

Quality outcomes.

1. KQ2; Activity 1. Adding images and captions to a sequence
2. KQ3: Activity...this picture tells me. Drawing conclusions from a source
3. KQ4: **Main focus:** detailed marking and feedback, including EBI. See markscheme. To be done as individual answer.
4. KQ5 Activity 1 and 2 (both annotated drawings)

Week	Key Question Objective Remember to Vocabulary	Learning Activities (including support and extension)	Teachers Notes (including assessment)	Resources
1	<p>Key Question 1: What questions do we need to answer about the great fire?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - can raise valid questions - can use clues from images <p>Remember to:</p> <ul style="list-style-type: none"> - Look back at the picture - Think about what you can see - Think about what you can't see <p>Vocabulary to be used: Scorched, great, fire, burning</p>	<ul style="list-style-type: none"> • Introduce the box – objects from 300 years ago, what could have happened? Discuss clues from objects as they appear. Extension: children predict what the next clue might be and why • Introduce topic.. Gradually reveal painting G on IWB looking at different areas – Where is this? What is happening? How do you know? • Give children a very brief background to what happened in the great fire. • Look at key question – would ‘What is the person in the picture’s name?’ be a good question? Why? <p>Activity: Children generate questions in small groups Record the best question from the group (with names) – on sentence strips for display Extension: Which will be the easiest/hardest question to answer? Which is a better question?</p> <p>Plenary: Which questions do you think we will be able to find out answers for? Which is your best question and why? Sing ‘London’s Burning’ – what does this tell us? Is there evidence of this in the painting?</p>	<p>Reveal objects in order listed – gradually getting more obvious.</p> <p>Look out for children who know you have to find evidence for what happened in the past.</p>	<p>Objects:</p> <ul style="list-style-type: none"> - Piece of burnt cloth - Scorched page from book in old fashioned script - Scorched candlestick - Scorched front page of London Gazette ‘Great Fire!’ with date missing - Piece of wood labelled from the great fire of London 1666 <p>Painting G on IWB and large poster for display</p> <p>Sentence strips and pens</p>

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2 and 3	<p>Key Question 2: How did the Great Fire start and what happened during the great fire?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - sequence and re-tell main events - use temporal connectives - start to recognise and describe likely causes and consequences - understand how people reacted to the events - understand how eye witnesses help us know what happened <p>Remember to:</p> <ul style="list-style-type: none"> - Look back at the washing line - Think about what the most important parts were - Think about what people might have thought/felt <p>Vocabulary to be used:</p> <p>Before; after; later; during; cause; effect; because</p>	<ul style="list-style-type: none"> • Give children 2 pictures of what happened in the great fire (see note). TPS – what is happening in your picture? • Read the story – as events mentioned, children come up and place picture on washing line (make sure complexity of image is carefully considered – see note) Support: as pictures are added, children recap the story so far to reinforce sequence of events <p>Activity 1 (Evidence for books): Children draw in two missing pictures on storyboard (given beginning with baker and end with fire extinguished) – into books Support: With an adult - Which 5 pictures are most important to understand what happened? Take 5 main pictures from the washing line jumble them up – children order them correctly and retell story (take photo for books)</p> <p>Mini question - How did people survive the great fire?</p> <ul style="list-style-type: none"> • How would you have escaped from the great fire? • Children look at gallery of escape images around room thinking about which is the best way to escape and why <p>Activity 2: Children stand by their chosen image – collate reasons and feedback to the class Support: Have some anachronistic examples (e.g. helicopter rescue) – can they choose ones from the period?</p> <p>Tell account of Samuel Pepys and what he did.</p> <p>Bringing it all together Recap using espresso/Magic Grandad clips Activity 3 – Roving reporters: In small groups, children look at images of stages in the fire and interview characters involved</p> <ol style="list-style-type: none"> 1. Start of the fire (easy) - baker 2. Buildings burning (medium) – model of wooden house 3. Weather changing (extension) – weather symbols 4. What rich and poor people did (medium) – bundle of cloth, 5. End of the fire (easy) <p>Reflect on key question. Was what happened the same for everyone?</p>	<p>Order the pictures before you give them out – most obvious on top, more challenging on the bottom and differentiate by matching level of difficulty to the child.</p> <p>Ordering pictures = descriptive and sequencing skills Roving reporter = analytical skills</p>	<p>Pictures</p> <p>Washing line and pegs set up</p> <p>Annotated version of the story</p> <p>Storyboard proforma</p> <p>Camera</p> <p>Poster/IWB images of main events as background</p> <p>Escape images for walls</p> <p>Props for characters</p> <p>Espresso videos</p> <p>Extract of Samuel Pepys diary</p>

