



SS John Fisher & Thomas More Catholic Primary School

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Medium Term Planning Creative Learning Journey

Subject: History	Topic: Technology (Digital revolution)	Differentiation
<p>NC Links: History skills:</p> <ul style="list-style-type: none">♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different♣ significant historical events, people and places in their own locality <p>History Skills:</p> <ul style="list-style-type: none">· Place artefacts in chronological order on a timeline.· Ask questions about Alan Turing and his invention.· Explain how devices have changed over time.· Use the correct vocabulary to explain the word 'technology.'		
<p>Lesson 1: I can say what technology is and what we use it for.</p>	<p>What is technology? TTYP, share ideas and make some notes. Watch: https://www.youtube.com/watch?v=GiiZ81_uzK8</p> <p>'Technology is the use of knowledge to invent new devices or tools. Throughout history, technology has made people's lives easier. Can you name any types of technology? Mind map some of their ideas. TTYP – Why do we need machines and equipment? Talk about how they make things happen e.g. lifting, digging, building things.</p> <p>Tell children they are going to look at some images and sort into technology – not technology. Discuss things they saw, how does it help us? Use images to discuss what they are, why we need them and how it helps us. E.g. A digital clock is used to tell the time, it's accurate and an alarm can be set so we are not late for work.</p>	<p>LA/SEND: sort the images into technology/not technology. Can they pick one piece of technology and explain what it is, why we need them and how it helps us. Teacher to scribe their ideas.</p> <p>MA: Choose 2-3 items of technology label it and explain why we need it. E.g. A phone is used to ring someone.</p> <p>HA: Choose up to 4 items of technology, label it and explain why we need it and how it helps. E.g. A phone is used to ring</p>



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	<p>So, why do we need technology? Let them share some ideas – it is used to enhance our lives, make our lives easier and more efficient. What would life be like without a phone? What would we do?</p>	<p>someone. It makes it quicker to talk to someone.</p>
<p>Lesson 2: I can order computers in chronological order</p>	<p>Resources: Laptop, chrome books, iPad, mobile phones (images), The Manchester Baby (image), keyboard, calculator, Apple watch</p> <p>Have the images or objects on each of the tables, send groups to the tables to explore the key questions – What is it? What is it used for? What can it do? Children to explore all the sources of information.</p> <p>Return to the carpet. Introduce a timeline – what is it? Why do we use a timeline? (to sequence events in order from earliest to now). Use the resources or images and make a whole class timeline – compare and contrast the items. Discuss what has changed.</p>	<p>Complete a timeline for Technology in books.</p> <p>LA – Sequence the pictures on a timeline in chronological order</p> <p>MA - Sequence the pictures on a timeline in chronological order – use the timeline to sequence the dates</p> <p>HA - Sequence the pictures on a timeline in chronological order – use the timeline to sequence the dates. Write a brief description for each object e.g. 1948 The first computer 'The Manchester Baby' was created.</p>
<p>Lesson 3: I can find out about the first computer that was made</p>	<p>What do you think the first computer looks like? TYP</p> <p>Remind the children that technology has changed rapidly over the years. Cameras, phones computers etc look very different.</p> <p>https://www.youtube.com/watch?v=DENG7Q7VRgo (play video from 1.07 and show a few examples of improvements)</p>	<p>All children to have picture of Baby in their books.</p> <p>LA – Write key words/dates that they can remember about Baby.</p> <p>MA – Write some simple sentences about Baby.</p>



