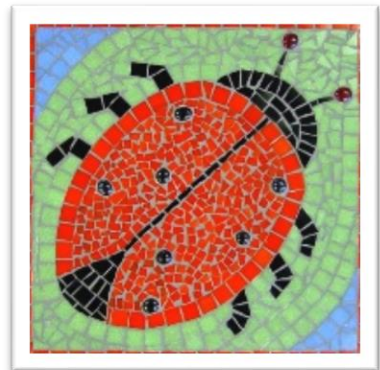
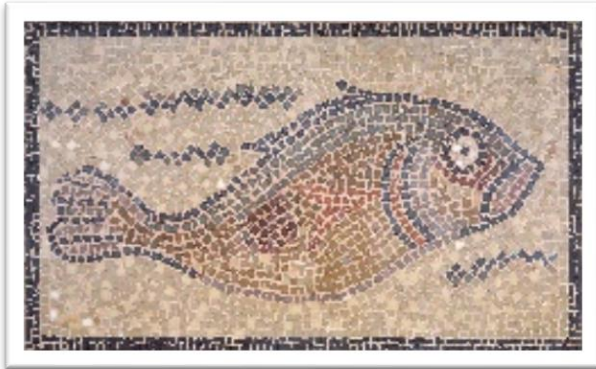
Award **1 mark** for recognition that the rest of the story is not 'going to be fine' or that something bad was going to happen, eg:

- *it's a clue that it's going to go all wrong for them*
- *it tells you that they might get the plague*
- *Hannah and/or Sarah are going to die.*

**Do not accept** ambivalent answers, eg:

- *something bad or good could happen*
- *there was going to be a twist in the story.*

## Roman Mosaics





# Spelling List Wordsearch

## Double Consonant



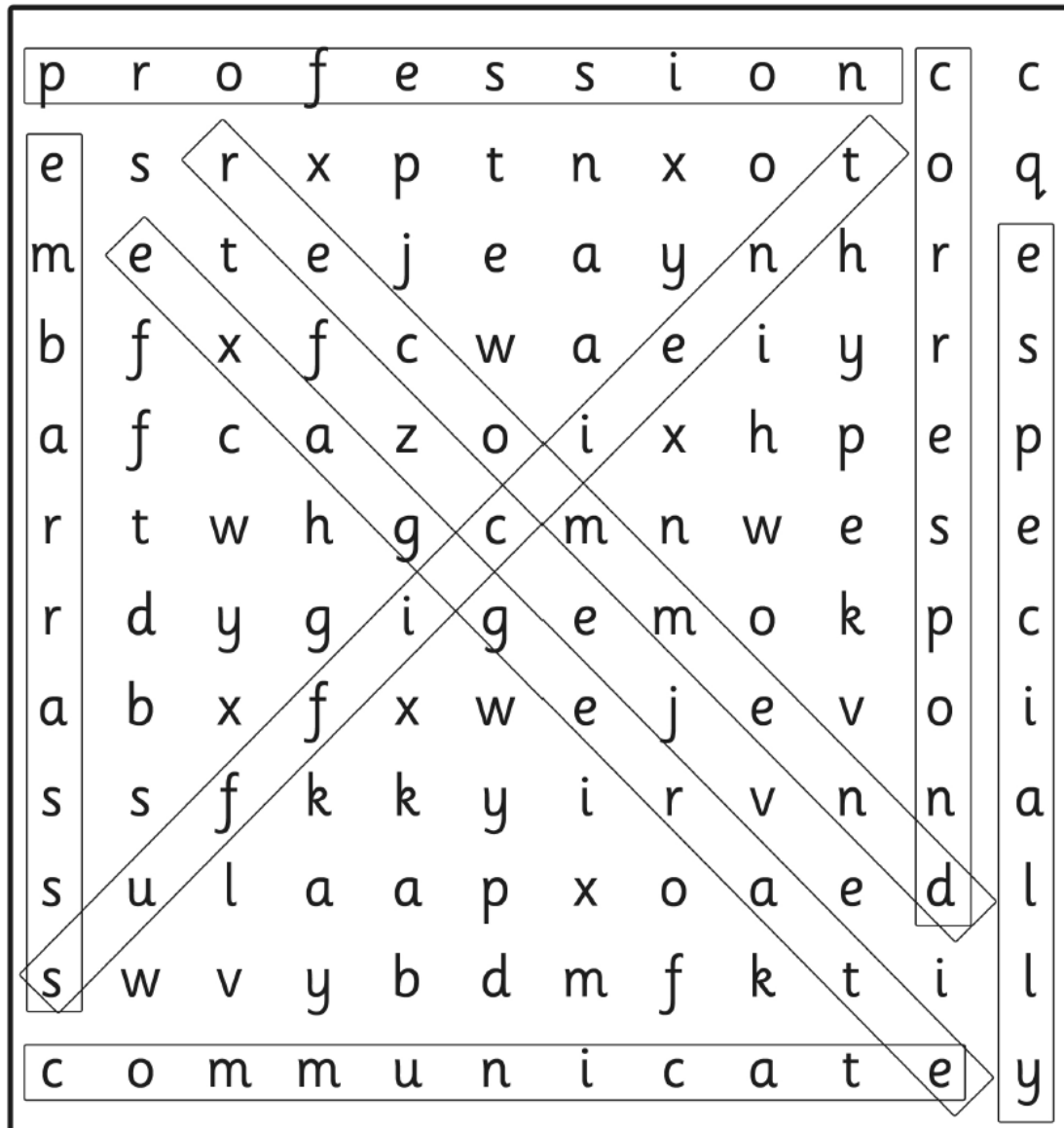
embarrass  
especially  
correspond  
communicate