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4	<p>Key Question 3: How do we know what happened during the great fire?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - understand that eyewitness are one of the main sources of information - work out which sources support statements in books/video <p>Remember to:</p> <ul style="list-style-type: none"> - Look very carefully at the evidence - Think about what the evidence tells you <p>Vocabulary to be used: evidence: what can we tell which source museum; curator</p>	<ul style="list-style-type: none"> • Give children between 3 and 6 statements about the great fire (see notes) • Establish that we need to find proof/evidence whether it is true • Children look at gallery images in pairs, discuss and decide which picture gives evidence that their statement is true – write down number of the image on the chart. Extension: Which image gave you the best evidence for the statement? Label easy/medium/hard to find evidence • Introduce 'Careless Curator' coming from the Museum of London to show us these paintings but dropped his/her labels to tell us what they are about – can we help him/her? <p>Activity: Children write the labels for three images 'This picture tells us . . .' Support: Matching pre-prepared labels to images. Extension: Difficulty of the image they need to label.</p> <p>Plenary: Found a bag – who does it belong to? Children in pairs, pull out objects one by one, what do they tell us about the person? (play devil's advocate – e.g. a candlestick could belong to anyone living 300 years ago)</p> <ol style="list-style-type: none"> 1. Candlestick 2. Quill pen 3. Bottle of dusty wine 4. Diary page written in shorthand (John Evelyn also diarist at the time) 5. Piece of cheese wrapped in cloth 6. Old book inside cover of 'This belongs to Samuel Pepys 1666' <p>Extension: Predict what the next object might be. Which one of the objects proves that it is Samuel Pepys?</p> <p>Reflect on key question: What have we used to find out about the great fire? (paintings, objects, diary, newspapers). Recap with 'Which source tells us . . .?' questions</p>	<p>Think about how you will avoid competitive rushing rather than focus on accuracy.</p> <p>Differentiate the difficulty of the statements. All have 3 so BA don't feel that they have failed and that extending A isn't just that they do more in a given time.</p> <p>Consider how to differentiate the number and difficulty of images e.g. fewer and easier images on one side of room, easier images first then reveal more?</p>	<p>Hall space if possible</p> <p>Poster sized images (numbered)</p> <p>Differentiated sets of statements on charts</p> <p>Picture of one of the Museum of London staff?</p> <p>Prepared labels</p> <p>Bag and objects</p>

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5	<p>Key Question 4: Why did the fire spread so quickly?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - give valid reasons for events - identify reasons for events from comparing written descriptions - discuss similarities and differences - start to group reasons <p>Remember to:</p> <ul style="list-style-type: none"> - Think about all of the different reasons - Try to group ideas e.g. to do with the houses themselves, the streets, poor firefighting; - People's reactions; the all-important weather - Decide which you think were the most important <p>Vocabulary to be used:</p>	<ul style="list-style-type: none"> • So many buildings were burnt down in the great fire, lots of historians have tried to work out why – can you help them? • Children play post-it challenge in teams of 4 (take it in turns to be the runner). When one team has won quickly de-brief on the reasons (other teams to write ones they didn't get on post-its so all at same starting point). • In groups: Are any of the reasons like each other (similar)? Children group post its together into own categories e.g. houses, weather, putting the fire out • Look at 3 different versions of the reasons from information books – complete chart with tick/cross if the version includes the information or not. Extension: What has been missed from all three versions? • Discuss which of the three versions is right. Could we do better? <p>Activity (Evidence for books): Show photo of Pudding Lane monument and zoom in on the plaque – getting worn away and need a new one but can only afford to pay for 50 words to be chiselled on (show pic of stonemason) – what will you write? Children word process their word for the plaque Extension: Use conditional language e.g. might have, perhaps</p> <p>Plenary: Reflection on key question – what was the most important reason?</p>	<p>Post-it challenge: Relay race style, children in teams of three and labelled Team A etc. Write one reason on one post it and one person place on chart for their team then come back for another reason, team that gets 6 different reasons wins (teacher to check all different reasons before stopping challenge) <i>* Make sure teams don't cross paths to get to chart, can check 'magpie' ideas from another team if getting stuck</i></p> <p>Consider how to give literacy support for those who need it but balance this with modelling/structuring this so much that they end up with the same work and doesn't really show their own understanding.</p>	<p>Hall space if possible</p> <p>Post it notes and charts</p> <p>Different versions and chart</p> <p>Picture of Pudding Lane monument and stonemason on IWB</p> <p>Computers for each child</p>