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	<p>Show picture of 'Baby' What can you see in the picture? What do you think it is? What do you think it does? Who do you think made it? TTYP</p> <p>Explain to chn that it is the vert first computer created by Alan Turing. It is called Baby and it weighs more than a tonne and fills an entire room. It is only able to solve maths calculations (it is like a giant slow calculator).</p> <p>Show images of computer today and baby. What are the differences between our computers today and Baby? TTYP</p> <p>Give children true or false statements in partners and ask them to sort them into which or true and which are false. (Take pictures of chn doing this for books)</p>	<p>HA- Use the information and questions to write facts about Baby.</p> <p>Extension task</p> <p>Children write questions to ask about the first computer e.g. When was it made? What did it look like?</p>
<p>Lesson 4: I can compare technology from the past and now.</p>	<p><u>ZOO OLOGY in for today's lesson – next time in Cycle A go to the MOSI museum in Manchester.</u></p>	
<p>Lesson 5: I can find out about Alan Turing</p>	<p>Today we are going to be learning about the person who made the first computer. TTYP Can you remember his name? Show picture of Alan Turing. Show children 'Artefact box'. Today you are historians and you are going to look at some clues that will help us learn about Alan Turing's life. Pull pictures/artefacts out of a box. (Picture of Baby) What is this? What can you remember about Baby? (Code-breaking machine – 'Bombe' and picture of a</p>	<p>Children to complete 'Fact File' about the life of Alan Turing.</p> <p>LA/MA – Children to use the pictures to answer two questions about Alan Turing.</p>



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	<p>code) What do you think this is? What do you think it does? (Army helmet) Why do you think there is an Army helmet? (Picture of 50 pound note) What is it? What do you notice on it? Why have they made a note with Turing's face on it?</p> <p>https://www.youtube.com/watch?v=8nq7lWeRFD4 – Play Video up to 1.19</p> <p>Explain that Turing was born in 1912 and was a mathematician from Wilmslow (near Manchester). He created the first computer in 1948. During WW2 Turing worked at the Government Code School (Bletchley Park) 'Bombe'. They used it to learn the German army's secrets. In 1958 Alan Turing died from Poisoning. In 2019, a 50-pound note was made in his honour! There is also a statue in Manchester.</p>	<p>HA – Children to use the pictures to answer three questions about Alan Turing.</p>
<p>Lesson 6: I can write an information text about technology.</p>	<p>Today we are going to write an explanation text all about technology then and now. It will be a non-fiction text containing lots of facts.</p> <p>Recap learning TTYP -</p> <p>What is technology? Can you think of any examples of technology? Why do we need machines and equipment?</p> <p>How has technology changed?</p> <p>Who created the first computer? What do you know about the first Computer?</p> <p>Who is Alan Turing? What important things did he do?</p>	<p>LA/MA – Chn answer the three questions. How has technology changed? – Give examples of technology and how they have changed e.g. Phones are technology. Phones now are smaller and they can do more things like take pictures. Who created the first computer? Alan Turing made the first computer. It was called Baby. It was made in Manchester and it was as heavy as rhino and filled a whole room!</p> <p>Who is Alan Turing? He made the first computer and a</p>



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		<p>machine that could crack codes in the war.</p> <p>HA – Include introduction and children to write their own subheadings</p>
<p>Applied Write opportunities: Children to apply knowledge learnt including sources and historical knowledge to write an information text about Technology and the past.</p>		
<p>Key Vocabulary: Tier 2 – technology, old, new Tier 3 – digital, communication, home appliances, machines</p>		



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Subject: History	Topic: L.S Lowry	Differentiation
<p>NC Links: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Ask historical questions about L.S. Lowry and his art work. Observe and discuss paintings by Lowry. Learn about his art by visiting The Lowry in Manchester. Create a timeline of his life. Compare how life was different when Lowry was alive compared to present day e.g. transport, buildings, people.</p>		
<p>Lesson 1: I can create a timeline of L.S Lowry's life</p>	<p>Show picture of L.S picture ask the children the following questions</p> <p>What can you see in this picture? What is the man doing? Who do you think this man is? Is this picture old or new? How do you know?</p> <p>Explain to the children it is a picture of L.S Lowry. He is a famous artist and his full name is Laurence Stephen Lowry. He was born in 1887 and died in 1976. He is famous for painting urban landscapes with matchstick figures that showed what life was like in Manchester. Lowry became an official artist in 1943 and painted the Coronation of Queen Elizabeth II.</p>	<p>LA/SEND: Children put the 4 pictures into the correct chronological order</p> <p>MA: Children put the 6 pictures into chronological order</p> <p>HA: Children write the events chronological order onto the timeline.</p>



