

**Pioneer Federation**  
**Medium term plan**  
**LKS1 Cycle 1, Term 1**  
**D.T**



Subject: D.T			
Key Concept/ Theme: <b>The Great Fire of London.</b> How did The Great Fire change London?			
Prior Learning links: <b>EYFS-</b> construction and experimenting with materials <b>CYCLE 2 KS1-</b> Plastic sculptures			
Vocabulary: structure, frame, jetty, stable, join, wattle and daub, beam			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
<p>Know the names of tools, techniques and elements that he/she uses</p> <p>Make structures by joining simple objects together</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Experiment with basic tools on rigid and flexible materials</p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</p> <p>Experiment with basic tools on rigid and flexible materials</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p>			
1.	<p>Prior learning reconnection (year group, cycle &amp; term): <b>EYFS</b> - construction and experimenting with materials <b>CYCLE 2 KS1-</b> Plastic sculptures</p> <p>LO: <b>Let's learn about how old homes differ from modern homes.</b></p> <p>Look at images of historical London. What materials do the children think they are made from? What features do they notice E.g. jetties and timber beams? Then look at modern designs. How have the building designs changed? What is the reason?</p> <p>Activity: Children to sketch and label a Tudor building with the correct features and materials. Then do the same with a modern house. What is the same? What is different? Which would you rather live in? Why?</p>		

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<p>2. (design)</p>	<p>Reconnection: What was a feature of an old London home?  LO: <b>Let's learn to design a Tudor style house.</b>  Look at some examples of buildings that would have stood in Pudding Lane during The Great Fire. Why might these have been flammable? Recap of materials from previous lesson. Link to modern day design and why materials are made with safety in mind. Explain that the children will be designing their own building in the Tudor style. Once they are all made they will create their own Pudding Lane. Share and discuss the examples made by children of their age. What do they like about their finished pieces? What materials have they used to make their designs look realistic? What do they think could be better?  Activity: The children need to create an annotated design. They might decide to make a shop like a bakery or bookshop. What materials will they use for their design? E.g. lolly pop sticks to represent the timber beams.</p>
<p>3 and 4 (making)</p>	<p>Reconnection: Share designs and what materials they have chosen to use to create an authentic building.  LO: <b>Let's learn how to make our model house.</b>  Recap the examples of finished pieces. This will support the children to select suitable materials for their design. Encourage them to refer to their plan closely so they remember key features and colours. The children will likely need several lessons to complete their buildings or it could be completed as a 'D.T Day'.</p>
<p>5 and possibly 6</p>	<p>Reconnection: Share finished work. Start the lesson with a class walk so the children can see everyone else's finished pieces. They could leave complement slips for each other.  LO: <b>Let's create a collaborative design piece.</b>  Once the children have left feedback for each other's work, explain that they are going to recreate Pudding Lane by arranging all of their buildings together. This will encourage the children to work collaboratively and make suitable design choices to create an authentic instillation. Next step, decide which option below best suits your cohort    <b>Option 1-</b> You burn the buildings from a safe distance away to demonstrate how the fire spread. The Forest school fire area would be preferable.    <b>Option 2-</b> If the children are attached to their models they make the Twinkl templates to burn.    <b>Option 3-</b> The children arrange their buildings then use coloured tissue in red, orange and yellow to demonstrate how the fire spread throughout the town.    Take pictures and the children can annotate photographs with what they learnt about how the fire spread e.g. jetties made the tops of the buildings very close to their neighbours. They could also evaluate the making experience. Did they face any challenges? What did they change from their original design?</p>
<p>End of unit quiz</p>	
<p>End points</p>	

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To know that structures can be made by joining simple objects.

To know the names of different tools.

To know that materials need to be planned and measured to create accurate structures.

To know that designs are needed to create accurate final products.