

GREAT PLAGUE AND GREAT FIRE OF LONDON KS1 PLANNING

Class:

Term:

Subject: History

Topic: Great Plague and Great Fire of London

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: listening for and extracting information from videos, websites and text, justifying choices and opinions and making inferences</p> <p>Maths: dates and sorting / classifying</p> <p>Science: materials that burn and that do not burn, spread of disease</p> <p>ICT: how ICT has changed since 1666</p> <p>Art & D+T: looking at paintings and drawings of the Great Fire of London</p> <p>PSHCE: dangers of fire</p>

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W	LO	Activities	Resources	Success Criteria
1	<p>To use historical sources of evidence to find out about the Great Plague</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Ask children how they think we find out about the past and people who lived a long time ago</p> <p>Explain that it is easier to do this for more recent history, because people wrote things down and made paintings, and then later took photographs, whereas further back in time people did not do these things</p> <p>Explain that historians look at sources of evidence (paintings, writing, objects etc) from the past and use them to try to understand what happened at different times</p> <p>Ask children if they have heard of the word 'Plague' before and, if they have, what they think it means (but do not tell them what it means)</p> <p>Watch the video at http://www.youtube.com/watch?v=ulQIR0NDptA (if the link does not work, Google 'YouTube Plague 1665 Tony Pickford') – the video has sources of evidence about the Great Plague</p> <p>Watch the video through once without stopping it</p> <p>Stop the video at the 9 images on one page and ask children to think, pair, share what they can see in the images</p> <p>Stop the video at the image of the man carrying a child and ask the children to think, pair, share why there might be a cross on the door and why the man in the background might be covering his mouth</p> <p>Stop the video at the image of the 'Kill the Rats' poster and ask children to think, pair, share why people might have been told to kill rats</p> <p>Stop the video at the image of the plague doctor (the man with the mask) and ask the children to think, pair, share why they think he is wearing a mask and what job he might have done</p> <p>Stop the video at the 'Bill of Mortality' and ask children to think, pair, share what they symbols around the outside might be and what they might mean (a sand-timer to show people do not have much time left and a skeleton and a shovel to represent death)</p> <p>Ask the children to think, pair, share why people were just being tossed on to carts and buried in mass graves, instead of in coffins and in individual graves</p> <p>Main:</p> <p>Children to complete sentences based on each piece of evidence above e.g. I can see ... for the 9 images, I think the man is covering his mouth because ... for the man carrying the child and so on for each piece of evidence</p> <p>Lower ability / slower working children to write on the worksheet; higher ability / faster working children to write in their books</p> <p>Extension: Children to write any more ideas that they have about what the sources of evidence tell us, in addition to those covered on the worksheet e.g. what the symbols were and what they meant on the bill of mortality</p> <p>Plenary:</p> <p>Children to compare their work with a partner and discuss any differences</p> <p>Ask children to put all of the pieces of evidence together and use them collectively to explain what they think happened in London in 1665</p>	<p>Check video plays OK and close and / or skip ads</p> <p>Writing frames</p>	<p>MUST: make some observations about the sources of evidence</p> <p>SHOULD: suggest sensible inferences from each piece of evidence</p> <p>COULD: add some of their own observations and inferences independently</p>

2	<p>To know more about the Great Plague (40 mins)</p>	<p>Intro: Ask children to think, pair, share what sources of evidence about the Great Plague we looked at in the previous lesson Ask children to think, pair, share what we learnt about the Great Plague from these sources of evidence Explain that we are going to be learning some more about the Great Plague today Watch the video about the Great Plague at http://www.youtube.com/watch?v=cqxfjG_imzA (if link does not work, Google 'YouTube Horrible Histories – the Great Plague') Ask children to think, pair, share what they learnt from the video Read the information text on the Great Plague as a class, focusing on any tricky words to read and on any difficult vocabulary e.g. outbreak, plague, Britain etc Explain independent work, reading through statements and again focusing on any tricky words</p> <p>Main: Children to sort a set of statements into those that are true and those that are false Extension: Children to add some more statements of their own, either from the video or from the text</p> <p>Plenary: Children to compare their work with a partner and discuss any differences Ask children who got on to the extension to share any statements that they added and ask other children if each one is true or false</p>	<p>Check video opens and plays OK and skip and / or close ads</p> <p>Information texts</p> <p>Statements to sort</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: correctly identify <i>some</i> of the statements about the Great Plague as being true or false</p> <p>SHOULD: correctly identify <i>all</i> of the statements about the Great Plague as being true or false</p> <p>COULD: add some more statements of their own</p>
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3	<p>To empathise with people who lived throughout the Great Plague and understand some of the choices that they would have had to make</p> <p>(30 mins)</p>	<p>Intro: Ask children to think, pair, share some of the things that we learnt about the Great Plague in the previous lesson Explain that everyone who lived in London had to make some very difficult choices throughout the period of the Great Plague Explain to children that we are going to pretend that we lived during the Great Plague and try to make some of the choices that the people back then had to make Ask children to think, pair, share what choices people might have had to make</p> <p>Main: There are 4 scenarios / choices:</p> <ul style="list-style-type: none"> • leaving for the countryside, sending your family to the countryside or keeping your family in London • telling your family that you have the plague, keeping it a secret or running away • keeping a family locked up, let them go or accept a bribe from them to allow food and water to be brought to them • collect corpses, rob houses and loot shops or do both of these <p>For each scenario, read the first slide to the children and ask them to suggest reasons for and against each option, then read the next two slides which give further details on the pros and cons of each option Also for each scenario, explain technical terms and concepts e.g. servants, bribes etc For each scenario, ask children to discuss what they would do in pairs / small groups and then to circle their choice and to write a reason for it Slower working children to complete worksheet; faster working to write in books</p> <p>Plenary: Children to share their choices and their reasons for them with a partner and discuss any differences</p>	<p>Scenarios on IWB</p> <p>Worksheets</p>	<p>MUST: understand some of the choices that people had to make during the Great Plague</p> <p>SHOULD: justify their choices using historical information and / or logical reasoning</p> <p>COULD: suggest their own reasons for their choices</p>
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To access the complete [Great Plague and Great Fire of London planning](http://www.saveteacherssundays.com/history/year-2/521/), and all of the resources to go with it, visit:

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