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	<p>Ask the children What is a timeline? Can you remember why we use them? (to sequence events in order from earliest to now) Use the images of to create a whole class timeline of Lowry's life.</p>	
<p>Lesson 2:</p> <p>I can compare the similarities and differences of Lowry's paintings</p>	<p>Recap learning – History challenge grid. What can you tell your partner about Lowry? Feedback.</p> <p>Today we are going to be comparing the similarities and differences of Lowry's paintings. The similarities are what makes them the same. The differences are what makes the paintings different.</p> <p>Show chn images of Paul Klee's art. What do they notice? Where have they seen these paintings before? Who is the artist?</p> <p>Have 2 images of Paul Klee's art on flipchart paper on each table. Chn to write the similarities and differences between the two pieces of art on to the flipchart paper. Chn feedback their findings to class.</p> <p>Explain to children we are going to use the same skills to compare two more paintings. Display images on whiteboard ask the following questions:</p> <p>Who did you think created this picture? What can you see? What do you notice about the people? What do you think they are doing? What colours can you see?</p> <p>Have 2 images of Lowry's art on flipchart paper on each table.(Coming from The Mill and The Football Match)</p>	<p>LA – Children have both paintings stuck in the book and write one similarity and one difference underneath</p> <p>MA – Children to record on sheet the similarities and the differences</p> <p>HA - Chn to draw a line down the middle of page and record the similarities and differences</p>



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	Chn to write the similarities and differences between the two pieces of art on to the flipchart paper. Chn feedback their findings to class.	
<p>Lesson 3: I can compare how life was different when Lowry was alive compared to present day</p>	<p>Re-cap – what do we know about Lowry’s paintings? What colours does he use? What types of images does he paint? He painted pictures of buildings such as mills and factories Can you remember the name of the images we looked at? (Coming from the Mill and The Football Match)</p> <p>Remind Chn that Lowry was born in 1882, which is over 100 years ago. Explain to chn life was very different then. Can they remember any changes in technology over the last 100 years?</p> <p>Show images of cars, people and buildings from 1890s. How are they different from today? What are the similarities? How have things changed?</p> <p>On tables children sort the images into then and now.</p>	<p>LA – Chn sort images into technology then and now</p> <p>MA/HA – Have images of a car, a person and a building from 1990s. Chn to write down next to images how they are different to present day.</p>
<p>Lesson 4: I can ask historical questions about Lowry and his art work.</p>	<p>Recap – TTYP How was life different when Lowry was alive compared to present day?</p> <p>Hot seating Lowry - Ask a child to pretend to be Lowry. Ask chn to ask him questions about his life. Have question stems on the board.</p> <p>Children to work with their partner. One will be Lowry the other will be the questioner. Practise asking Lowry questions/Lowry responding.</p>	<p>LA – Speech bubbles - Children to write down two questions for Lowry.</p> <p>MA – Children to write four questions for Lowry and answer them.</p> <p>HA – Children to write 6 questions for Lowry and answer them.</p> <p>Challenge</p>



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		Use Ipad to find out more information about Lowry.
<p>Lesson 5: Learn about his art by visiting The Lowry in Manchester.</p> <p>I can plan my factfile</p>	<p style="text-align: center;"><u>Visit the Lowry centre</u></p> <p>Re-cap What can you tell your partner about Lowry? Think of:</p> <ul style="list-style-type: none">- Who is he and what did he do?- Where is was from?- What style of artwork did he create?- What are some of his famous paintings?- Does he have any special achievements? <p>Today we are going to plan a factfile all about Lowry. A factfile is based on facts and real life information.</p> <p>(Year 2) Discuss features of a factfile.</p> <p>A title</p> <p>Opening sentence his will be a small summary of what the text will be about.</p> <p>Subheadings</p> <p>This is a title paragraph within factfile. It helps the reader find specific information in the text. Sometimes this can be question.</p> <p>Extra information</p>	<p>LA – Chn act out events from Lowry's life. Sort statements into true and false.</p> <p>MA/HA – Complete planning sheet</p>



