Springfield School

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| Blackbirds Class Medium Term Planning for D&T |
| Topic: The Great Fire of London  |

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| **Lesson 1 ‘link it’** **Where did the fire start?** Exposition – discuss where the Great Fire started and why. What is required to make bread? Groups – Make bread using the ingredients and recipe provided. Plenary – Taste bread. Q&A  | **Lesson 2 ‘learn it’** **The Great Fire** Exposition – Where did the fire burn? Groups – Design a building and show how it burned. Plenary – Share work.  |  **Lesson 3 ‘learn it’** **The Great Fire** Exposition – Where did the fire burn? Groups – Create a model of your building and show how it burned. Plenary – Share work. | **Lesson 4 ‘learn it’** **The Great Fire** Exposition – Where did the fire burn? Groups – review everyone’s models. Complete an evaluation sheet on each model. Plenary – Share work  |
|  **Lesson 2 ‘check it’** **The Great Fire** Exposition – Rebuilding London – focus on Shakespeare’s Globe Theatre Groups – Design a new theatre – Shakespeare’s Globe Plenary – Share work. | **Lesson 3 ‘check it’** **The Great Fire** Exposition – Rebuilding London – focus on Shakespeare’s Globe Theatre Groups – Make a model of a new theatre – Shakespeare’s Globe Plenary – Share work. |  **Lesson 3 ‘check it’** **The Great Fire** Exposition – Rebuilding London – focus on Shakespeare’s Globe Theatre Groups – Review your own model of a new theatre – Shakespeare’s Globe. Complete an evaluation sheet. Plenary – Share work. |  |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills)  |
| **Design** use annotated sketches and cross-sectional drawings to develop and communicate their ideas;When designing, explore different initial ideas before coming up with a final design;**Make** use a wider range of materials and components, including construction materials and kits, textiles and mechanical and electrical components;**Evaluate** consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product;evaluate their product against their original design criteria;**Cooking** use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; | * use their knowledge of existing products and their own experience to help generate their ideas;
* assemble, join and combine materials, components or ingredients;
* explain positives and things to improve for existing products;
* **assemble, join and combine material and components with some degree of accuracy;**
* **evaluate their product against their original design criteria;**
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Progression of Learning

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| ‘Link It’  | ‘Learn It’ | ‘Check It’  | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils * Knowledge of London and the Great Fire link Hist/Geog
* Ability to make models based on their own imaginative creations
 | Activities provided during lesson Resources **PPTs** **Recipes** **Pictures** Activities to plan, make and evaluate models  | Independent activities linked to lesson Resources **PPTs** **Books** **Pictures** Activities to support knowledge of London and the Great Fire. Evaluate models and discuss changes/improvements for next time  | How will the pupils share knowledge during or end of lesson**Explore and discuss photographs of lessons**Share and compare work through performance  | Retrieve or generalization of learning after lesson * Discuss building that burned down in London, how was it rebuilt?
* Use tools and equipment to make other models
* Use planning process to support learning I other subjects
* Use evaluation process to support learning and development
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