profession  
sufficient  
exaggerate  
recommend



# Spelling List Wordsearch

## Double Consonant



embarrass  
especially  
correspond  
communicate

profession  
sufficient  
exaggerate  
recommend

## SECTION 3

These questions are about *Plague Remedies* (page 9).

24. Some of the remedies were thought to **cure** people of the plague, while others were thought to **prevent** people getting the plague.

Put ticks in the table below to show which remedies were thought to cure and which were thought to prevent the disease.

	cure	prevent
flowers and herbs		
wine		
bathing in milk		
eating toads		

24

☐

2 marks

25. The text tells us:

*... even tobacco was highly valued as a medicine.*

Why is this surprising to us today?

Tick **one**.

because tobacco is not  
smoked today ☐

it is a surprise because tobacco  
had not been discovered in 1665 ☐

because we now know that tobacco  
is actually bad for health ☐

it is a surprise that tobacco  
cured everyone of the plague ☐

25

☐

1 mark

Total

☐

7 marks

26. People who treated plague victims were sometimes feared. Why?  
Give **two** reasons.

1. \_\_\_\_\_

2. \_\_\_\_\_

26

☐

2 marks

27. Think about what we **now** know about how the plague spread.  
How did the long overcoat really give protection?

\_\_\_\_\_

\_\_\_\_\_

27

☐

1 mark

### Section 3: Plague Remedies

Page 11

24. Some of the remedies were thought to **cure** people of the plague, while others were thought to **prevent** people getting the plague.

Put ticks in the table below to show which remedies were thought to cure and which were thought to prevent the disease.

*up to 2 marks*

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **2 marks** for all four rows completed correctly.

Award **1 mark** for three rows completed correctly.

	cure	prevent
flowers and herbs		✓
wine	✓	
bathing in milk	✓	
eating toads	✓	



## Page 11 (continued)

25. The text tells us:

... even tobacco was highly valued as a medicine.

Why is this surprising to us today?

Tick one.

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** if the correct answer is ticked.

because tobacco is not  
smoked today ☐

it is a surprise because tobacco  
had not been discovered in 1665 ☐

because we now know that tobacco  
is actually bad for health ☒

it is a surprise that tobacco  
cured everyone of the plague ☐

26. People who treated plague victims were sometimes feared. Why?

Give **two** reasons.

**up to 2 marks**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to any of the following points, up to a maximum of **2 marks**:

- the cane, eg:
  - *they had a cane / they pushed people*
- the clothes / appearance, eg:
  - *because of what they wear*
  - *the mask / you couldn't see their faces*
  - *the red eyepieces*
  - *they looked frightening*
- the horrible remedies, eg:
  - *they made you eat toads*
- association with the plague, eg:
  - *they might be infectious*
  - *they could spread the disease around.*

**Also accept** answers in which it is not clear who might catch the plague, eg:

- *they might catch the plague / they might get it / they didn't want to catch it.*

**Do not accept** answers which are closely based on the question, eg:

- *they were frightening.*

## Page 12 (continued)

27. Think about what we **now** know about how the plague spread.

How did the long overcoat really give protection?

**1 mark**

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for reference to the prevention of flea bites, eg:

- *would have stopped the fleas biting through it*
- *stopped the fleas from getting to his skin*
- *stopped people getting bitten.*

Also award **1 mark** for direct quotation:

- *helped to stop the real cause, flea bites.*

## SECTION 4

These questions are about *Ring-a-ring o' roses* (page 10).