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	<p>This gives some extra facts about Lowry.</p> <p>Pictures and captions Captions description underneath a picture or diagram to describe what it is.</p> <p>Year 1</p> <p>Gather props and dates of events in Lowry's life.</p> <p>We are going to use our whole class timeline to act out the story of Lowry's Life. Pick a child to hold the date and pick a child to role play what happened at that time (take pictures).</p>	
<p><u>Lesson 6:</u> I can write a recount of my visit to the Lowry</p>	<p>Today we are going to write a recount of our visit to the Lowry centre. Explain that this means they are going to explain what happened at their visit. Discuss what happened at visit/order of events and write down as a class.</p> <p>Introduce time words (adverbials) In the morning, Later, After that, In the afternoon.</p> <p>Create a whole class success criteria</p>	<p>LA – Writing template with sentence starters.</p>



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Applied Write opportunities:

Recount of visit to Lowry

Biography of Lowry's life

Key Vocabulary:

Tier 2 – art paintings Manchester then now past colours people buildings cars

Tier 3 – similarities differences present matchstick people urban landscapes industrial



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Year Group: Year 1&2	Term: Summer 2 (Cycle A)	Topic: The Great Fire of London
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National Curriculum Links (Ref: NC 2014)

Pupils in KS1 pupils should study:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- significant historical events, people and places in our own locality.

General NC aims of the history curriculum to be achieved by end of KS1:

- use common words and phrases relating to the passing of time and use a wide vocabulary of everyday historical terms
- know where the people and events we study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer questions, using parts of stories and other sources to show knowledge of key events
- understand some ways in which we find out about the past and identify how this is represented

Knowledge and skills objectives	Activity	Differentiation
<p><u>Lesson 1</u> I can compare ways of life in different time periods.</p> <p><u>Working historically</u> I know where the people and events we study fit within a chronological framework.</p> <p>I can use common words and</p>	<p>Tell the children that we will be learning about the Great Fire of London.</p> <p>TTYP - What do you know about this already? What do you want to find out? Complete KWL grid for working wall.</p> <p>Explain that we will be comparing present day London with London in 1666, which is when the Great Fire of London took place. How do you think it was different compared to present day?</p> <p>Show images of artists impressions of life in 1666. Explain that cameras hadn't been invented then, so all of the information for this time period has to be taken from</p>	<p><u>LA/SEN</u> – Write key words under the present day and 1666 images to show the differences between them.</p> <p><u>HA/MA</u> – Write about differences between London in 1666 and today using key historical vocabulary e.g. then, now, past, present.</p> <p><u>Challenge</u> - Children explain if they would like to live</p>
		Plenary



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<p>phrases relating to the passing of time and use a wide vocabulary of everyday historical terms</p> <p>I can understand some ways in which we find out about the past and identify how this is represented (sources).</p>	<p>images such as paintings and drawings or written sources such as diaries, letters and books.</p> <p>When making comparisons between the two time periods, focus especially on the differences between the fire department/emergency services then and now. Ensure the children can make the following comparisons and link these to show why the fire spread so easily:</p>	<p>Share ideas with your partner. Did they notice any differences that you missed?</p> <p>Reflection: If the fire started today, what would you need to do? Link to fire safety.</p>
<p>Resources</p>	<p><u>Buildings</u> 1666 - Buildings were made of wood and had thatched roofs made of straw. They were built close together and had no gardens. 2022 - Today buildings are much taller and flats or offices are built on top of each other. Buildings are made of brick, stone, steel, concrete and glass.</p>	
<p>Sources from 1666 Photographs of present day London</p>	<p><u>London at night</u> 1666 - There were no streetlights and no electricity. People would have had to find their way in the dark by candlelight. 2022 - Today we have streetlights and electricity. Many office buildings leave their lights on overnight, so London is lit up brightly in the dark.</p> <p><u>Transport</u> 1666 - People walked everywhere unless they were rich. If they could afford it, horses and carriages were used but these weren't common and firemen didn't have use of them. 2022 - Today we travel in cars and taxis, on trains and boats and can even fly abroad in a plane. We have emergency vehicles such as fire engines and ambulances.</p> <p><u>People and jobs</u> 1666 - People worked to help their community and did practical jobs e.g. a blacksmith, a tailor (someone who makes clothes) or a boat builder. Women wore</p>	



