**Form 1: Inquiry – Summer Term**

**Why couldn’t they cure the Black Death in the Middle Ages?**

**Inquiry Objectives:**

* Students use the FOSIL process to answer the inquiry question.
* Students use sources to complete the inquiry, focusing particularly on comprehension, inference, supporting with evidence, and basic consideration of reliability/cross-referencing
* Students are able to report their findings in a report format or paragraphing activity

**1. CONNECT**

What do they already know about the Black Death?

Dates, spread, countries affected and symptoms – some may also know some of the causes.

**2. WONDER**

* What else do they need to know in order to answer this question (subsidiary questions) e.g.
* What do we now know caused the Black Death?
* What did they think caused the Black Death in the Middle Ages?
* What was their general medical and hygiene knowledge in the Middle Ages?
* What were the things preventing them understanding? (e.g. church, knowledge, reliance on religious explanation)
* What did they try to use to cure the Black Death?
* Why didn’t that work?
* What was the most important reason, or how did all these reasons work together?

**3. INVESTIGATE**

Students should have a range of sources to enable them to answer these subsidiary questions. It is likely they will need them staggered somewhat and to go through each question in turn, however, some students may feel comfortable with multiple questions and sources.

Glossaries/dictionaries/fact sheets could help to access sources.

Use investigative journal to make notes.

**4. CONSTRUCT**

Needs to be done as they go along – using regular thinking about ‘how does this answer the question’

Will also ask students to rank their reasons in order of importance once they have completed their Investigate phase.

They will then need to consider how to write up their investigation – could brainstorm in terms of how they construct paragraphs, and content of these.

**5. EXPRESS**

Could be done with presentations, but this will take considerable amount of time.

Better would be some sort of report document – each box could have a hint of what they need to do e.g. ‘This box is for you to explain how the Black Death was caused. Remember to use key terms and explain in simple but accurate language’.

Need some sort of assessment grids to do this. May need lists of key terms, help with dictionaries/thesaurus etc. They could do this on the computer.

**6. REFLECT**

Needs to be done throughout the process to help metacognition and also to fit with Attitudes to Learning. Will also reflect on why the question is important to Historians and how their understanding of that changes through the investigation.

**Lesson Outline:**

Week 1 – Teach Students about the spread of the Black Death and the symptoms

Week 2 – Students connect their knowledge, identify questions and start investigating some of these

Week 3 – Students continue investigation and start to draft answers to the question

Week 4 – Students complete the report