28. Each line in the rhyme was once thought to refer to a different aspect of the plague.

Draw lines to show what each word refers to.

posies •

• death

fall down •

• spots

Atish-oo •

• flowers

Ring •

• sneezing

28

☐

1 mark

29. Look at the text below the rhyme on page 10.

Why are certain words written in italics, for example:

*We all fall down?*

---



---

29

☐

1 mark

30. This is the first paragraph after the rhyme.

This rhyme is sometimes sung in the playground. It is a game where young children dance around in a ring, singing the rhyme and deliberately falling down on the ground at the last line. The rhyme is thought by some to be about the Great Plague.

30

☐

1 mark

**Underline** a phrase that shows that the link between the rhyme and the plague is uncertain.

Total

☐

6 marks



SECTION 5

These questions are about the whole booklet.

31. Hannah thought London was a safe place to be. Her reasons are in the table below. Next to Hannah’s reasons, explain why she was wrong.

Hannah thought London was safe because	Why Hannah was wrong
the plague was only in one house.	
the best doctors were there.	

31a

1 mark

31b

1 mark

32. Look at these two quotations about the plague:

*great and horrible brute* (page 8)

*continued to stalk* (page 9)

What impression of the plague do you get from these quotations?

32

2 marks

33. What did people use to get rid of smells ('bad air') in each of these texts?

<b>Samuel Pepys' diary</b>	
<b>Plague Remedies</b>	
<b>Ring-a-ring o' roses</b>	

33a

1 mark

33b

1 mark

33c

1 mark

34. Put ticks to show which statements are true and which are false.

	<b>true</b>	<b>false</b>
People who treated plague victims wore red glass eyepieces.		
The plague caused people to sneeze.		
Although the plague was a terrible illness, it didn't cause anyone to die.		
The Mayor of London treated people who had the plague.		
The plague took 350 years to spread.		

34

2 marks

Total

9 marks

## Section 4: Ring-a-ring o' roses

Page 13

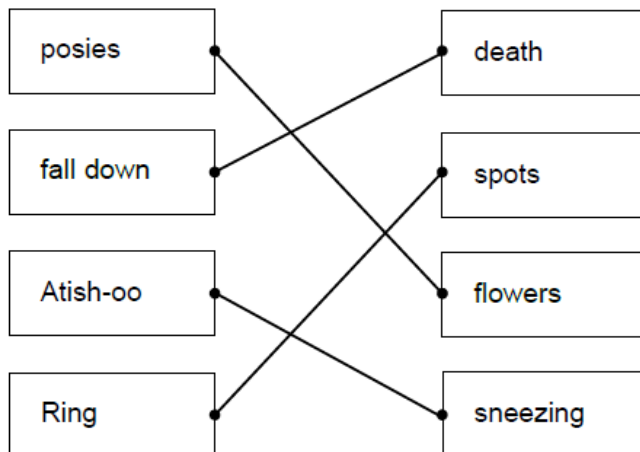
28. Each line in the rhyme was once thought to refer to a different aspect of the plague.

Draw lines to show what each word refers to.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for all four matched correctly.



29. Look at the text below the rhyme on page 10.

Why are certain words written in italics, for example:

*We all fall down?*

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award 1 mark for reference to either of the following points:

- these words are quotations from the rhyme, eg:
  - *because those are words from the rhyme*
  - *it's the line they are describing*
  - *it is part of the rhyme*
- these words are the subject of the explanation, eg:
  - *because those are the words being explained / written about.*

**Do not accept** explanations that these words are headings / subheadings, eg:

- *because they are like headings.*

**Do not accept** general answers, eg:

- *to make it stand out.*

30. This is the first paragraph after the rhyme.

This rhyme is sometimes sung in the playground. It is a game where young children dance around in a ring, singing the rhyme and deliberately falling down on the ground at the last line. The rhyme is thought by some to be about the Great Plague.

**Underline a phrase that shows that the link between the rhyme and the plague is uncertain.**

1 mark

Assessment focus 5: *explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.*

Award 1 mark for:

- (the rhyme is) thought (by some).

Also award 1 mark for underlining the complete sentence.

- The rhyme is thought by some to be about the Great Plague.



