Bears CLASS Wider Curriculum Medium Term Plan

Term 2	Weeks 3-4

Unit Title

The Great Fire of London

Client: The Mayor of London

Experts: Great Fire Investigators

Tension: A terrible fire has broken out in London! The Mayor needs our help to find out what happened, why the fire spread so quickly and how people managed to stop it. But there is a problem... the Mayor doesn't know enough about the Great Fire of London to explain what happened or help keep London safe in the future.

Commission: The Mayor has asked the children to become Great Fire Investigators!

We need to:

- **Investigate** what London was like in 1666.
- **Find out** how the fire started and why it spread so quickly.
- **Discover** how people tried to stop the fire.
- **Work out** what happened and put the events in the right order.
- **Create** artwork showing the Great Fire.
- **Make a Great Fire Guide** to teach other people what happened

Final Outcome: A Great Fire of London Emergency Display for the Mayor, showing what happened, why the fire spread and how London was changed by the fire.

Linked Curriculum Areas	
History	Art

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National Curriculum statements *(from LT curriculum map)*	
• Events beyond living memory that are significant nationally or globally. • Develop an awareness of the past. • Place the Great Fire of London within a simple chronological framework. • Learn about significant events and people from the past. • Understand some of the ways in which we find out about the past. • Recognise similarities and differences between life in 1666 and life today	• Use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists and use their work to inspire their own artwork
Specific skills and knowledge that <u>this</u> class needs to focus on to achieve these objectives *(identified using the current year group statements alongside all prior year group statements within the school's progression of skills documents)*	
History Skills • Put events in chronological order. • Use a simple timeline. • Ask and answer questions about the past. • Identify similarities and differences between the past and present. • Use pictures, objects and simple sources as evidence. • Recognise that sources can tell us about the past. • Retell historical events in the correct sequence. • Use simple historical vocabulary **History Knowledge** • The Great Fire happened in 1666. • It began in Pudding Lane. • London looked very different from today.	**Art Skills** • Explore and mix warm colours. • Experiment with different lines and brush techniques. • Use colour and line to show movement. • Explore texture using different materials. • Create foreground and background. • Layer materials to create effects. • Use painting and collage techniques. • Create artwork inspired by the Great Fire

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• Many houses were made from wood and were built close together. • The weather was hot, dry and windy. • The fire spread very quickly. • People used buckets, water and other methods to try to stop it. • Houses were pulled down to create firebreaks. • The fire lasted for several days. • Much of London was destroyed. • London was rebuilt following the fire	
Assessment Questions *(What will the children be able to answer now, next term, next year?)*	
• When did the Great Fire happen? • Where did it start? • What was London like in 1666? • Why did the fire spread so quickly? • How did people try to stop the fire? • What happened after the fire? • How can we find out about the past?	• How can we use colour, line and texture to show fire and movement? • Which materials and techniques can we use to create different effects? • Can we explain a choice we made in our artwork?

Critical Pathway *(order of learning)*					
Key Learning Event 1	**Key Learning Event 2**	Key Learning Event 3	Key Learning Event 4	Key Learning Event 5	Key Learning Event 6
What will children learn?					

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What was London like before the Great Fire?	The Fire Begins what happened during the Great Fire?	Why did the fire spread so quickly?	How did people try to stop the fire?	Showing the Great Fire through art	What do we now know about the Great Fire?
What new vocabulary will they learn?					
past, present, history, 1666, London, Pudding Lane, house, street, wooden, narrow, crowded, modern	fire, Great Fire, bakery, Pudding Lane, spark, flames, smoke, spread, September, Sunday, 2nd September 1666	spread, wind, dry, wooden, narrow, crowded, flames, smoke, firebreak	bucket, water, firefighter, fire hook, bucket chain, demolish, destroy, firebreak, stop	artist, artwork, warm colours, line, shape, texture, movement, foreground, background, blend, shade	timeline, evidence, source, event, cause, consequence, rebuild, investigate, explain
What will teaching and learning look like? (Specific details)					
Investigate what London was like in 1666 through images, objects, discussion, sorting and movement activities. Make comparisons between past and present, explore what houses and streets were like and begin to understand how different life was in the past.	Discover the story of the Great Fire through dramatic storytelling, role-play, movement, sequencing and ordering. They learn where and when the fire started and follow how it spread through London.	Investigate the conditions that allowed the fire to spread, including wooden houses, narrow streets, buildings close together, hot/dry weather and strong winds. Practical demonstrations and movement activities help them understand cause and effect.	Explore how people attempted to fight the fire using water, bucket chains and fire hooks, and investigate why houses were demolished to create firebreaks. Practical team challenges and role-play to make the ideas concrete.	Investigate how artists can use colour, line, shape and texture to communicate fire, heat and movement. They experiment with warm colours and different techniques before creating their own Great Fire artwork.	Children revisit and consolidate their learning through an active quiz, timeline, sorting and retrieval activities. They use their knowledge to contribute to a class **Great Fire Guide/Display**, selecting key facts and presenting what they have discovered.
How will learning be assessed?					

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Observation, questioning and practical sorting. Can they identify features of London in 1666 and explain one difference between then and now? Simple picture-sort/label activity.	**Sequencing and oral retelling.** Children physically sequence key events and explain what happened using pictures and simple sentences.	**Practical investigation and questioning.** Children identify factors that helped the fire spread and explain at least one reason why. Picture sorting and oral responses provide evidence of understanding.	**Practical demonstration and discussion.** Can children demonstrate/describe one method used to fight the fire and explain how a firebreak helped?	**Ongoing observation and questioning.** Children demonstrate appropriate use of colour, line and texture and can explain at least one artistic choice they have made. Final artwork provides evidence of application.	**End-of-unit practical assessment.** Can children recall the key events, explain why the fire spread, describe how people tried to stop it and place the main events in order? Final guide/display demonstrates their understanding.