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;** |

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 |