

## Implementing the Scheme of Work: Short Term Plans - lessons 2, 3 and 6

Short term plans, lessons 2, 3 and 6 of the *Scheme of Work* illustrate how we can translate its teaching ideas into classroom teaching and learning activities.

### Short term plan - Lesson 2 The night of 2<sup>nd</sup> September 1666

#### Key Question:

What happened on the night of 2<sup>nd</sup> September 1666?

#### Learning Intention:

Show understanding that the past has been interpreted in different ways

#### Assessment criteria:

Can the children recognise that there may be different viewpoints about what or who caused the spread of the fire?

#### Resources:

1. Script for role play with various characters
2. Video " During the Great Fire" ~ online  
<http://www.youtube.com/user/ThePlayHouseOnline/videos>
3. i>clickers (if available) / voting cards if not (green/red laminated cards)
4. Images for Thomas Farrinor/Samuel Pepys/ Thomas Blodworth/ King Charles II/East wind
5. Sketch map of area
6. Figure 3

#### Activity:

Timings	Teaching Strategies	Children's Responses
3 minutes	Whole class watch "During the Great Fire"	
7-10 minutes	<p><i>What impression does this give you of the fire?</i></p> <p>Points to listen for:            ~ initially not worried as think it is localised            ~ takes hold swiftly            ~ people are overwhelmed            ~ drastic action needs to be taken</p> <p><i>Who were some of the main characters involved?</i></p>	<p>No one is trying to fight the fire/people trying to save themselves and their goods/ running to the river/people don't think it is very serious to start with/ the fire is huge and takes over everything/ King comes to help</p> <p>Thomas Farrinor/Samuel Pepys/ Thomas Bloodworth King Charles II/ fire and wind</p>

<p>5 minutes</p>	<p>Pose the question to the class <i>Why did the fire spread so disastrously?</i></p>	<p>And fictional cat!</p>
<p>15 -25 minutes</p>	<p>Could anything have been done to stop the spread of the fire?</p> <p>Suggest that we need some evidence. Explain that we will listen to accounts from different people and vote to see if we think that they have been responsible for not stopping the fire from spreading.</p> <p>(TA and CT in role as judge and witness)</p> <p>Children listen to accounts from different characters and vote at the end of each piece of evidence on the question <i>"Did you contribute to the spread of the fire?"</i> (either using yes /no on I&gt;clicker or green for no/red for yes with voting cards)</p> <p>Characters to be interviewed: ~ Thomas Farrinor ~ Samuel Pepys ~ Thomas Bloodworth ~ King Charles II ~ wind</p> <p>After listening to the entire evidence children vote again by placing stickers on images of characters to see who the class think is most to blame. (Or for characters through i&gt;clicker to produce grid to show guilt)</p>	<p>Children might refer back to the video of London and refer to the physical characteristics of the city: Wooden houses close together/open fires/ narrow alleyways for fire to jump.</p>

## Short Term Plan - Lesson 3 People's initial reaction to the fire's outbreak

### Key Question:

What did people do first?

### Learning Intention:

Begin to realise that there are reasons why people acted as they did

### Assessment criteria:



Can the children give reasons for actions within the speech bubbles?

### Resources:

1. (<http://gfol.webs.com/londonmap.htm> ~ clickable map currently unavailable)
2. <http://www.pepysdiary.com/indepth/2009/09/02/evelyns-fire/> ~John Evelyn's account of the Fire
3. <https://www.pepysdiary.com/>~ Samuel Pepys website with accounts of fire and plague
4. [http://www.youtube.com/watch?v=Dn6E\\_4g4UAW](http://www.youtube.com/watch?v=Dn6E_4g4UAW) ~ Peter Ackroyd's Fire of London video with Pepys and Evelyn (00.00-05.10 mins)
5. <http://www.fireoflondon.org.uk/> ~ image of firefighting and London in flames from teachers resources ~ image bank
6. <https://www.bl.uk/learning/timeline/item103652.html>
7. Images of Stuart or Restoration costume

### Activity:

Timings	Teaching Strategies	Children's Responses
5-10 minutes  <b>NB clickable map showing spread of fire no longer available - search Google images or similar for 'map of spread of great fire of london' as an alternative</b>	Put clickable map up IWB ~ Click on the first day to show how much of London was affected. Click to show what happened the next day ~ Questions ~ <i>How did the fire develop? What direction did the fire go in?</i> Finally click to show full extent of the fire. Questions ~ <i>What might have made the fire go in a certain direction? Looking at the houses of the different characters whose home was affected? Why might it have been a good thing that the Tower was not touched?</i>	The fire started in a smaller area but got bigger as it went. It went to the left (west of the city)  It was easier to go in that direction ~ the wind blew it. Samuel Pepys' house didn't burn but the bakery did and the lord mayor's did. The King was there ~ the crown jewels were there (real reason = the place was full of gunpowder!)