**Art Evaluation Sheet - Roman Mosaic**

**Describe what you have made**

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**Describe what you like about your work**

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**How could you improve your work if you did it again?**

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**How is your work similar to the work of Gaudi?**

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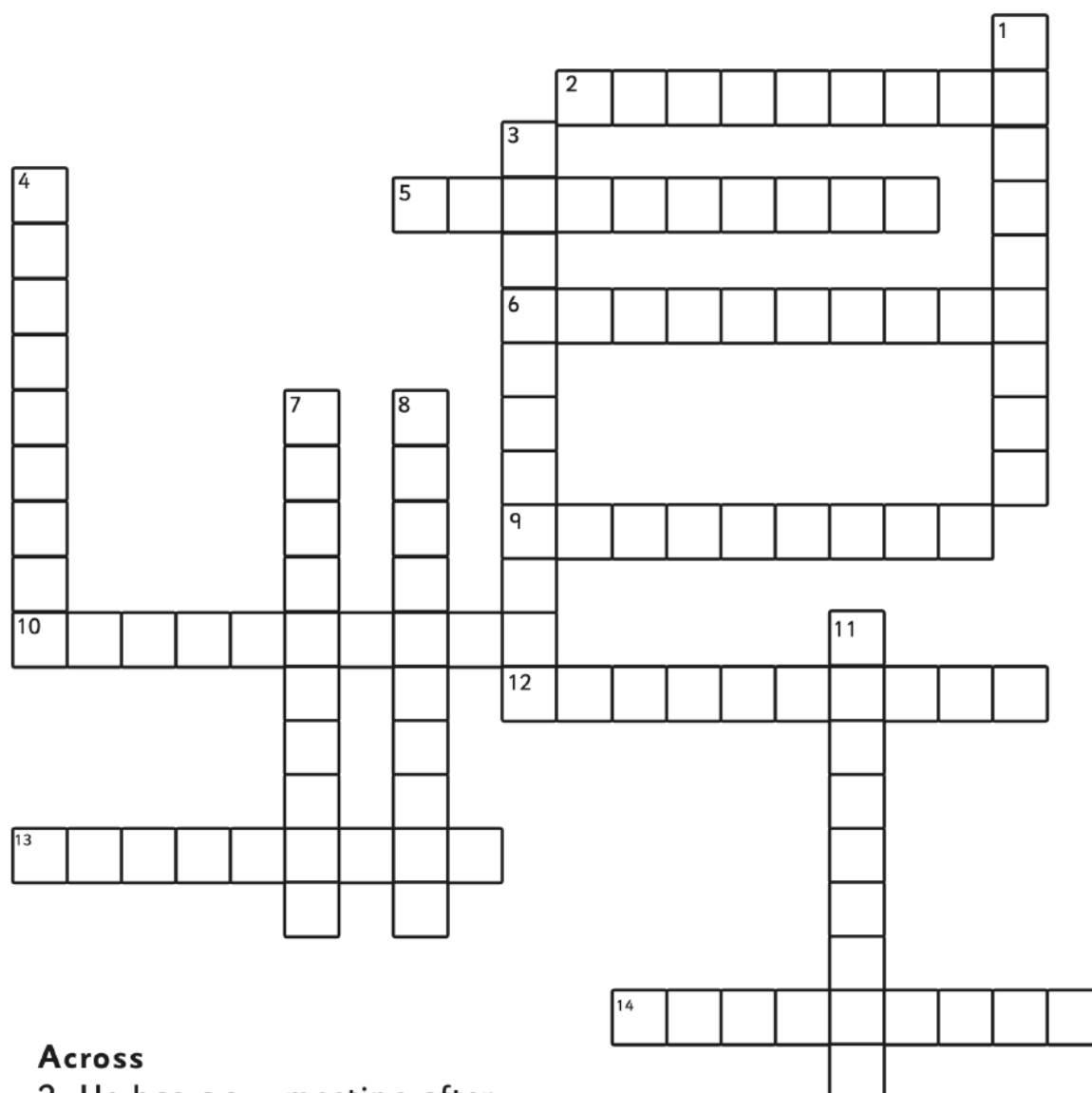
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Spelling List Crossword Double Consonant

**Across**

2. He has a c\_\_ meeting after school.  
 5. Being a teacher is her chosen p\_\_.  
 6. You have done a m\_\_ job.  
 9. I volunteer in my local c\_\_.  
 10. They didn't have s\_\_ resources to do their job.  
 12. She liked to e\_\_ when telling stories.  
 13. His work was e\_\_.  
 14. Which restaurant can you r\_\_?

**Down**

1. It wasn't n\_\_ for me to be there any longer.  
 3. Many deaf people c\_\_ by using sign language.  
 4. She didn't mean to e\_\_ him in front of the whole class.  
 7. Tom didn't like exercise. He e\_\_ didn't enjoy dancing.  
 8. The findings c\_\_ to the results.  
 11. What is your favourite TV p\_\_?

