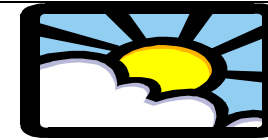


Belfield CP School

Medium Term Plan



Subject: History C.C.L.-ICT **Term: Spring 1** **Year: Two**

Topic: The Great fire of London **Teacher: Mrs Helen Crompton**

SoW / NC	Week	Learning Objectives	Pupil Activities	Assessment Evidence	Resources	Key Vocabulary	EAL	Cross-Curr.Links
Unit 5	1	<ul style="list-style-type: none"> where the Great Fire broke out when the fire happened to place the event on a time line showing periods in the history of England 	<p>Begin by telling the pupils a little about the severity of the Great fire of London</p> <p>Get the pupils then to do a brainstorm of questions they would like answering by the end of the topic.</p> <p>Read the story over the internet of the Great fire of London http://tife.org.uk/clicker/flashhistoryks1/fireOfLondon.swf</p> <p>Discuss who Samuel Pepys was and show the picture of him – look at clothes and hairstyle. Tell the pupils that he was from a period known as the ‘Stuarts’</p> <p>Draw a picture of Samuel Pepys in their History books and write about what they know so far about that time period.</p> <p>Oral feedback from pupils as to what they have learned and what they would like to find out.</p>	Picture of Samuel Pepys and writing of what they know so far about that time period.	Internet with large screen	Fire Samuel Pepys Stuarts	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 12. Lit. 1.	Art Literacy ICT
Unit 5	2	<ul style="list-style-type: none"> why the fire broke out about the main events of the fire about the results of the fire 	<p>What happened in the Great Fire?</p> <p>Read or tell the story of the fire in as much detail as possible, illustrating it with pictures, including those of the main characters.</p> <p>Discuss with the pupils the story of the fire.</p>	Main events in chronological order in textbooks.	Mixed up sentences sheet.	Focus on the language of time – after, before, next.	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 12. Lit.	Literacy Numeracy Science

		<ul style="list-style-type: none"> to sequence the events correctly 	<p>Ask questions to check how much they have understood, using pictures to reinforce the story. Why did the fire start? Where did it start? What happened? Why did it end? What were the results of the fire? Why was it called the Great Fire?</p> <p>Give the pupils a list of the events and ask them to list the main events in chronological order cut out and stick in their books.</p> <p>Check the order that they have and that it makes sense or can it be swapped around, look at time vocabulary.</p>				1.	
Unit 5	3	<ul style="list-style-type: none"> why the fire spread so far for so long what makes cities safer from great fires today 	<p>Why did the fire spread so far and stay alight for so long?</p> <p>Show the pupils pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what the houses are made from. Discuss with the children the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river.</p> <p>Go to http://www.channel4.com/history/microsites/H/history/fire/map.html to see how the fire spread across London.</p> <p>Encourage the children to think about who helps to fight fires today. Explain that there was no fire brigade at the time.</p> <p>Read to the pupils the pages about the Stuarts and fire fighting and discuss any thoughts the pupils have about fire fighting.</p>	Cards in textbooks.	Fire fighting text. Cards with reasons for the fire spreading quickly. Pictures of seventeenth century houses.	Seventeenth century Stuarts Fire fighting cause	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 12. Lit. 1.	Literacy PSHCE Science

			<p>Give the pupils the cards with reasons why the fire may have spread so easily, ask the pupils to discuss in their groups and put the cards in two groups 'important and not so important' then stick these in their books in that order.</p> <p>Afterwards discuss choices made and give questions such as If it had been raining would there have been a fire? If there was no wind would it have spread so easily?</p> <p>As an alternative or as part of this lesson, ask a fire fighter from today to come in and tell us what equipment he now uses and how this helps them.</p>					
Unit 5	4	<ul style="list-style-type: none"> • why the fire spread so far for so long • what makes cities safer from great fires today 	<p>Recap on last weeks work about the cause of fire and bring the attention back to the materials that the houses were built with.</p> <p>Look at pictures of the buildings of that time and buildings now. Look at materials discuss their ability to burn quickly and the space between the buildings, flames leaping to other buildings.</p> <p>Make our own buildings from the 'Stuart time period with thatched roofs and display the buildings close together, demonstrating how the fire easily spread. Celebrate the pupils work.</p>	House made to look from the seventeenth century	<p>Pictures of seventeenth century houses, and houses from our time period.</p> <p>Craft materials. Straw.</p>	Seventeenth century Stuarts Fire fighting cause	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 12. Lit. 1.	D & T Art Science
Unit 5	5	<ul style="list-style-type: none"> • what an eyewitness is about the part played by artists and Samuel Pepys in recording the events of the Great Fire 	<p>How do we know what happened in the Great Fire?</p> <p>Discuss with the children what an eyewitness is, and how an eyewitness can help us to know what happened in the past. Show children some pictures of the fire produced at the time.</p>	Diary sheet filled in.	Diary sheet Samuel Pepys diary.	Seventeenth century Stuarts Fire fighting Diary Samuel Pepys	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 12. Lit.	Literacy

			<p>Help them to recognise those things an eyewitness would see, eg people in boats on the river, the direction of the fire's smoke.</p> <p>Show them the portrait of Samuel Pepys again. Help them to remember who he was, and tell them about him, his work and his diary.</p> <p>Discuss what a diary is, whether it is fact or fiction, and the sort of information people keep in diaries. Why might diaries from the past be useful to us today?</p> <p>Read short, edited extracts from Pepys' diary about the fire and what happened in London afterwards. After each day get the pupils to fill in the Great Fire of London diary sheet Do as two separate groups one with the teacher the other the TA.</p> <p>Recap on lesson findings.</p>				1.	
Unit 5	6	<ul style="list-style-type: none"> to use their knowledge and understanding of the Great Fire to make a representation of it 	<p>What have we learnt about the Great Fire? Help the children to recall all they have found out about the fire and how they found out about it, eg from the internet in ICT the story, pictures, Pepys' diary. Ask them to paint a picture showing something important they have learnt about the fire.</p> <p>Ask the children to talk about their own pictures and then to consider the similarities and differences between them. Pupils to give complements to their peers continuing their sentence with a because.</p> <p>A small group can work on the computers paint package using shapes to make a picture of the great fire of London. Show an example of this.</p>	Painted picture	Paper Paints	Seventeenth century houses Stuarts Fire fighting Diary Samuel Pepys	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 12. Lit. 1.	Art Literacy Speaking and Listening PSHCE

			Look at the brainstorming sheet from the beginning of the topic, have all the questions been answered and what are the answers?					
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This topic is linked with the ICT topic finding out information.