



Long Term and Medium-Term Planning History Focus With Art and DT As Secondary Subjects



Term and Year: Spring Term 1 2019	Topic: Great Fire of London
Teacher: Miss Defty	Key question(s):

Subject	National Curriculum Objectives	'I can...' Statement(s)		Activities
History	Pupils should be taught about: - Events beyond living memory that are significant nationally or globally	Lesson 1 London Past and Present	Lesson 1 I can find out some of the ways London has changed I can compare past and present London. I can describe some of the ways in which how we live now is different to how people lived in 1666.	Lesson 1 – London Past and Present Look at pictures of London (both present and past). Discuss where it is and how it has changed. Discuss what we can see in the pictures. What do the buildings look like? What do people wear? What jobs do people do? How do people travel? In groups, sort pictures into London past and London present. Children to label pictures of 1666 and 2018 highlighting the similarities and differences. Discuss 17 th Century Jobs together and in talk partners, decide which job they would a. most like to do and b. least like to do; and give their reasons why. Ask children to share their ideas about what life was like in London in 1666, discussing how it may have felt to carry out some of the jobs from the list. Which of these jobs still exist today? What jobs are no longer needed today? Why?

		<p>Lesson 2</p> <p>Events of the Great Fire of London</p>	<p>Lesson 2</p> <p>I can say how and where the fire started</p> <p>I can say why it might have spread</p> <p>I can put the events of the Great Fire in order</p>	<p>Lesson 2 - Events of the Great Fire of London</p> <p>Read 'story' of the Great Fire of London to the children.</p> <p>Children to discuss the reasons they can think of from the information they have seen and heard about why the fire spread so quickly. Feedback as whole class, elicit correct answers; a. all houses were very close together and made of wood; b. the wind was strong; c. there was no fire brigade; d. it had been hot so everything was dry and not much water left in the Thames to use to put out the fire.</p> <p>Talk partners discuss the events and discuss what happens at the start and end of the timeline. Feedback their ideas to the class. Model and remind children how we could place these events onto a timeline in order.</p> <p>Sort the events of the Great Fire into the correct sequence using Great Fire of London Events Timeline Cards; have each card reduced in size and cut out for children to place onto A3 size timeline worksheets and stick down.</p> <p>Ask children to show their timelines of the Great Fire; can the children describe the sequence of events in the correct chronological order?</p> <p><i>Extended Writing: Use this lesson to make links with diary writing in Literacy. Children to write their own diary entries.</i></p>
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		<p>Lesson 3</p> <p>Who was Samuel Pepys?</p>	<p>Lesson 3</p> <p>I can understand how we know about the Great Fire of London.</p> <p>I can accurately choose some of the sources that historians could use to find out about the Great Fire of London.</p> <p>I can explain why some historical sources are helpful to find out more about the Great Fire of London.</p> <p>I can explain why some historical sources are not helpful to find out more about the Great Fire of London.</p>	<p>Lesson 3 – Who was Samuel Pepys?</p> <p>Recap ‘story’ of the Great Fire of London to the children. http://www.fireoflondon.org.uk/game/</p> <p>What is an eyewitness? How can an eyewitness help to explain what happened in the past? Show the painting of the Great Fire; ask children to look closely and imagine this is the scene they can see when they look out of the classroom window. How do you feel? What will you do?</p> <p>Explain that Samuel Pepys was an eyewitness; read through information about him and diary extract. Tell the children that they are going to be history detectives! Explain that an object that helps historians to find out facts about the past is called a source. Which of these items/sources helps us to know how the fire started? <i>(Answer: The eyewitness statement)</i> Explain reasons why the other sources are not helpful: the portrait of King Charles does not help because it does not tell us about what happened in London; the drawing tells us what parts of London were affected, but not where it started.</p> <p>Ask the children to be history detectives and decide which sources can help them to find out more about what happened in the Great Fire of London. <i>(Answers: Samuel Pepys’ diary, London Gazette report from 3rd September 1666, eyewitness statement and the painting of the Great Fire from 1670)</i></p> <p>Activity Sheet</p> <p>Ask children to share the sources that they think help us to find out about the Great Fire and explain their reasons why. Also ask the children to discuss why they dismissed some of the sources as not helpful and explain their reasons why.</p> <p>Watch BBC Magic Grandad – Samuel Pepys episode.</p>
