



Medium Term Unit Planning

<p>Topic Name: - Great Fire of London</p>	
<p>Learning outcome: <i>Contrast Fire Safety from the past with today. Study the buildings and create our own. Study rhymes and songs of the time. Create various artistic designs using different media. Study Samuel Pepys and write own diaries.</i></p>	
<p>Hook Look at the Great Fire and how it spread. Create own London and then set fire to it to study how the fire spreads. Watch video animation of Pudding Lane.</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation) Burning London in Forest School – Children to set up own Pudding Lane and London that includes fire breaks. Children to watch as the fire spreads. Make a display based on this.</p>
<p>Oracy: Children to use detailed vocab such as names and places of people who were involved. Lesson 1 - Stand and deliver various questions. Lesson 5 – 7 Show Tudor houses. Lesson 10 – 11 Perform song in front of class. Lesson 12 – Hot seat as firefighter in both sets of times. Lesson 13 – Hot seat as a Town Crier.</p>	<p>Key Vocabulary: Pudding Lane, Great Fire of London, Thomas Farriner, Samuel Pepys, Thames, firefighters, leather buckets, charcoal, fire break, St Paul’s Cathedral,</p>
<p>Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): ‘The Great Fire of London’ - Susanna Davidson. Specific focus during Literacy.</p>	



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'Vlad and the Great Fire' – Kate Cunningham
'Toby and the Great Fire of London' – Margaret Nash and Jane Cope

Citizenship/Community Opportunities:
Increased awareness of fire safety.

Experiences/Visits/Visitors
Burning own London in Forest School.
Talk of fire safety from a firefighter.

Main Subjects covered:
History
DT
Art and Design
Music
Computing

History Threshold Concepts

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

DT Threshold Concepts



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Master practical skills

This concept involves developing the skills needed to make high quality products.

Take inspiration from design throughout history

This concept involves appreciating the design process that has influenced the products we use in everyday life.

Art and Design Threshold Concepts

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Music Threshold Concepts

Perform

This concept involves understanding that music is created to be performed.

Computing Threshold Concepts

Code

This concept involves developing an understanding of instructions, logic and sequences.

Notes: This topic will involve looking at the dangers that fire can pose and fire safety. We will look at the chronology of the fire and what was done to combat it. In music, we will look at 'London's Burning' and the different rhyming words. We will design and create our own Tudor houses and then look at how the fire spreads throughout.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
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<p>1. I can create a collage question mark. I can ask relevant questions about the past.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Use a combination of materials that are cut, torn and glued</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p>	<p>Begin with asking questions. What do they help us find out? Move onto different question words. What are they? Do you know any that we can use? Show quick drawing of an easy way to remember 6 question words. Work through boards. Children to write down any questions they may have on a whiteboard. Show different types of collage using materials. What is a collage? Volunteer to create own collage under ELMO. Show how to rip material and then stick effectively in books. Example question stuck and folded to show next steps.</p>
<p>2. I can create a historical person from the past.</p>	<p>This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Introduce the Great Fire of London and briefly explain what happens. Work through boards and show different names from that time in History. Look at names of monarchs before and after. Use website to create own olde English names. Show pictures of clothes from that time and describe who would wear them. Look at poor and rich and the differences in what they wore. Children to decide which clothes they would like to wear and draw a self portrait.</p>



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<p>3. I can create a picture using digital media.</p>	<p>This concept involves developing a skill set so that ideas may be communicated.</p> <p>This concept involves developing an understanding of instructions, logic and sequences.</p>	<p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p> <p>Model designs using software.</p> <p>I can control when drawings appear and set the pen colour, size and shape.</p>	<p>Explain the term 'digital art' and what this could mean. Show pictures of media that can be used to complete artwork. Are these digital? Show different apps that could be used to create digital art. Children to follow instructions on boards to show different types of pen and choice of colours. Children then create own work before air drop to teacher's iPad.</p>
<p>4. I can explore and identify features of Tudor buildings. I know which building materials were used to build Tudor buildings. I can identify sources of information about Tudor buildings.</p>	<p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p>This concept involves developing a skill set so that ideas may be communicated.</p>	<p>I can use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>I can draw lines of different sizes and thickness.</p> <p>I can colour (own work) neatly following the lines.</p>	<p>Show different examples of houses and ask if the children live in something similar. Show Tudor house and see if any children live in something that looks like this (possible in Bewdley). Children to use adjectives previously taught in Literacy to describe what they can see. Go through boards to show information such as wattle and daub and timber. Children then complete comparison of modern and Tudor houses.</p>
<p>5. I can construct a Tudor house.</p>	<p>This concept involves developing the skills needed to make high quality products.</p>	<p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>	<p>Explain that we are going to begin construction on Tudor houses. What materials can we use? Why would we choose them? Show different ways of joining materials. What would work best? Show examples of previous houses that have been</p>



