

Year: A Term: 5
Unit: The Great Fire of London

Curriculum Coverage:

History

Events beyond living memory that are significant nationally or globally

Art

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Resources:

Curriculum visions - 'The Great Fire of London 1666'

Hamilton Trust - 5 blocks

LCP History KS1 folder

http://www.teachinghistory100.org/objects/fire_bucket Picture of fire bucket from Great Fire of London

<http://archive.museumoflondon.org.uk/Londons-Burning/>

<http://www.fireoflondon.org.uk/resources/imagebank/>

Espresso

Twinkl

Tasks:

History

Look at the picture of the leather bucket from The Great Fire of London in groups.

Think together about what the object is and write any questions you would like to ask about the object.

Watch the Espresso video - Where did the great fire begin. Return to ideas and questions about the bucket. Were any of your questions answered? Do you have any new questions now? *Discuss fire safety*

Make a role play area - Pudding Lane Bakery Shop

Begin to read 'The Great Fire of London 1666' - how did the fire start? Why did the fire spread so quickly? Why did it take so long to put it out?

LCP History folder p162 Label reasons why the fire spread so easily and took so long to put out. On the back use the words to write more information. Extension - Tudor house labelling (Hamilton Trust - Block B, Session 5).

Display - Paint a Tudor house with flames. Write facts about the Great Fire to go above the houses.

Role play being a fire fighter at the great fire using 'Fireman Jim' story (Hamilton Trust Block E Session 1). Compare firefighting equipment then and now and record. (Hamilton Trust plus fireoflondon.org imagebank).

Look at Evidence from Pictures on Espresso to find out about how we know about the

Great Fire of London. Discuss the questions.
Recorded activity on sources of historical information - Twnkl.

Homework - make a junk model of a house from the Great Fire of London. (*Ready for Re-creation of the Great Fire at end of Term*)

Art

Explore different paintings of the Great Fire of London (Art PPT). Remind children the paintings show a record of what happened because they didn't have cameras/film. Children discuss in groups what they can see and how the artist created the effects. Show the modern interpretations of fire. How are they different to the old paintings? Make pencil sketches of one of the Great fire paintings. Choose your own way to represent the fire - 2 or 3D. Draw a plan, then create.

Other links:

<http://www.loughborough-primary.co.uk/keystage-1-samuel-pepys-and-the-great-fire-of-lond/> Pictures of children's homework to make a house.

Fire safety - not playing with fire/matches and fire drill (followed up by fire safety talk later in term).

Literacy - recounts of event looking at a range of sources e.g.: Samuel Peyps (recount boxing up sheet).

Computing - Play Great Fire of London game

<http://archive.museumoflondon.org.uk/Londons-Burning/> and Slider activity on Espresso.

Science - After burning the houses discuss how fire creates an irreversible change.