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	<p>dresses and men wore suits. Hats were in fashion.</p> <p>2022 - Today more jobs are available and offices are built for people to work in. Many jobs can be done using computers and technology. Women can wear trousers and men don't have to wear suits all the time. Casual clothes like jeans and trainers have been invented.</p> <p><u>Firefighters</u> 1666 - There was no organised fire brigade. Common people volunteered to help out. Fire fighting was very basic with little or no skill or knowledge involved. Leather buckets, water squirts, fire hooks and axes were used to put out fires. 2022 - Today there are hundreds of organised fire brigades throughout the country. People are able to ring 999 and report fires immediately. Firemen have special equipment like ladders and hoses. They also have oxygen masks and protective clothing.</p>	
<p><u>Lesson 2</u> I can place key historical events in chronological order.</p> <p><u>Working historically:</u></p> <p>I know where the people and events we study fit within a chronological framework.</p> <p>I can ask and answer questions, using parts of stories and other sources, to show knowledge of key events.</p>	<p>Explain that chronological order is when events are arranged following one after another in time order. Set the context of the Great Fire; it began on Sunday 2nd September 1666, on Pudding Lane. Look at the timeline and explain that we will be focusing on how the fire began and spread, and how long it lasted.</p> <p>Use this video to show children how the fire began and started to spread: https://www.youtube.com/watch?v=weEveQ4nz4g</p> <p>Children discuss the reasons why the fire spread so quickly. Feedback as whole class:</p> <ul style="list-style-type: none"> - All the buildings were very close together and made of wood. - The wind was strong and blew the fire along the rows of houses. - There was no organised fire brigade and people had to get there on foot. - The weather had been hot so everything was dry. 	<p>Focus on 6 main events for the Great Fire.</p> <p><u>LA/SEN</u> – Place events in order in their books.</p> <p><u>HA/MA</u> – Place the events in order (chop off captions) and write a sentence for each one.</p> <p><u>Challenge:</u> Explain why the fire spread so quickly.</p>
<p>Resources</p>	<p><u>Task 1</u></p>	<p>Plenary</p> <p>Complete the Great Fire of London quiz which focuses on the key events.</p>