List Crossword Double Consonant  
Answer Sheet

**Across**

- 2. committee
- 5. profession
- 6. marvellous
- 9. community
- 10. sufficient
- 12. exaggerate
- 13. excellent
- 14. recommend

**Down**

- 1. necessary
- 3. communicate
- 4. embarrass
- 7. especially
- 8. correspond
- 11. programme

## Sources

The questions progress in difficulty, so that questions based on source 5 are a little harder than questions based on source 1.

Source 1 provides evidence about Farrinor, the king's baker, in Pudding Lane. E 170/252

Source 2 shows the instruction given by Charles II to survey the city after the fire. SP 44/23

Source 3-4 reveals how much of the city was destroyed. ZMAP 4/18

Source 5 provides evidence of how Charles hoped to improve the city and prevent such a calamity happening again. SP 29/171

### Extension activities

The snapshot could be expanded to ask pupils to attempt a piece of writing on the fire such as a diary entry.

-Pupils could read extracts (or simplified versions) from the diaries of Samuel Pepys and John Evelyn.

-The class could make a class mural of the Great Fire of London or pupils could do an individual drawing.

-The class could discuss how we deal with fires today.

## Background

Thomas Farrinor and his wife got out of their bakery in time, but their maid was too frightened to jump from the roof. She was the first to die. Surprisingly, only nine people died as a result of the fire.

Two people have left us eyewitness accounts of the fire. The first is Samuel Pepys, who worked for the Navy. He kept a diary from 1660-1669. The second is John Evelyn, who also kept a diary. Both men describe how dramatic and scary the fire was.

Not everyone at the time thought that the fire was an accident. Some said foreigners caused it. Others felt that the fire was started by those not free to follow their own religion. Some even saw the fire as a punishment from God.

A ten-year-old boy called Edward Taylor and his family were questioned for throwing fireballs at an open window in Pudding Lane and in the streets. Fireballs were made from animal fat (called tallow), set alight and used to start fires. However, the fire was most likely caused by chance rather than by a deliberate act.

Charles II ordered that 10 October 1666 be a day of fasting on account of the fire. He told the Lord Mayor of London to support collections for victims of the fire. Later, close to Pudding Lane, a monument was built so that people would not forget the fire. It was the work of Sir Christopher Wren, who designed many new buildings, including St Pauls Cathedral, when the city was rebuilt after the fire.

# Tasks

## Look at Source 1

This source was written about two weeks before the fire. It lists some of the people who lived in Pudding Lane. This is where the fire began.

- Can you find the name of the king's baker?
- How many fireplaces and ovens did he have?
- How much tax did the baker have to pay? (Clue: number of hearths and ovens x 1 shilling)
- How many different jobs can you find on the list? Name them.
- How many men had houses on the list?
- How many women had houses on the list?
- How many houses were empty?

## Look at Source 2

After the fire, King Charles II wanted a new map of London.

- Who did Charles ask to make a plan of London?
- Why did Charles want a map showing London after the fire?
- What did Charles feel about the fire?

## Look at Source 3

Wenceslaus Hollar drew this map.

- Can you find the following places on the map?
  - River Thames
  - Tower of London
  - St Paul's Cathedral (Clue: from above it looks like a cross, not a dome)
  - Pudding Lane (Clue: north of the river, near the bridge)
- Why are there not many buildings shown in the white middle part of the map?
- Ask your teacher for a map of London today. Try and spot the differences with Hollar's map of London?

## Look at Source 4

On the corner of his map, Hollar put some information. It is a list of places that are numbered on the map. This is called a key.

- There are a lot of halls. These were meeting places for different kinds of craftsmen. For example, number 130 is the Carpenter's Hall. Can you find any more? In pairs, talk about what people had to do in these jobs. (Your teacher will help you with the unusual ones.)
- Try and find some new jobs listed here in the key that were not listed in source 1 (for example: 124. weavers).
- How many houses in the city were destroyed by the fire?
- How many churches were burnt

## Look at Source 5

King Charles praised the courage of the people in the fire. He hoped to see a more beautiful city rebuilt. He also made plans to prevent another fire. Here are some of his plans.

- How did Charles plan to stop fires spreading in London? (Clue: There are five different ideas in this source.) How would each of these plans help to stop a fire from spreading?



## Fact Sheet about Bones and Muscles

<https://www.theschoolrun.com/homework-help/bones-and-muscles>

Underneath our skin are lots of things that make up our body. Two of these are bones and muscles. **Bones shape our body and help us to stand up straight. Muscles are attached to bones; they help us walk and run and smile.**

**All the bones in our body make up our skeleton** – from the top of our skull to the tips of the phalanges at the end of our toes. **Muscles stretch across our bones and are attached with tendons.** We use both our muscles and our skeleton to stand, write and even turn the pages when we're reading a book.

