

The Stuarts: Choice and Responsibility for fires that happened...and those that didn't!



HISTORY LEARNING STATEMENTS

Area of Learning	Knowledge and Skills
Historical chronology	I know where the people and events I have studied fit on a basic timeline.
	I can tell you similarities and differences between ways of life at different times.
	I can name a few people in the past who have contributed to national and international achievements. I can put a few objects/events in order.
Historical concepts	I can identify similarities and differences between different times.
	I can give you more than one cause of an event and give my reason why people in the past acted as they did.
	I can tell you about some of the people or events from my work.
Historical interpretation	I understand some of the ways in which we find out about the past.
	I can tell you a few ways how the past has been presented or described.
	I am able to reflect on the significance of what I have learnt about the past.
	I am developing the skills of presenting an idea and raising questions about the past.
Historical enquiry	I can ask and answer questions about artefacts.
	I might be able to investigate questions to find answers.
	I can choose and use parts of stories and other sources of information to show I know and understand key features of events or people's lives which I have studied.
Historical communication	I use common words and phrases relating to passing of time.
	I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using every day historical terms.
	I can recount stories accurately and explain why some people and events were important.

Overview and rationale:

Two hugely significant events in British history happened in the times of the Stuarts...The Great Fire of London and the Gunpowder plot. These are both looked at in this engaging topic and provide an excellent opportunity for the children to see how these events transpired, the choices that people made that led to these events, the reasons for these choices, and what our children would have done differently should they have been in Pudding Lane, or in Robert Catesby's or Guy Fawkes' shoes! Although being predominantly a history topic which can be looked at through the eyes and words of Samuel Pepys (or even the letter of an anonymous betrayer!), there are also elements of geographical knowledge that can be developed, mapping the course of the fire, or the location of the plotters! Like with any historical events there are perceived heroes and villains and the children here are able to look at the responsibility that people took through their choices and, in looking at the reasons for the gunpowder plot, the importance of respecting peoples' faith and belief is also raised and gives our children a taste of what is to come in KS2 when looking at many different eras' religions and how this shapes their way of life.

KEY HISTORICAL VOCABULARY

Key	timeline, order, compare, similar, different, fact, opinion, artefact, event, source, evidence, changes, invention, question, cause, consequences, reason, connections, century, decade, different periods of time
Skills	observation, sequence, contrast, research, sources, questioning, discussion, compare and contrast, making connections, making conclusions
General	Modern, past, present, memory, difference, similarity, future
Specific	Great Fire of London: Samuel Pepys, diary, Thomas Farriner, bakery, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, frightened, burning, wooden buildings, flammable, Lord, Mayor, River Thames, water, squirts, firehooks, burned, diary, leather buckets, water pump, explosion, destroyed Gunpowder Plot: Guy Fawkes, Robert Catesby, Houses of Parliament, government, conspirators, tunnel, plot, dynamite, barrel, 1605, 5 th November, Tower of London, Lord Monteagle, fireworks, bonfire, letter (who sent?), King James I, penny
School Value	Topic relevance: How/when/where/why is it needed?
Resilience	The people who suffered in the Great Fire of London needed great resilience to pick themselves up and restart their lives, whilst, in many cases having to also deal with the grief caused by the loss of loved ones.
Respect	Religion played a key role in the Stuart era. Following religion was very much seen as an expectation and the opposition of Protestants and Catholics led to much anger and feuding. Respect for religion is one of our core British values and fortunately respect for religious choice is now far greater than what it was then!
Responsibility	Many people took responsibility for helping others during and after the event and this is explored, reminding the children of the importance of stepping up and doing what is right – this is consolidated throughout the curriculum and the school ethos.

