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 centuryPlenary - 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 startGroup 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.**
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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 * 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 lessonExplore and discuss photographs of lessonsShare 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.
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