### Top 10 facts about bones:

1. Together, the bones in our body are called the skeleton.
2. **There are 206 bones in the human body.**
3. The main bone in our head is called the skull.
4. Bones have three parts, plus most have a substance deep inside called marrow.
5. **Bones need calcium to keep healthy** – foods like milk, nuts and broccoli all have calcium in them.
6. We get bigger and taller when our bones grow.
7. Doctors can tell how healthy our bones are by measuring our bone density.
8. In addition to muscles, **we have joints between our bones to do things like moving our arm up and down, and turning our head.**
9. The longest bone in your body is called the femur, which is located in your thigh.
10. When a bone breaks, it's called a fracture. It really hurts!

### Top 10 facts about muscles:

1. Muscles make up almost half of how much we weigh.
2. There are about 640 muscles in the human body. The most important one is the heart.
3. There are three different kinds of muscles – skeletal, smooth and cardiac.
4. Involuntary muscles like the heart move without us thinking about it.
5. Voluntary muscles are found in places like our arms and legs – we decide when we want to move them.
6. Muscles are attached to bones with tendons.
7. If one of your tendons accidentally gets pulled, it's called a sprain.
8. The largest muscle is called the gluteus maximus, in your bottom. It helps you walk.
9. Muscles are mostly water – about 75%.
10. Moving a muscle involves contracting it (pulling it) and relaxing it (letting it rest).

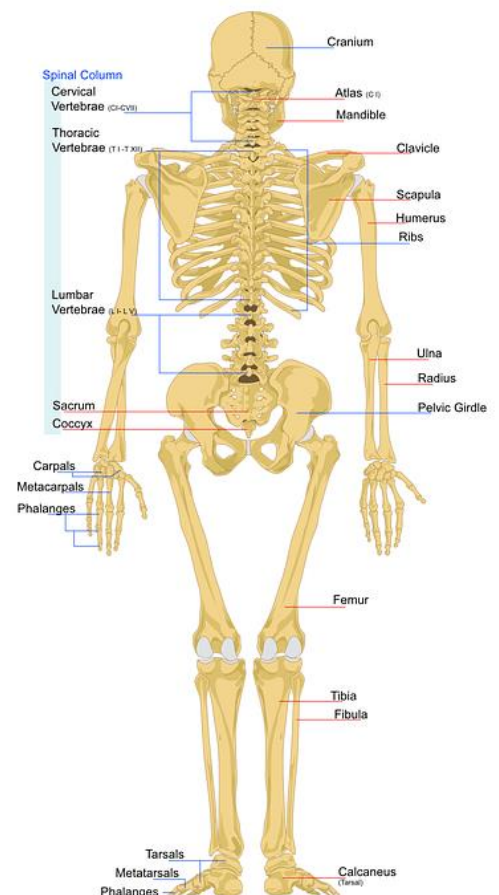
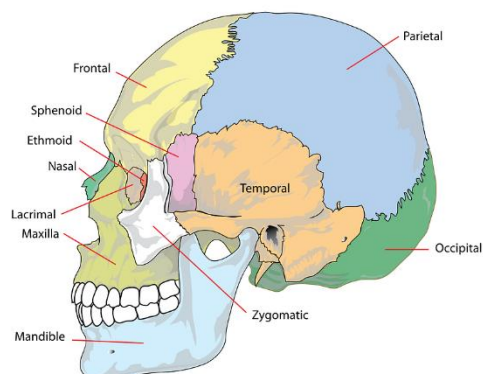
### Did you know... about bones:

- **The skeleton has two main jobs to do – it supports us and protects our vital organs. When the skeleton and muscles work together, we can move around.**
- When you were a baby, you had over 300 bones in their body – as you grew, some of the bones joined up which is why you have 206 bones now.
- **The longest bone in your body is the femur** – it's about one-quarter of your height.
- The smallest bone in your body is the stirrup bone (stapes) inside your ear – it's about one-quarter of a centimetre long.
- Giraffes and humans have the same number of bones in their necks! Giraffes' bones are much longer than ours, though.
- **Your hand has 27 different bones in it!**