GEOGRAPHY LEARNING STATEMENTS

Area of Learning	Knowledge and Skills
	mathematical vocabulary to describe position and location
Skills and Knowledge	world maps, atlases and globes to identify UK & its countries
ent types of music.	aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
makes them feel.	locational and directional language (e.g. near and far; left and right) to describe the location of features
to express the feelings a piece of music creates.	s on a map.
vn work.	simple compass directions (NSEW).
ate a beginning, middle and end.	& construct basic symbols in a key.
esponse to different starting points.	
hich create an effect.	
epresent sou	
ns between n	

KEY GEOGRAPHICAL VOCABULARY

Human features	building, city, capital city, country
Other useful vocab	map, key, symbol, plan, direction, compass points, left, right, north, south, east, west
Specific content including country and capital city names	London, England, Northern Ireland, Scotland, Wales, United Kingdom, River Thames, River Mersey

ART AND DESIGN

Exploring and Developing

Exploring and developing ideas	Begin to record and explore ideas from first hand observation, experience and imagination.
Evaluating and developing work	Explore the differences and similarities within the work of artists, craftspeople and designers working in different times and cultures. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work.

Painting

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<i>Experiment with tools and techniques inc. layering, mixing media, scraping through etc.</i>	<ul style="list-style-type: none"> -Mix paints of an appropriate consistency and know how to rectify when the paint is too runny or too thick -Explore using different types of paint – poster, powder and water colour -Mix colours to match a picture -Choose and use the correct paintbrush when adding detail. -Explore how to print using a range of objects for effect. Use the block printing technique to work in the style of contemporary artists. -Design patterns of increasing complexity and repetition. -Press print using tiles to create repeating patterns. Explore how designers and printmakers can repeat the same pattern or can use techniques such as layering in their work. 	<ul style="list-style-type: none"> -Know how to mix secondary colours from the primary colours -Know how to create tints by adding only white -Know how to create shade by adding only black -Know that a 'hue' is the term for the name of the primary and secondary colours without tints or shades added -Know how to create brown with paint -Know that colours can elicit an emotional response; some colours are 'warm' colours and some colours are 'cold' colours. Make conscious colour choices when painting -Know that water can be mixed with primary or secondary colours to dilute colour and create a wash. -Understand that when working with paint that sometimes an artist needs to produce the piece of work in stages to allow the paint to dry before adding on the next colour. -Understand how a wash can be applied over other media e.g. wax, oils to make a resist image 	<ul style="list-style-type: none"> Tints, shades, hues, primary colours, secondary colours, thickness of brush, poster paint, powder paint, water colour, wash, warm colours, cold colours, opaque, transparent, runny

Artist/Style/Activities

Explore how to blend hot colours and make flames using a variety of materials and media.

<https://collections.museumoflondon.org.uk/online/object/105369.html>. Look at the painting (link) on display at the Museum of London, it depicts the Gf of L, an unknown artist.

What information can we gather? Why do you think the artist is unknown?

'CORE' KNOWLEDGE	'ADDITIONAL' KNOWLEDGE
1) I know that it happened in September 1666 and lasted for four days.	a) I know that the fire started in a bakery (Thomas Farriner's) in Pudding Lane, London.
	b) I know 3 reasons why the fire spread so quickly - it had been a long, hot, dry summer; there were lots of wooden houses packed closely together; and a strong wind blew the fire.
	c) I know that people tried to put out the fire with buckets of water but the fire only finally stopped because the Navy blew up houses in the fire's way (a fire break!).
2) I know that Samuel Pepys wrote in his diary between 1660 and 1669 about life and the Great Fire and the Plague.	a) I know that his diary was important because it told us what life was really like - I can tell you some of those things.
	b) I know that it was so important that he wrote a diary because hardly anyone could write!
	c) I know that Samuel Pepys saved his cheese from the fire and why!
3) I know that the gunpowder plot was on 5 th November 1605.	a) I know that Robert Catesby and Guy Fawkes planned the 'Gunpowder Plot' to blow up the houses of parliament.
	b) I know that they wanted to do it because they thought that Catholics were being treated unfairly by King James I.
	c) I know that their plan didn't work because someone sent a letter to the government telling them what the plan was!

Possible 'higher order' questioning

Remember	When was the Great Fire of London? Where did it start?
Understand	Why did Robert Catesby want to burn down the Houses of Parliament? How did Guy Fawkes get involved in the plan?
Apply	Can you write your own diary entry of the fire/the plot?
Analyse	How did the fire spread so quickly? What happened so that the plot failed? Could they have done anything more to make sure it worked?
Evaluate	What could have been done to stop the fire spreading so quickly and fiercely? What would have happened if the letter about the plot would not have reached the government?
Create	How would you re-design the streets of London and the buildings to stop the spread of the fire?