<p>10-20 minutes</p>	<p>Group activity: Put selection of images, London Gazette and diary accounts on the tables ("Great Fire" painting, Firefighting Image and "St Paul's on fire" painting from image bank) Look at the images first. What are people doing?</p> <p>List what people are doing</p> <p>Look at the documentary sources ~ you will probably need to provide transcripts or have an adult read some of the accounts. The language of the Gazette will need some explanation</p> <p>Highlight key words or phrases that show what people were doing e.g. "poor people ... <b>running into boats</b>, or <b>clambering</b> from one pair of <b>stairs</b> by the waterside to another"</p> <p>Add information to list.</p> <p>Discuss together why they think people are doing these things. Complete table</p>	<p>Running, carrying things, lifting things, sitting in boats, crying, holding each other</p> <table border="1" data-bbox="1005 772 1388 1243"> <thead> <tr> <th>What are people doing?</th> <th>Why are people doing that?</th> </tr> </thead> <tbody> <tr> <td><i>Running into boats</i></td> <td><i>They want to get away from the fire</i></td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	What are people doing?	Why are people doing that?	<i>Running into boats</i>	<i>They want to get away from the fire</i>														
What are people doing?	Why are people doing that?																			
<i>Running into boats</i>	<i>They want to get away from the fire</i>																			
<p>10-15 minutes</p>	<p>Individual: Use images of Stuart dress to help draw male or female figure (black paper with red/yellow/white/gold pen or pencil details or highlights) Cut out figure</p> <p>Add speech bubble with reasons for actions. Add to art collage in the foreground.</p> <p>Watch first six minutes of Peter Ackroyd's Fire of London video with Pepys and Evelyn. Ask children to listen out for eyewitness</p>	 																		

10 minutes	accounts they have read. How does the film make them feel? Add emotions and descriptions as key words around collage	
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## Short Term Plan - Lesson 6 Rebuilding London

### Key Question:

What did the King do to make London better?

### Learning Intention:

Gives reasons for and results of changes

### Assessment criteria:

Can the children explain why London need to be rebuilt and why choices were made when rebuilding London?

### Resources:

1. <https://www.nationalarchives.gov.uk/education/resources/fire-of-london/> ~ Fire of London resources including Charles' proclamation and Hollar's map after the fire
2. Template of area of city that has been destroyed for design task (trace outline from Hollar's map)
3. <http://www.bl.uk/onlinegallery/onlineex/crace//largeimage87902.html> ~ Ogilby and Morgan's map of rebuilt London 1673
4. Statements (A4 size ~ laminated) and symbols for building city task

Plans for the city:

5. <http://mapco.net/london/1666evelynb.htm> ~ John Evelyn's plan for rebuilding
6. [http://roberthooke.org.uk/?page\\_id=166](http://roberthooke.org.uk/?page_id=166) ~ Robert Hooke's plan for rebuilding
7. <http://mapco.net/london/1666wren.htm> ~ Christopher Wren's plan for rebuilding

### Activity:

Timings	Teaching Strategies	Children's Responses
10 minutes	<p>Whole class: Use talk partners to discuss the reasons why fire took place and why it was so catastrophic. Key points ~ houses close together ~ water difficult to get to ~ lots of alleyways joining houses together making it difficult to move around ~ combustible materials in houses and warehouses ~ open fires ~ people didn't act in time ~ people didn't want their houses to be destroyed</p>	<p>~Houses made of wood and too close together ~No proper firefighters ~People tried to save their things rather than stopping fire ~Fire got too big to stop ~Wind too strong ~Thomas Bloodworth was useless</p>

<p>10 minutes</p>	<p><i>Given that these were reasons for the fire how could we avoid another?</i></p> <p>Get children to suggest solutions and record on IWB Divide board into two with one side for “our ideas”</p> <p>Once children have made suggestions read out Charles’s proclamation (from National Archives site) Read in Stuart English first and see what children can work out is the suggestion (have modern transcription if necessary)</p> <p>Get TA to scribe (short version of) Charles’s solutions on the board in second column as you read.</p> <p>Compare two columns with children ~ get child to come and highlight or tick those that are the same. How well have ideas matched?</p>	<p>~ Build of stone (more likely than brick as response) ~ Not close together ~ Organise firefighters</p>
<p>5 minutes</p>	<p>Have letter from King Charles delivered (gold edged envelope sealed with red wax)</p>	
<p>15 minutes</p>	<p>The King has announced a completion to design a new London. Other people have already entered. He would like your class to do so as well. (examples of the other entries are on the table)</p> <p>While children are drawing circulate round class with copy of Ogilby map. <i>Does this look like plans from architects or more like old city? What might have happened?</i></p> <p>Whole class task in carpet</p>	<p>Pairs activity Design a new city with: ~ Straight wide streets ~ rebuilt St Paul’s cathedral ~ important buildings ~ spaces to be seen walking or driving a carriage in ~ no industries in the middle of housing areas</p>

<p>10-15 minutes</p>	<p>area</p> <p>Lay out statements of the tasks needed if city is to be rebuilt e.g. land must be cleared of falling down houses.</p> <p>Children decide if it is easy (tick) or if there is a factor that would make it difficult. And place symbol(s) on statement</p> <ul style="list-style-type: none"> <li>~ pile of coins = expensive</li> <li>~ hourglass = take time</li> <li>~ sad face = people would not agree to it</li> </ul> <p>Looking at all the statements and the symbols can children see why London was more or less rebuilt on the old plan?</p>	
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**Figure 4**

**Letter from King Charles:**

We do hereby declare Our exspets Wil and Pleasure, that Our loyal servants should submit a defign for a most Noble and Magnificent City with eminent Streets of great breadth as may with God's blessing allow the passage of all manner of divers travellers. Within the Great City must be space for Our most noble Cathedral of St Paul's that shall rife miraculofly to worship God's greatness once more.

Charles by his hand in the month of September 1666

## Figure 5

### Found Poetry:

Found poetry uses only phrases and words from a documentary text to create a poem. Words and phrases can be repeated for effect and the order can be changed. Simple poetry forms such as haiku or cinquain can be used to provide a structure. Take the text to be used, highlight key phrases or words and then rearrange to create word picture.

Fire  
Whole city in flames  
Houses consumed  
The heat  
Ignited the air  
Fire  
Devoured  
Everything  
London was but is no more

### Building task statements:

Clear land of rubble/ pay people for land/ move industry from housing area/ plan out new city/ include space for important buildings/ get stone and make bricks/ build roads/ build brick or stone houses/ relocate industry