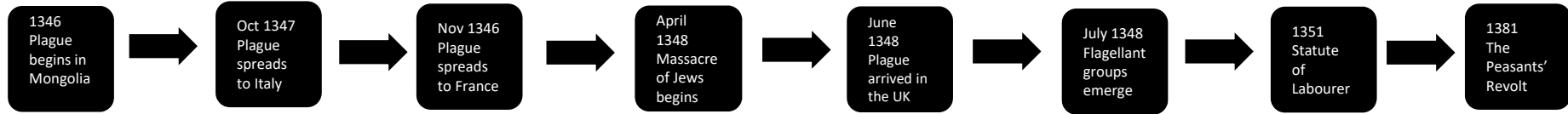


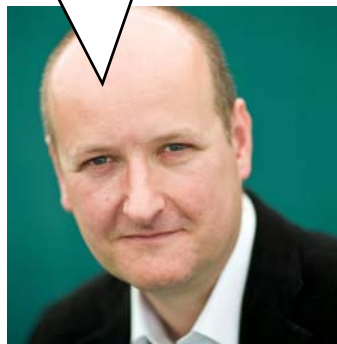
# What were the consequences of the Black Death?



	Key Word	Definition
	Black Death	Disease that spread across Europe in the 1340s. Spread by rat fleas.
	Buboes	Swelling – a sign of bubonic plague
	Cause	Something that leads to an event.
	Consequence	Something that results from an event.
	Contagious	Condition that can be easily transmitted between people.
	Jews	Followers of the Jewish faith of the Old Testament.
	Miasma	Belief that bad air caused disease.
	Peasants	Poorest members of society. Also known as villeins.
	Pestilence	A fatal, epidemic disease. Often refers to Black death.
	Plague	Official name for Black death. Can be bubonic or pneumonic (lung)
	Revolt	Rise up against the monarch.
	Symptom	A sign of illnesses
	Tax	Money to be paid to the King.

The deaths in 1348-9 are so numerous that the statistics are much easier to talk about than the individual tragedies. Looked at from the safe distance of the twenty-first century, one can see its beneficial effects – how the Great Plague cauterises feudalism, frees up capital, and allows society to develop in a more democratic way. But a visit to the time reminds you, with a sharp shock, of both the reality and the scale of the suffering.

*Ian Mortimer*



	Knowledge Milestones	Extra Knowledge	Expert Knowledge
	The Black Death was a pandemic	It spread across Europe in the 1340s	It is estimated that 40% of the population died.
	People did not know what caused it, so could not treat or prevent it.	People prayed to God and used herbal remedies.	Flagellants whipped themselves to show God they were sorry.
	Trade and wars stopped during the pandemic	Ports and cities like London and Bristol were often affected first.	The Plague passed along known trade routes like Florence in Europe.
	Peasants who didn't die were more valuable and workers were in demand.	Many lords did not have enough workers. This meant that they had to pay their workers.	In 1351 the Statute of Labourers tried to ban the payment of workers.
	The peasants revolted to try and gain more freedoms	They were angry and felt that the young King, Richard, who was only 14, was being misled by his advisers	In 1381 a riot against tax collectors spread across the South East. Thousands of rebels marched on London.
	The revolt failed and the feudal system continued.	The King met the rebels at Smithfield. There was an altercation, and their leader Wat Tyler was killed.	Richard II promised to act on the rebels demands. However, when the rebels agreed to go home, the King ordered their execution.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.



**READ**

<https://www.bbc.co.uk/bitesize/guides/z7r7hyc/revision/1>



**WATCH**

<https://m.youtube.com/watch?v=5hBOqGC1BLw>



**LISTEN**

<https://play.acast.com/s/history-extra/9570d9f1-3345-4fef-9b39-7e544da23169>



# Writing good History: Key skills

Chronology  
The order in which events happen. The big "story".

Change/ Continuity  
Whether things have changed or remained the same over time.

Similarity/Difference  
What events or situations have in common, and how they are different.






Cause  
The reasons that something happens- long term or trigger cause.






Consequence  
Things that happen as a result of an event. Can be good or bad.

Significance  
Whether an event is important or not. The impact it has had on people. How it has changed the world.

Sources  
Information that comes from the time studied, or that was produced by someone who was there at the time.






Interpretations  
The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

USING SOURCES: What do I need to know?	
	Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the <b>CONTENT</b> of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Utility- You next need to look at the <b>PROVENANCE</b> of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

Suggested Vocabulary: What do I need to know?		
To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...



USING INTERPRETATIONS: What do I need to know?	
	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?