Possible Enrichment activities

Now Press Play experience

MUSIC

Controlling sounds through Singing

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes - Sing or clap increasing and decreasing tempo 	<ul style="list-style-type: none"> - Learn about voices, singing notes of different pitches (high low). - Identify where singing rises, falls or stays the same. - Learn to find a comfortable singing position - Sing with clarity of diction (clear words) appropriate to age 	<ul style="list-style-type: none"> - Perform songs to an audience. - Confidently know and sing 5 songs from memory in unison (across the KS) - Know that unison is everyone singing at the same time. - Know that we need to warm up our voices - Know how to sing simple songs loudly and softly with control - Know when to breathe when singing (phrasing) 	<p>loudly, softly, tempo, warm up, rhythm, chants, rounds, rhyme</p>

Controlling sounds by Playing (and Performing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<p>NC: Play un-tuned instruments</p> <ul style="list-style-type: none"> - Play simple rhythmic patterns on an instrument. 	<ul style="list-style-type: none"> - Treat instruments carefully and with respect. - Learn to play a untuned instrumental - Play the part in time with the steady pulse. - Add their ideas to the performance. - Record the performance and say how they were feeling about it. - Follow instructions on how and when to sing/play an instrument. 	<ul style="list-style-type: none"> - Know the names of un-tuned percussion instruments played in class. - Know that a performance is sharing music with an audience. - Know that a performance can be a special occasion and involve a class, a year group or a whole school. - Know that an audience can include your parents and friends. - Know that Pitch, on an instrument, can go up and down in the same way as your voice. 	<p>rhythm, names of instruments being played, leader, performance, audience, un-tuned, small group High, low sounds, score, low sounds, high sounds,</p>

Creating and developing musical ideas (Improvisation and Composing)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music with more accuracy. 	<ul style="list-style-type: none"> - Carefully choose sounds to achieve an effect - Create short musical patterns. - Create sequences of long and short sounds - rhythmic patterns (duration). - Control playing instruments so they sound as they should. - Use pitch changes to communicate an idea. 	<ul style="list-style-type: none"> - Know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - Know that composing is like writing a story with music. - Know that everyone can compose 	<p>Patterns, rhythm, names of instruments being played, leader, un-tuned, beginning, middle, end, small group, voices,</p> <p>a beat, singing, rhythm, melody, rhythm, tap a rhythm, pause,</p>

Responding and reviewing (Appraising)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Listen with improved concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> - Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. - Learn how songs can tell a story or describe an idea - Identify the pulse in music - Recognise changes in timbre (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low) - Begin to recognise different instruments. 	<ul style="list-style-type: none"> - Know that songs have a musical style. - Know that a round is a song where two or more voices sing exactly the same tune, but each voice starts at a different time. - know that with a round, the singing keeps repeating. - know the parts fit together perfectly. 	<p>High, low sounds, instruments, score, low sounds, high sounds,</p>

Listening and applying knowledge and understanding (Theory)

National Curriculum	Additional Skills	Knowledge	Key Vocabulary
<ul style="list-style-type: none"> - Increase self-confidence, creativity and sense of achievement - Listen carefully and recall (perform) short rhythmic and melodic patterns. 	<ul style="list-style-type: none"> - Use changes in dynamics, timbre and pitch to organise music. - Change sounds to suit a situation. - Make own sounds to make and record music. 	<ul style="list-style-type: none"> - Know that music has a steady pulse, like a heartbeat. - Know that rhythms are different from the steady pulse. - Know that we add high and low sounds, pitch, when we sing and play our instruments. - Know music can be played or listened to for a variety of purposes (in history/different cultures). - know songs can be based on historical events and can pass on a message within the words. - Know how dynamics can improve your performance. 	<p>musical style, , timbre, (sound quality – smooth, crisp, scratchy, rattling, tinkling etc), dynamics (loud, quiet) tempo (fast and slow) and pitch (high and low), conductor, end, pulse</p>

Stimulus - Composers/Musicians/Artists/Styles

‘London’s Burning’

Genre of the half term – Jazz and Blues