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<p>Blank timeline Key events from the Great Fire Scissors and glue</p>	<p>Children discuss with their partner which order the events of the Great Fire took place. They arrange the pictures and explain what happened at each point.</p> <p>Ensure the children can remember these main events:</p> <p><u>Sunday morning</u> – The Great Fire of London began on 2nd September 1666 in Thomas Farriner’s bakery. Jane Birch, a servant for Samuel Pepys, was one of the first people to notice the fire. She woke up Samuel and his wife and also ran to tell the Mayor of London, Thomas Bloodworth. He thought the fire was far enough away and he didn’t need to worry about it, so he went back to bed! A few hours later, Samuel Pepys began recording the events in his diary.</p> <p><u>Sunday evening</u> – Fire services didn’t exist so everyone tried to help out and stop the fire. They used a water cart which could only hold three litres of water at a time. People filled water squirts and leather buckets with water from the Thames and carried them to the fire. They also used axes and fire hooks to pull down buildings and slow the spread of the fire.</p> <p><u>Monday</u> – buildings were close together so the fire spread more quickly. People carried their belongings to safety using boats on the River Thames.</p> <p><u>Tuesday</u> – St Paul’s cathedral was destroyed by the fire.</p> <p><u>Wednesday</u> – The fire burned more slowly as the wind died down.</p> <p><u>Thursday</u> – The fire stopped. Only 6 people died but thousands were left homeless and lost their belongings.</p> <p>Discuss the following significant individuals involved in 1666: Samuel Pepys decided to start writing a diary to keep a record of events. He wrote the Great Fire of London in 1666. It is because of his diary entries that we know of</p>	<p>https://www.educationquizzes.com/ks1/history/great-fire-of-london/</p>
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	<p>the events that took place during this historical period. Christopher Wren was the famous architect who designed new buildings after the Great Fire of London (including St Paul's Cathedral) and he also designed a monument to remember the fire. Charles II was the king of England in 1666.</p>	
<p><u>Lesson 3</u> I can understand key features of a nationally significant event beyond living memory.</p> <p><u>Working historically:</u></p> <p>I know where the people and events we study fit within a chronological framework.</p> <p>I can ask and answer questions, using parts of stories and other sources to show knowledge of key events.</p>	<p>Starter question – Can you remember the events of the Great Fire of London? Which people were involved?</p> <p>Talk about the baker, the townspeople, Samuel Pepys, the mayor and the men responsible for putting out the fire. Encourage children to think about the experiences of people in London who lived through the Great Fire. How would you have reacted? What feelings would you have experienced? Discuss feelings/reactions that could be portrayed e.g. feeling the heat of the fire on your face, the panic, rushing for water etc.</p> <p>Provide six confident readers with a narrator's part. As they read each of the six main events, the rest of the children play the role of Thomas Farriner, Jane Birch, Samuel Pepys, the mayor and two townspeople.</p>	<p>Put children into mixed ability groups and assign character roles. Take photos and stick Pic Collage into books.</p> <p><u>LA/SEN</u> – Focus on acting out the key events in order.</p> <p><u>HA/MA</u> – Focus on showing feelings through actions and facial expressions. Use freeze frames and ask children to identify emotions.</p>
<p>Resources</p>		<p>Plenary</p> <p>Choose a few groups to act out their scene for the Great Fire of London.</p>
<p>Great Fire of London role play masks.</p>		



