

Pioneer Federation
Medium term plan
Cycle 1, Term 1
History

Subject: Great Fire of London			
Key Concept/ Theme: Scientific Developments			
Prior Learning links: Famous Faces KS1, Cy 2, T1 What has changed in my lifetime?			
Future Learning Links: 3/4 Cy 1 T1 Which inventions changed the way we live?			
Vocabulary: chronology, timeline, viewpoint, experience, source, diary			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
1.	When was the Great Fire? When was the Great Fire? In what order did the events take place? (Chronology) Reconnect- What is a timeline? What does it tell us? <i>LO: Let's learn to talk about events that happened in the past</i> Activity 1; share vocabulary Activity 2: Put key events in chronological order		
2.	What was it like to live through the Great Fire of London? Reconnection: How can we discuss the past? What words can we use? <i>LO: Let's learn about how it felt to experience the fire</i> Activity; Ask questions to a character who experienced the fire. Draw a picture of what children may have seen if they were there.		
3	What is a source?		

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	<p>Reconnection: What would you have experienced if you lived through the fire?</p> <p>LO: Let's learn about Samuel Pepys' diary</p> <p>Activity: Discuss sources. Read Samuel Pepys' diary</p> <p>Answer questions to demonstrate understanding of the information in Samuel Pepys' diary.</p>
4.	<p>What was the impact of the Great Fire?</p> <p>Reconnection; Why was Samuel Pepys famous?</p> <p>L.O. Let's learn about how things changed after the fire</p> <p>Activity; Discuss main changes brought in by Charles II. Draw before and after pictures of houses and roads. Some pupils will discuss further the immediate impact on London and how we see these changes now.</p>
	<p>OCTOBER FOCUS - Black History Month Discuss the importance and contribution of significant individuals Use in Guided Reading, Assemblies etc.</p>
	<p>End Points:</p> <p>To know and order events surrounding the Fire of London.</p> <p>To know vocabulary to describe the passing of time.</p> <p>To know how the Fire of London has impacted on modern life.</p> <p>To know which sources are reliable.</p>
	<p>Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. Plan in time to revisit gaps within units, determined by the quizzes.</p>