

Lesson Objective And Milestone	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>To begin to understand what life was like in the past.</p> <p>Milestone 1</p> <p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? <p>INPUT;</p> <p>Recap on London as last term; geographical location, features such as landmarks. Show two photos on screen, one of London now and one of London in 1600s (without naming or discussing time period) - ask children to discuss what they can see in each picture. What is the same? What is different?</p>	<p>I can list what I see in drawings and photos of London in the past and present.</p> <p>-F2 complete basic activity with links to L(W), UW(TW), UW(PC)</p>	<p>I can explain how London has changed from the past to the present.</p> <p>Comparing photos in discussion, adult scribing their response.</p>	<p>I can decide which time period I would prefer to live in London.</p> <p>Choose image to stick into topic book - sentence explaining why.</p>	<p>Picture Cards UK map</p>

<p>To know when the Great Fire of London started</p> <p>Milestone 1</p> <p>To understand chronology</p>	<ul style="list-style-type: none"> - Place events and artefacts in order on a time line. - Label time lines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate. 	<p>I can list events from my own life in order.</p> <p>-Simple timeline template.</p> <p>-F2 - simple 3 or 4 box timeline template to fill in and begin to label.</p>	<p>I can identify where to place the Great Fire of London on my own timeline.</p> <p>Add new box to timeline depicting the Great Fire of London and the year it occurred.</p>	<p>I can create a timeline showing the order of some events of the Great Fire of London.</p> <p>Use pictures to create timeline.</p>	<p>Slides - GFOL and timeline</p> <p>Blank timeline templates</p>
	<p>INPUT;</p> <p>Tell the children the Great Fire of London happened in the summer of 1666 - almost 400 years ago. How would the country have been different compared to today? Go through GFOL slides and discuss the important dates and people. Discuss how we can use a 'timeline' to show the order of an event happening - explain how because the GFOL happened such a long time ago, lots of things have happened since</p>				

	then and we can use a timeline to show these events. Go through timeline PPT of Sammy's life and explain how it show what happened in the past and present.				
<p>To identify key events of the Great Fire of London</p> <p>Milestone 1</p> <p>Build an overview of world history</p>	<ul style="list-style-type: none"> - Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. <p>INPUT;</p> <p>Recap on GFOL. Explain that today we are going to learn about how the fire started and what happened during the fire. Go through Powerpoint of timeline of events - identify days and times of days as a measure of chronology. Afterwards, divide chn into mixed-age groups to work with an adult. Give each group a timeline to order events onto.</p>	<p>I can match events of the Great Fire of London correctly.</p> <p>-F2 create a model house as a group, using pictures of houses from 17th history to support choices in building. Links to EAD(EMM).</p>	<p>I can organise pictures and labels to correctly show the events of the Great Fire of London.</p>	<p>I can imagine what life would've been like for people during the Great Fire of London.</p> <p>-Sentence written into Topic books.</p>	<p>Twinkl timeline of events powerpoint</p> <p>Twinkl sequencing cards.</p>

<p>To identify key people of the Great Fire of London</p> <p>Milestone 1</p>	<ul style="list-style-type: none"> - Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. 	<p>I can recall facts about Samuel Pepys</p> <p>Complete facts section of fact file template.</p>	<p>I can explain the significance of Samuel Pepys in relation to the Great Fire of London.</p> <p>Complete fact file template including significance section.</p>	<p>I can select appropriate sources to use when researching facts about Samuel Pepys.</p> <p>Range of books, Purple Mash resource, chn to explain what are appropriate sources and which aren't.</p>	<p>Purple Mash program</p> <p>Non fiction books</p> <p>Samuel Pepys fact file template</p>
<p>To build an overview of world history.</p>	<p>INPUT;</p> <p>Recap on events of the Great Fire of London. Discuss that now we know the importance events of the fire, it is important that we also know who were important people who were alive when the fire happened. Show picture of Samuel Pepys. Ask chn to discuss with talk partners who they think the person is and why they are important. Tell chn his name (write on board) but explain that the chn are going to research him to find out key information about him, and why he is so significant in relation to the Great Fire of London.</p>	<p>FSU - discuss GFOL events using picture cards. Links to CL(S), UW(TW).</p>			

<p style="text-align: center;">To understand how the Great Fire of London spread so quickly.</p> <p style="text-align: center;">Milestone 1</p> <p>To investigate and interpret the past</p>	<ul style="list-style-type: none"> - Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? 	<p>I can describe why the houses set fire so quickly during the Great Fire of London.</p> <p>FSU - continue with house model.</p>	<p>I can explain and give reasons why the fire spread so quickly.</p>	<p>I can determine which is the biggest reason why the Great Fire of London spread quickly and justify my reasoning.</p> <p>Provide the children with Picture Cards A/BC/D. The children will group the pictures by when they think they were taken and then write a paragraph to describe each group of photos. Picture Cards A are Victorian, B are from the 1920s, C are from the 1970s, D are from the 2010s.</p>	<p>Great Fire of London Horrible Histories video - Series 1 episode 9, 25 mins.</p>
	<p>INPUT;</p> <p>Recap on events of the Great Fire of London. Watch video - ask Y1/Y2 chn to record reasons the fire spread so quickly - weather, houses close together, material, no firemen.</p> <p>Discuss and lists reasons as a group.</p>				

<p>To understand how London changed after the fire.</p> <p>Milestone 1</p>	<ul style="list-style-type: none"> - Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? 	<p>I can match the photo to the hobby from different time eras.</p> <p>FSU - model building of a modern house.</p> <p>Link to floorbook, EAD(EMM), UW(TW)</p>	<p>I can identify ways of building a house so that it wouldn't catch fire like during the Great Fire of London</p> <p>-List writing,</p>	<p>I can design a house that could be built to rebuild London.</p>	<ul style="list-style-type: none"> -House photos -House design sheets -Junk modelling materials
<p>To investigate and interpret the past.</p>	<p>INPUT;</p> <p>Discuss how only 10 people died in the fire, but 80,000 people had their homes destroyed by the fire. How would they feel if their house and all of their things were destroyed by a fire? Explain that London needed to be rebuilt as so many homes were destroyed. How would the chn re-build the houses, thinking back to why they caught fire so easily? Use FSU model as example; would they rebuild the houses to be exactly the same?</p>				

<p>To understand key features of the Great Fire of London</p> <p>Milestone 1</p>	<ul style="list-style-type: none"> - Describe historical events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did. - Use dates where appropriate 	<p>I can demonstrate what I know by describing the fire and key events</p>	<p>I can demonstrate what I know by explaining what happened during the fire.</p>	<p>I can play a key role in designing and constructing the class book about the Great Fire of London.</p>	<p>Computers A3 paper Non-fiction books</p>
<p>To build an overview of world history</p> <p>To understand chronology</p>	<p>INPUT</p> <p>Explain to chn that for this and the next lesson, we are going to bring together everything that we have found out to create our own fact book so that people can use it to find out about the Great Fire. Discuss the parts we will need for the book: front cover, photos, events of the fire, Samuel Pepys, what happened after the fire.</p>				