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<p><u>Lesson 4</u> I can talk about the life of a significant individual in the past.</p> <p><u>Working historically:</u></p> <p>I can understand some ways in which we find out about the past and identify how this is represented.</p>	<p>Explain that we know about the Great Fire of London because of Samuel Pepys, the man who kept a diary about the events he witnessed. Discuss facts about his life. What are the most important things we need to remember?</p> <p><u>Life of Samuel Pepys</u></p> <ul style="list-style-type: none">- Samuel Pepys was born in London on in 1633. His father was a tailor and his mother was a butcher's daughter.- He went to St Paul's School in London and later went to Cambridge University. After university, he began working for the government and the navy. Samuel Pepys married a French lady named Elizabeth.- Samuel Pepys enjoyed music and played several instruments during his life. He also liked going to the theatre, wearing fine clothes and a wig! Many rich men did this. <p><u>The diary</u></p> <ul style="list-style-type: none">- Samuel Pepys began writing his diary on 1st January 1660. He wrote of everyday things that happened in his life but also about important events in Britain's history.- Pepys wrote with quills and ink – there were no ball point pens in those days!- He wrote using a secret code, a shortened version of words. He did this because he didn't want people he knew, including his wife Elizabeth, to read his diary. <p>Recap features of a non-chronological report (link to L&L lessons): Title, question sub-headings, photographs or diagrams, interesting facts or statistics, no contractions</p> <p>Model how to write three main sections for Year 2 pupils, changing the following sub-headings into questions:</p> <p>Life of Samuel Pepys – What happened in the life of Samuel Pepys? The diary – How was his diary written? (talk about events of the fire, secret code, quill and ink)</p>	<p><u>LA/SEN</u> – Writing a few simple facts on the template provided and drawing a picture of Samuel Pepys.</p> <p><u>MA/HA</u> – Writing a simple non-chronological report about Samuel Pepys with question sub-headings.</p> <p>Plenary</p> <p>they are true or false.</p> <p>Samuel Pepys wore a wig. His wife was Spanish. He was good friends with King Charles I. His cousin helped him to get a good job. The Great Fire of London broke out in a butcher's shop.</p>
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	Importance of the diary – Why was his diary so important? (talk about it being used as a historical source, no photographs or newspapers etc).	
<p><u>Lesson 5</u> I can plan a letter about the Great Fire of London.</p> <p>Resources</p> <p>Senses word mats Letter planning grid Blank spider diagram</p>	<p>TTYP – What have we learnt about the Great Fire of London?</p> <p>Explain that we will be writing a letter to our friend in another town, explaining what has happened in London. Talk about features of an informal letter to someone we know (link to L&L lessons): Sender's address, date, casual greeting and a question (e.g. hi, how are you?) clear paragraphs, short sentences, friendly tone of voice, casual sign off (e.g. hope to see you soon, love from).</p> <p>Introduce the planning grid and ask the children to focus on three main sections for their letter: -how the fire started and what happened on the first day - the events that followed and how everyone reacted -what they hope/think will happen now the fire has stopped.</p> <p>Model how to write key words and phrases in each box to keep the structure. Provide children with key words and sentence starters that they can use in their own writing e.g. it all started, unfortunately, have you heard?</p>	<p><u>LA/SEN</u> – Children complete a simple spider diagram to show their ideas, focusing on one main paragraph to say what they saw and how they felt.</p> <p><u>HA/MA</u> – Fill in the planning grid for 3 sections of the letter and including the key features discussed during input.</p> <p>Challenge: Children use the five senses to describe the fire in detail (provide senses word mats).</p> <p>Plenary</p> <p>Share one of the completed planning grids and start discussing what could be written in each section of letter. Can we put our key words into a sentence?</p>
<p><u>Lesson 6</u> I can write a letter about the Great Fire of London.</p> <p>Resources</p> <p>Senses word mats</p>	<p>Recap the features of a letter. Display a planning grid from yesterday's lesson. TTYP – how should we start our letter?</p> <p>Model how to write an introductory paragraph for the letter, using the children's ideas. e.g. Hi John, How are you? I hope you're ok and the rest of your family are well. You'll never believe what's happened here in London! Have you heard of the terrible fire that</p>	<p><u>LA/SEN</u> – Write a simple letter explaining what has happened and how they are feeling. Focus on basic structure of a letter and full stops.</p> <p><u>HA/MA</u> – Children write a letter using all the features discussed, including interesting adjectives and sentence openers.</p> <p>Plenary</p>



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Letter planning grid/spider diagram (completed last lesson)	broke out in Mr Farriner's bakery? It all started.... TTYP – children orally rehearse sentences for some of the other sections. Provide five senses word mats for Year 2 children and encourage them to work independently. Support struggling learners with additional scaffolding e.g. sentence starters on the table, an enlarged copy of their plan next to them to refer to.	Peer assessment – what's good about your partner's work? What could they do to make it even better? Children to make corrections based on their partner's advice.
Applied Write Opportunities: The final history lesson is an applied write opportunity for L&L children, who have been studying formal and informal letters as a writing genre.		
Key Vocabulary Tier 2: year, century, Britain, London, then, now, past, present, old, new, change, timeline, chronological order, events, compare, significant Tier 3: baker, servant, townspeople, mayor of London, Samuel Pepys, King Charles II, Christopher Wren, wood, fire hooks, axes, water squirts, water cart, architect, quills, ink, cathedral, destroyed, rebuilt		