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		<p>Lesson 6</p> <p>What have we learned about the Great Fire of London?</p>	<p>Lesson 6</p> <p>I can show what I have learned about the Great Fire of London.</p> <p>I can create a newspaper report, describing the main events of the Great Fire of London</p> <p>I can write about when and how the fire started, why it spread and how it affected London</p> <p>Extension: I can include quotes in my report from eyewitnesses, such as Samuel Pepys</p>	<p>Lesson 6 – What have we learned about the Great Fire of London?</p> <p>Ask children to answer these questions about the Great Fire: When was it? Where did it start? Why did it start? Why did it spread? What did people do to put it out? How was London and the people living there affected by the fire? How do we know about the fire? What happened in London after the fire?</p> <p>Record the children’s answers on the whiteboard.</p> <p>Ask children to think of the different ways in which people would find out about the fire e.g. people would write letters to each other via the post, send messages via people travelling on horseback. Explain that the London Gazette was the first newspaper in Britain, and was first published in February 1666. The London Gazette was not a newspaper in the modern sense; it was sent by post to those who paid for it, not printed for sale to the general public.</p> <p>Explain that the children are now reporters for the London Gazette in 1666 and need to interview an eyewitness to the Great Fire!</p> <p>Activity: ask the children to imagine that you are Samuel Pepys and that they are reporters. In partners, they need to think of questions to ask you. The children should ask you questions and make notes on whiteboards or in their exercise books. They could use these questions when writing their report.</p> <p><i>Extended Writing: Explain to the children that they are going to be a reporter working for The London Gazette in 1666, who has been chosen to report on the fire that has destroyed much of London. The children can work use their notes from the hot seating activity and their own knowledge of the Great Fire that they have gained over the course of the teaching unit, to create their own newspaper report.</i></p>
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Subject	National Curriculum Objectives	'I can...' Statement(s)		Activities
Art	Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Week 2	I can make a sculpture of a flame.	<p>Draw a large flame outline on a piece of A4 white paper and photocopying it so every child had one.</p> <p>The children place a sheet of cling film over the top of their flame out line. Pouring PVA glue into the middle of the cling film, the children spread it out to create a rough flame shape. They need quite a lot of glue so the layer is around 5mm thick. If the glue spreads outside the outline it can be cut off after it dries so it's not an activity that needs to be precise.</p> <p>Once the children had spread the glue, I provided them with a selection of warm coloured tissue paper.</p> <p>If they start with the inside colour first and work out it is easier to control the flame shape. The way of sculpting I explained to the class was to make sausages of tissue paper and place it into the glue. Make longer sausage of tissue paper for each section to wrap around. We used the darkest colour (red) in the middle moving to the lightest (yellow) on the outside.</p> <p>Finally, apply a layer of glue over the top of the tissue paper to harden the sculpture.</p> <p>Leave to dry overnight in a dry warm place. In the morning the cling film should peel away from the dried glue. By now both sides should be hard and shiny. Now the flames can be cut neatly getting rid of any leftover dried glue or tatty pieces of tissue paper.</p>
		Week 6	I can use a range of materials to make a Great Fire of London silhouette picture.	Using card and tissue paper, children can create a Great Fire of London silhouette picture. The background will be made up of red, yellow and orange tissue paper and the silhouette of black card.

Subject	National Curriculum Objectives	'I can...' Statement(s)		Activities
DT	Pupils should be taught: <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • build structures, exploring how they can be made stronger, stiffer and more stable 	Week 1	I can make a model of a building from Pudding Lane.	Using various cardboard boxes, paint them white, use black coloured paper for the roof and for decoration e.g. beams, windows etc. Some houses can add red, orange and yellow coloured paper to look like flames.
		Week 3	I can investigate and analyse existing products according to their characteristics.	Making bread – Lesson 1 Evaluate existing products - Bread tasting, What we need to make bread Instructions – look at a recipe, identify the bossy words.
		Week 4	I can develop a design criteria. I can think of original ideas for a product based on my design criteria. I can develop designs based on my design criteria and clearly communicate my final design.	Making bread – Lesson 2 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of creating a design criteria for a new type of bread. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating initial designs for a new bread product.
		Week 5	I can select ingredients and kitchen equipment to help me follow a bread making recipe. I can knead and bake.	Making bread – Lesson 3 Make bread using bread mix Write instructions as to how they have made their bread Taste their bread Evaluate their bread making

ICT -

PE - Planned by Peterlee Partnership

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units

Music - Changra units