Springfield School

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| Blackbirds Class Medium Term Planning for History |
| Topic: The Great Fire of London |

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| **Lesson 1**  **London Past and Present**  Exposition – PPT- Pictures of past and present London  Group 1- Draw pictures of past and present London  Group 2 – Create a collage of past and present London  Plenary - share pictures and discuss | **Lesson 2**  **Life in the 17th Century**  Exposition – PPT  Group 1 – Role play life and culture in the 17th century, record a comparison  Group 2 – Role play life in the 17th century  Plenary - share pictures and discuss | **Lesson 3**  **The Events of the Great Fire**  Exposition – PPT- Events of the Great Fire  Group 1- Order the events  Group 2 – Match the events  Plenary – Discuss | **Lesson 4**  **The Events of the Great Fire**  Exposition -PPT – How did the Great Fire start  Group 1- Bake buns and role play the start of the Great Fire  Group 2 - Bake buns and role play the start of the Great Fire  Plenary – share pictures and discuss |
| **Lesson 5**  **The Events of the Great Fire**  Exposition PPT – How was the Great Fire put out?  Group 1- Design a machine to put out fire  Group 2 – Role play putting out fires  Plenary - share pictures and discuss | **Lesson 6**  **How do we know about the Great Fire**  Exposition PPT – Samuel Pepys  Group 1- write diaries in character  Group 2 – role play of characters – produce picture  Plenary – share pictures and discuss | **Lesson 7**  **What happened after the Great Fire**  Exposition – PPT – Explore how London changed after The Great Fire- architecture  Group 1- Create new buildings and street plans  Group 2 – Create new buildings  Plenary - share pictures and discuss | **Lesson 8**  **What have we learned about the Great Fire**  Exposition – How do we manage fires safely?  **Link trip to fire station** |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **KS2 Historical Investigations**  **Children can:**  use a range of primary and secondary sources to find out about the past;  construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;  gather more detail from sources such as maps to build up a clearer picture of the past;  regularly address and sometimes devise own questions to find answers about the past;  begin to undertake their own research.  **Chronological Understanding**  **Children can:**  sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;  **Knowledge and Understanding of events, people and changes in the past**  **Children can:**  note key changes over a period of time and be able to give reasons for those changes;  find out about the everyday lives of people in time studied compared with our life today;  explain how people and events in the past have influenced life today;  identify key features, aspects and events of the time studied;  describe connections and contrasts between aspects of history, people, events and artefacts studied. | * Describe historical events. * Describe significant people from the past.   Recognise that there are reasons why people in the past acted as they did.   * **Give a broad overview of life in Britain.** |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils   * Talk about past and present events in their own life and family members. * Recognise and make comments about familiar people in pictures of the more distant past. | Activities provided during lesson  Resources  Learn about the history about the Great Fire of London. How did it start and the impact it had. | Independent activities linked to lesson  Resources  PPTs  Books  Art resources  Interactive Whiteboards  Building blocks | How will the pupils share knowledge during or end of lesson  Explore and discuss photographs of lessons  Share and compare diaries | Retrieve or generalization of learning after lesson   * Discussion around other historical events compare and contrast. * Show knowledge of the Great Fire when discussing London. * Link to Fire station visit. |