

<p>Theme read:</p> <ul style="list-style-type: none"> • Vlad and the great fire of london • Toby and the great fire of london • Samuel Pepy’s diaries • Newspaper reports 	<p>Year 2 (Spring): Enquiry Question</p> <h2 style="text-align: center;">Was London better before or after The Great Fire?</h2> <p>Key driver: determination</p> <p>Key skills: I can talk about the significance of historical events and describe how evidence is used to make historical claims (includes evaluation)</p> <p>Year Enquiry: How can we turn disaster into opportunity</p> <p>Topics: The Great Fire of London</p> <p>High-Quality Outcome: write a tour guide speech to give to visitors of the class GFoL museum (see hamilton planning block H) https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/great-fire-london/</p>	<p>Resources</p> <ul style="list-style-type: none"> • http://www.fireoflondon.org.uk/browse-the-collection/ • https://www.museumoflondon.org.uk/discover/great-fire-london-1666 • https://www.keystagehistory.co.uk/keystage-1/the-great-fire-key-stage-1/ • https://www.history.org.uk/primary/resource/3676/samuel-pepys-and-the-great-fire-of-london-ks1 • https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39 • https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/ • 3D representation of 17th century London before The Great Fire https://www.youtube.com/watch?time_continue=27&v=SPY-hr-8-M0&feature=emb_title
<p>Key Vocabulary:</p> <p>London, Samuel Pepys, diary, firefighter, burning, smoke, escaping, Pudding Lane, King Charles II, the monument, cart, fire, Thomas Farriner, River Thames, St Paul’s Cathedral, bakery, rebuild, fire hook, bucket, bakery, firebreak</p>		<p>Pupil Pledge</p>

<p>Launch</p> <p>Where is London? - introduction to GFoL</p> <p>WALT: identify London and its significance historically</p>	<p>Lesson 2</p> <p>How do we know about the GFoL?</p> <p>WALT: use primary sources to learn about significant historical events</p>	<p>Lesson 3</p> <p>What happened during the fire and how do we know? -timelining</p> <p>WALT: timeline the events of GFoL using first-hand accounts</p>	<p>Lesson 4</p> <p>Why did so many houses burn?</p> <p>WALT: analyse situations to come to conclusions</p> <p>Ask lesson Q to class. Watch https://www.youtube.com/wat</p>	<p>POP Quiz - chn to write a short diary entry as if they saw the GFoL happen</p> <p>Share and read to class afterwards. Make a class chart of the important</p>
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<p>Tour of london video: https://www.youtube.com/watch?v=P2WQBD6nNY4 Pause it often and record important info chn hear. Discuss how could we get to london and how did they do it in the past. Complete map with facts.</p> <p>Outcome: Map of London marked with significant places for GFoL and descriptive sentences about London's importance (ie. Government is in London. Government makes decisions for the UK)</p>	<p>Introduce Samuel Pepys and read his diary entry in IWB. Read chorally together after to learn. Use paintings and photos to contextualize the diary entry for the class. Play '1-spy' with photos. Discuss and make connections between the two pieces of evidence.</p> <p>Outcome: Chn to have a completed table with descriptions of the buildings, streets and people from the diary entry plus interesting words.</p>	<p>Look at photos again. Was Samuel Pepys right? Set scene for how the fire started and tell the story using pictures or acting out. Using large pictures with small captions, try sequencing as a class. What are the order of the days (of the week).</p> <p>Outcome: provide some of the sequence completed, chn complete the rest either with a bank of statements or independently then draw simple pictures</p>	<p>ch?time_continue=27&v=SPY-hr-8-MO&feature=emb_title looking at formation of the houses and materials used. Discuss then give chn in pairs a list of possible reasons, their job is to rank them and justify why they think some are more important than others (orally – record on device for evidence) Discuss as a WC.</p> <p>Outcome: Glued down ranking in books with sentences written at the end of what they think the main reason(s) is and why (sentence stem)</p>	<p>things we know about the GFoL</p>
<p>Lesson 6 Analyzing artefacts (then and now comparison of buckets, fire engines, houses)</p> <p>WALT: compare and describe artefacts</p> <p>Look at images of artefacts from GFoL and compare to today's version of the tool.</p> <p>Outcome: completed comparison chart of a tool from GFoL and today's version. Choice of fire engine, bucket, fire hook vs axe, houses)</p>	<p>Lesson 7 How can we rebuild London after the fire?</p> <p>WALT: know that Christopher Wren designed and rebuilt large sections of London</p> <p>Children discuss and list ideas for how London should have been rebuilt. What did they need to consider? What were some issues that need to be fixed?</p> <p>Outcome: children pretend to be King Charles II and write an order for how it should be rebuilt. Could draw areal map of new town as well by looking at some (geo links)</p>	<p>Lesson 8 What have we learnt from the fire? How are cities and houses different now?</p> <p>WALT: describe the key features of houses and streets in the seventeenth century</p> <p>Outcome: Children label the features of houses and streets in 1666 and now. Children then make a picture of house for display.</p>	<p>Lesson 9 Write tour guide speeches and prepare artefacts</p> <p>WALT: explain key parts of the GfoL</p> <p>Chn to make/draw a representation of an artefact from GFoL. Could be a remake of something they learned about or a made-up artefact like a burnt family picture, photo of a house from that time etc</p> <p>Outcome: short written speech and artefact (provide sentence stems for them to complete about artefact)</p>	<p>Celebration: GfoL Museum</p> <p>Possibly complete written speech @ beginning of this lesson if not done in last</p> <p>Chn to set up a GFoL museum in their classroom and take turns cycling around to view the work of others. SLT to be invited to see work or parents invited in to view at the end of the day?</p>

<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts in museums, books and internet (historical enquiry) • Events beyond living memory that are significant nationally 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> • Link to geography of UK unit 	<p>Creativity: How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> • Create artefacts • Oral and written outcomes • Discussion on similarities and differences in firefighting tools from now and then 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> • How would you feel if you had to leave your house because of a fire? • What important things would you bring? • How can we help people without a home? 	<p>Community: What links are there to local resources?</p>
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Activities:

- Choose a day from the GFoL and write short news report for it. Record using green screen?
- Analyse human factors from the fire, watching your house burn, leaving your home/city, drama, role play or writing from the perspective of a person in the GFoL
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