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| **Mantle of the Expert – The Great Fire of London****Class: Year 1 and 2****Term:** Spring Term part 2**Main curriculum focus**: History and science**Expert team**: Fire Emergency Squad **Client(s):** King Charles II **Commission**: To investigate what started the fire and why it was so vicious. To advise King Charles II on how to ensure it doesn’t happen again. To make recommendations on rebuilding the city.**Context:** 2nd – 7th September 1666: It is 1666 and a fire is raging through London. No one knows how the fire began but it occurred around Pudding Lane. It has destroyed thousands of homes and killed at least 5 people. King Charles II is searching for a reason for the fire and wants to ensure that such an event will never happen again.  | **7 aspects of planning a start:**1. What’s happening? Location, people, events?
2. What signs are there for the students to interpret – words, pictures, movement?
3. What’s going to attract their interest – the tension?
4. What questions are raised – the inquiry?
5. What tasks are the students going to do to bring them into the fiction?
6. How are students going to take on the mantle of the expert team?
7. How are they going to be introduced to the client and the commission?
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*What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?*

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|  | Steps in *(to develop concern and investment) (these steps in will be expanded upon in more detailed planning)* | Opportunities/tasks/challenge. |
| **Steps into the fiction** | **Step 1** | Invite children on a journey into the past. Use Youtube video of 1666 London to introduce children to how different London would have been.  |  |
| **Step 2** | Creating a large London image/skyline with the children. Use images of Tudor houses and charcoal.  |  |
| **Step 3** | Storytelling/narrative voice of the first part of the story of The Great Fire of London. Use red/orange/yellow oil pastels to show the fire on the image. Pause at Wednesday night – the fire was out of control.  |  |
| **Step 4** | Work on materials – what tools do we need to fight the fire, and what will they be made from? What materials would they have had in 1666? Designing/creating items for fire fighting |  |
| **Step 5** | Enactive – putting out the fire. Narrative voice at the end to conclude the sequence of events of TGFoL |  |
| **Step 6** | Artwork around the event – how will we make sure people remember? Looking at paintings as historical sources |  |
| **Step 7** | Meeting King Charles II who will set the commission.  |  |
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**Stage 4: The Start**

**Step 12: Plan a sequence of steps into the fiction**

**Stage 3: Activities and Curriculum Tasks**

**Step 10: Make a list of team tasks and classroom activities**

**Step 11: Link the tasks and activities to the National Curriculum**

**Stage 2: Context**

**Step 5: Invent a narrative: include tension, location and time**

**Step 6: select the expert team and create a list of powers, responsibilities and values**

**Step 7: Decide on the client and their role, purpose and authority**

**Step 8: Devise the commission**

**Step 9: Consider other points of view**

**Stage 1: Foundations**

**Step 1: Theme**

**Step 2: Overview of children’s learning**

**Step 3: List of things that make the theme interesting**

**Step 4: Generate questions for inquiry**

**Mantle of the Expert:**The Great Fire of London

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| **Step 1: Theme**History: The Great Fire of London | **Step 2: Overview of learning*** **Knowledge**: Key timeline events of TGFoL; conditions that caused TGFoL, changes as a result of TGFoL
* **Skills:** Asking and finding answers to questions, working as a team
* **Understanding:** Simple understanding of chronology. That changes happened as a result of TGFoL. Why TGFoL happened.
 | **Step 3: List of things that make the theme interesting*** London in 1666
* The event – a big fire
* How life was different in 1666
* Differences between now and then
* Investigating/ using clues to solve problems
* King Charles II and Samuel Pepys
 | **Step 4: Generate questions for inquiry***Social, political, historical, environmental, critical, ethical, philosophical, spiritual*How was life different 300-400 years ago?Why did TGFoL start?How did TGFoL change London?How did TGFoL spread?Was there any help for people after TGFoL?Should any one person get the blame for TGFoL? |
| **Step 5: Invent a narrative – include tension, location and time**It is 1666 and a fire is raging through London. No one knows how the fire began but it occurred around Pudding Lane. It has destroyed thousands of homes and killed at least 5 people. King Charles II is searching for a reason for the fire and wants to ensure that such an event will never happen again. **Tensions:** City destroyed, people homeless, someone wrongly blamed for starting the fire.**Time:** 1st – 7th September 1666**Location:** London, Pudding Lane, St. Paul’s cathedral  | **Step 6: Select the expert team and list powers, responsibilities and values****Team:** Fire Emergency Squad**Powers:** Asking questions, interviewing people, entering people’s homes, observe closely.**Responsibilities:**  Reporting to the King, helping people, finding out why the fire started and ensuring it doesn’t happen again. **Values:** Determined to find the answers, good work ethic, sympathy and empathy for people who have lost things, want to compensate for this disaster.  | **Step 7: Decide on the client and their role, purpose and authority**King Charles II Very high authority, expects work to be done to a high standard, will punish poor work ethic. Children must report back to him and answer his questions.  | **Step 8: Devise the commission** To investigate what started the fire and why it was so vicious. To advise King Charles II on how to ensure it doesn’t happen again. To make recommendations on rebuilding the city.  |
| **Step 9: Other points of view*** King Charles II
* Samuel Pepys
* Jane the maid
* Thomas Farrinor
* Peoples whose homes have been destroyed
* Someone with a lucky escape (possibly escaping by swimming across the river)
* Someone who has been wrongly accused
 | **Step 10: Possible team tasks and classroom activities*** Art collage depicting the fire to recreate TGFoL for future generations.
* Investigating materials – grouping and naming materials to put out the fire (which is the best?) and for redesigning houses.
* Enacting the fire, bucket brigade etc.
* Interviewing people (Samuel Pepys, Thomas Farrinor) and writing reports on these significant individuals.
* Sequencing of events to report back to the King.
* Writing letters to the King to feedback knowledge (Creating content on computers).
* Comparing London now and then – overarching theme.
 | **Step 11: National Curriculum Links***Subject to change as the mantle develops** Events beyond living memory that are significant nationally or globally.
* the lives of significant individuals in the past.
* distinguish between an object and the material from which it is made.
* Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
* Describe the simple physical properties of a variety of everyday materials.
* Compare and group together a variety of everyday materials on the basis of their simple physical properties.
* Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
 | **Step 12: Sequence of steps into the fiction**See above |