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			made. Children to use cardboard to construct outline of house including windows and doors.
6. I can construct a Tudor house.	This concept involves developing the skills needed to make high quality products.	<p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>	Show class examples from previous lesson. How has it been joined? What material worked well? In today's lesson, we will be looking at adding detail to the front of the house. What would this be? Talk through how the timber would be placed and then the wattle and daub. What materials could be used for this? Children to continue the construction of their Tudor houses.
7. I can construct a Tudor house.	This concept involves developing the skills needed to make high quality products.	<p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>	Children to use this lesson to add the roof. How will you join the roof? What did the roof look like on a Tudor house? What was the pitch like? Children to work together to come up with good joining techniques and write down ideas. Use the rest of the lesson to add roof and finish Tudor house.
8. Forest School Session. I can describe historical events.	This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	Describe historical events.	Class take their houses to Forest School and arrange in a Pudding Lane. Class to recall facts about the fire and how it was eventually stopped. A fire break to be inserted to show how it stops. Start fire in



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			bakery and watch how it spreads and stops. Safety rules to be followed at all times.
9. I can create a timeline to show the path of the Great fire of London.	This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer.	Show the visual timeline in the classroom. What does it do? What does it tell us? Show how timelines can last a day, year or throughout history. Children to think of a way of using the timeline for this topic. What could it be? Show example pictures under ELMO. How can you decide on which one comes first? When children have noticed date, show pictures to also help with their ordering.
10. I can use my voice expressively by singing songs and speaking chants and rhymes.	This concept involves understanding that music is created to be performed.	Take part in singing, accurately following the melody.	Play songs from different eras on the board. Can anyone spot and differences between them/ look for instruments, lyrics, singers, pitch etc. Children then sing a song of their own choice. Encourage to sing a nursery rhyme or chant that they are familiar with. Children to close eyes and then whisper London's Burning. Next, say it loudly. What was the difference? Look at pitch and volume and see if children can replicate. Children to be in groups to perform song. They also



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			need actions to help with remembering the lyrics.
11. I can use my voice expressively by singing songs and speaking chants and rhymes.	This concept involves understanding that music is created to be performed.	Take part in singing, accurately following the melody.	Children to look at how singing in harmony can be different than a cannon effect. What will work best for this song? Children to perform using both of these ways and vote on what is best.
12. I understand the origins and results of the fire. I can write for a different purpose.	This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	Place events and artefacts in order on a time line.	Begin reading the story <i>Clifford the Firehouse Dog</i> by Norman Bridwell. What do you think a fire rescue dog does? Do you think Clifford could have helped during the Great Fire of London? Clifford showed chn what to do if someone´s clothing is on fire. Write on the WB: Stop, drop and roll. What does this technique do? Children to copy the technique. Ask children questions about the story. What would they do if they saw a fire in a bakery? Talk partners think of some more fire safety tips. Do you think fire-fighting changed after The Fire of London? (After the fire, extra fire-fighting equipment was purchased and, in the late 1600s.)



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<p>13. I can understand that the way we communicate today is different than those in the 17th century.</p>	<p>This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>How can we send a message quickly? Text, email, phone call? How will this have worked in 1666? What would they have done. Play a game of whispers and see if the message is the same. Then get one person to tell everyone this message. Which one was more successful? This person was called a Town Crier. He was responsible for shouting out messages so people knew them. Watch video of current town crier and listen to the language used. (Children have already stained paper earlier in the day). Children can draft own message about the fire. They need use language they have heard and add any key vocab to give as much detail as possible.</p>
<p>14. I can use different media to create a picture of St Paul's Cathedral.</p>	<p>This concept involves understanding how ideas develop through an artistic process.</p>	<p>Draw lines of different sizes and thickness.</p>	<p>Show lots of pictures of St Paul's cathedral. What is this used for? Show the architecture and the different shapes and things they can see. She sketches of different famous landmarks. What do they notice? Under ELMO, show different in sketching with pencil and charcoal, also how hard to push each instrument. Lighter the better. Practise smudging to</p>



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