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6	<p>Key Question 5 : How should we rebuild London to stop another great fire?</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> - understand the consequences - synthesise knowledge of causes to create own solution <p>Remember to:</p> <ul style="list-style-type: none"> - Look back at the list of problems and solutions - Think about how to stop a fire spreading <p>Vocabulary to be used:</p>	<ul style="list-style-type: none"> • King Charles has set the challenge of building a new London – introduce key question. • Children recap the main problems that made the fire spread in chart 'Problems before the Great Fire/Solutions' e.g. <i>housing materials, wind, narrow streets, houses close together, windy streets, fire engines can't turn.</i> • Recap key question – refer back to list on chart. Briefly look at photo of house that survived. <p>Activity 1 (Evidence for books): Children draw and label what a house should be like in the rebuilt city</p> <ul style="list-style-type: none"> • Show outline map of the City of London – set how many streets there need to be <p>Activity 2 (Evidence for books): Children draw their street map of the new City of London and annotate Support: Continue the actual map when given half of it Extension: Compare their ideas with the actual map – any differences, why?</p> <p>Children present their plans to each other – give reasons for their choices. Peer evaluate whether it will solve the problems from original list</p> <p>Answer questions from first lesson – any we didn't answer?</p>		<p>Problem/solution chart</p> <p>Photo of house that survived</p> <p>Outline map with Thames and city walls marked on</p> <p>½ of correct map to continue</p> <p>Wren's map</p>
<p>Formal Diagnostic Assessment of Learning (Evidence for books): In independent writing session <u>after</u> lesson 6 (approximately 20-25 minutes):</p> <ul style="list-style-type: none"> • Give children another picture of the great fire that they haven't seen before • Pose question – Why did the great fire burn down so many more buildings than other fires? • Children write answers – use standards criteria to assess whether the response is Below expected, Expected, Above expected, Extension • Copy one example from each band for History portfolio <i>See markscheme overleaf.</i> 				

Optional follow-up/enrichment activities:

- <http://www.fireoflondon.org.uk/game> Really great resource - games, recaps events, looks at evidence, sections of Pepys diary – broken into sections
- Refer back to and answer questions on display from first lesson
- Heads and tails sentences on reasons for the fire
- Ordering pictures of fire engines from the past and present day
- True/made up/not sure – Why did the Great fire of London start? Why did the Great fire spread so quickly? How did things change after the Great Fire?
- Extension – Use simplified facsimile of London Gazette to find reasons mentioned
- Art – Great Fire collage
- PE – Fire themed dance
- Trip – Museum of London, visit Pudding Lane on London walk?

Main assessment focus: Why did the Great Fire burn down so many houses?

Quality of answer	Characteristic features of answer	What pupils might say
Below	Lists just 2 obvious reasons, could easily be drawn simply from stimulus	Houses were made of wood, the houses were close together
Expected	Really still describing any fire at the time not why it was so catastrophic, but lists most of the obvious reasons and able to go beyond just what is in picture e.g. inadequate fire fighting	They couldn't put the fire out quickly as they only had buckets
Above	Gives some clue as to why it was so large. Probably includes things not shown in the stimulus picture e.g. Refers to buildings, streets, poor fire fighting and failure to act quickly general panic, indecisiveness. Some evidence to suggest that some reasons might be more important. (Doesn't need to be explicit)	(all above plus..) Nobody took it seriously. They didn't stop it in time..
Well above	Confidently includes the key reason (in addition to the most obvious. Don't penalise if one reason left out. Look for convincing explanation not just a list. Look to see if they can explain why the reason was so key.	All above plus .. had been a hot dry summer so thatch was very dry