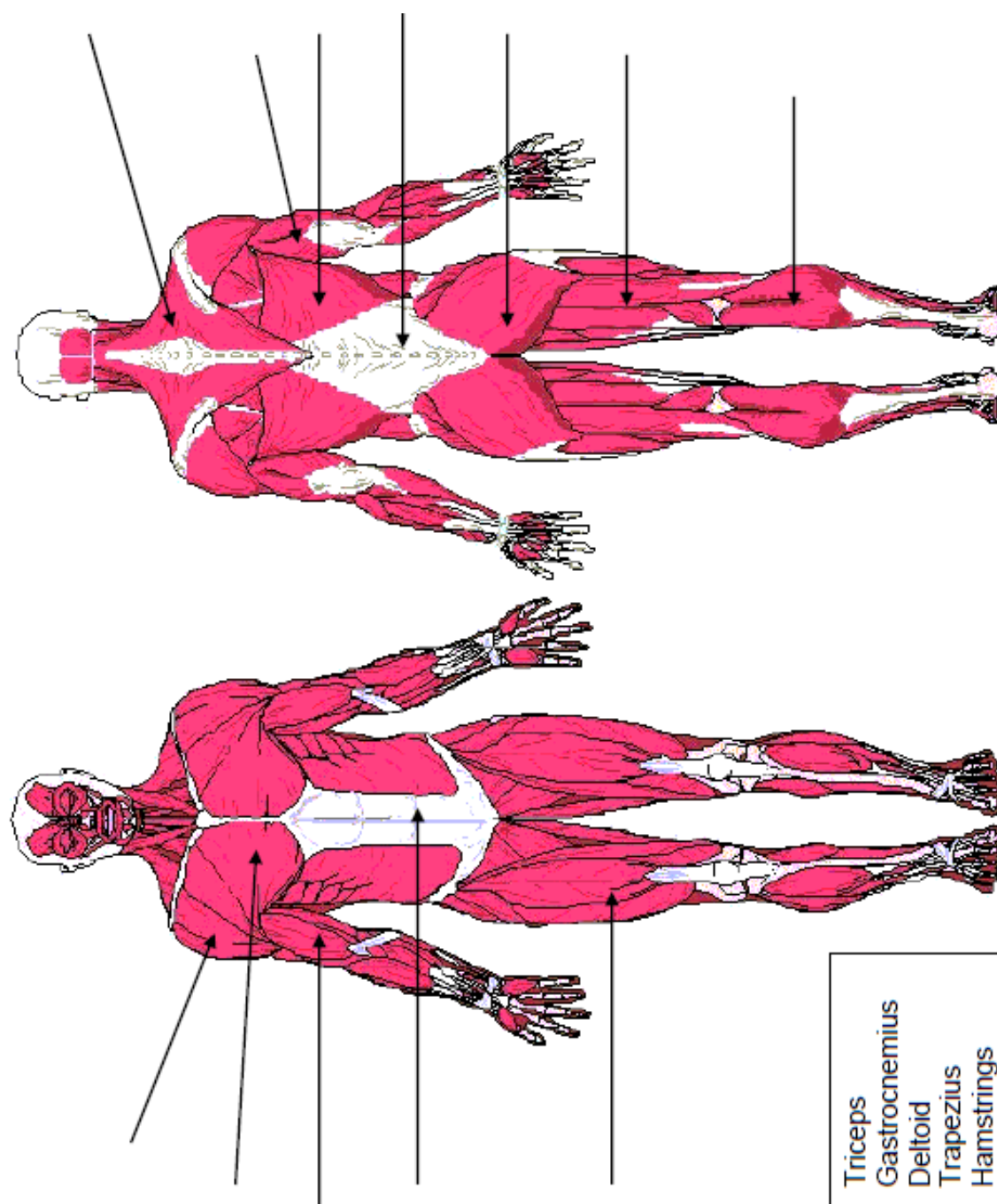
- It takes 1-2 months for a broken bone to heal.
- There's one kind of fracture that's only possible for kids to get – a bowing fracture. This is when a bone bends but doesn't break.

#### Did you know... about muscles:

- **There are more than 30 muscles in your face.**
- The largest muscle in your body is in your bottom – it's called the gluteus maximus.
- Muscles consist of about 75% water. The rest is made from fibres.
- Hold your arm out level with the ground. Now bend your arm so that your hand is pointing upwards. You've just contracted the muscle on the top of your arm, the bicep, and relaxed the muscle below your arm, the tricep. Now, move your arm back level with the ground – you've just relaxed the muscle on top of your arm and contracted the one below it.
- When you 'make a muscle', you're actually contracting your bicep.
- A muscle cramp means that your muscle has contracted, but won't relax again.
- Your tongue looks like just one muscle, but it's actually lots of muscles working together.
- **Moving your muscles burns energy**, which you get from food. Burning energy creates heat, which is why you can feel warmer when you've been running around a lot.
- Bones and muscles under the skin
- A human skeleton with the names of the bones labelled
- Skull bones
- The vertebrae, the bones in the human spine
- A skeleton
- An X-ray of knees
- An X-ray of a person's jaw
- Cross-section of a bone
- A detailed diagram showing bones, muscles, tendons and ligaments
- The muscles in the human body
- The muscles in a human hand

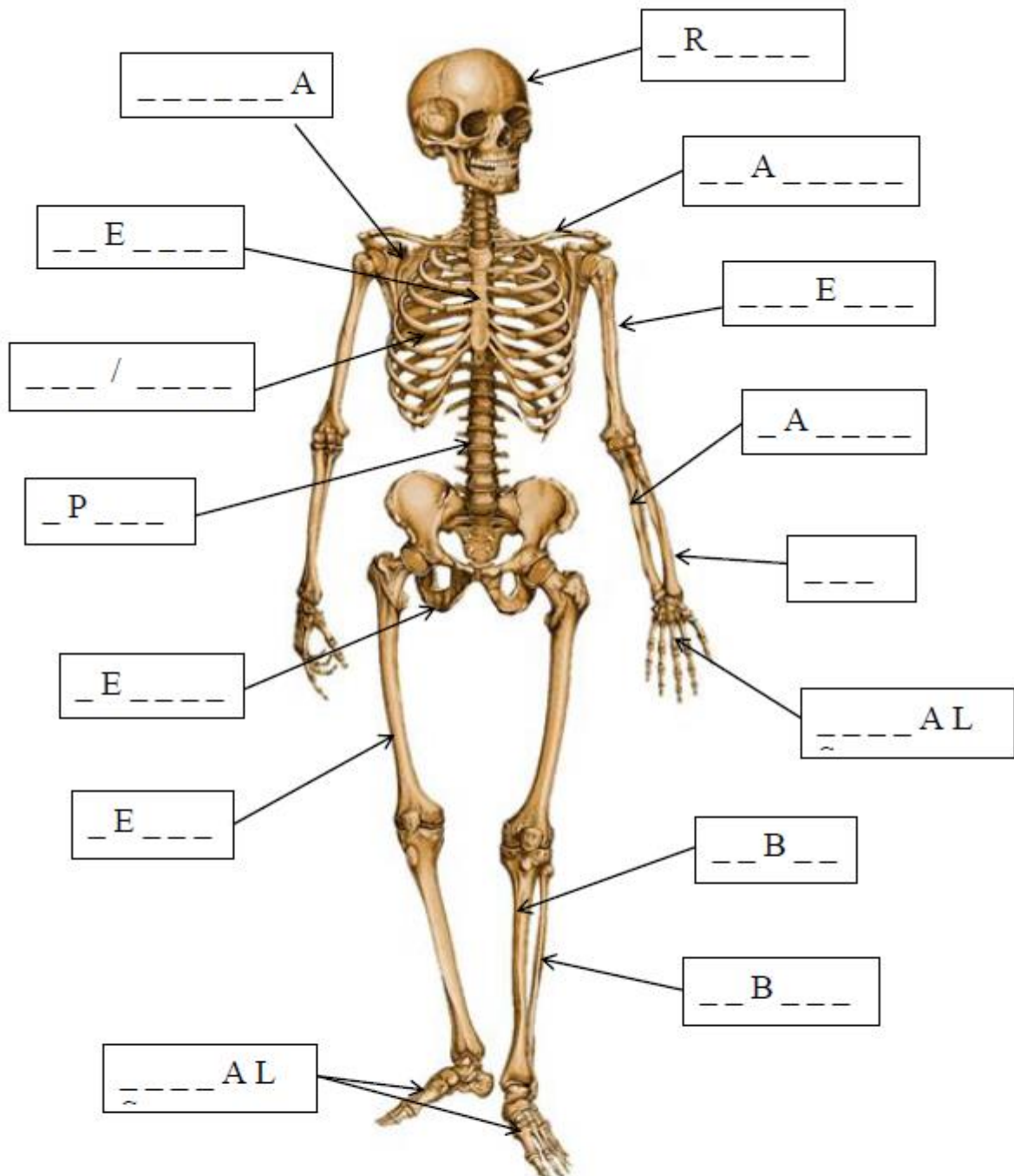


Label the Major muscles of the human body



Abdominals	Triceps
Biceps	Gastrocnemius
Quadriceps	Deltoid
Pectoralis major	Trapezius
Latissimus Dorsi	Hamstrings
Gluteus Maximus	Erector Spinae

# LABEL THE HUMAN SKELETON



CARPALS	PELVIS	ULNA	FEMUR
SPINE			
RIB CAGE	CRANIUM	SCAPULA	
TIBIA			
TARSALS	RADIUS	CLAVICLE	
FIBULA			
	HUMERUS	STERNUM	