**MEDIUM TERM PLAN – Topic – 1600s and All That!**

**Big Question: How would you have survived London in the 1600s?**

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| **Key Question** | **Intellectual Outcome** | **Pupil Activities** | **Resources** | **Observations** |
| HOW DO WE KNOW ABOUT WHAT HAPPENED IN THE PAST? | ~ Sequencing  ~ Ordering  ~ Contributing views and  opinions  ~ reasoning | Bring in 3 artefacts from 17th century, 1900 and now. Differences and similarities? Uncover it like an archaeologist in the forest school area weather permitting. (LINK TO NEWSPAPER ARTICLE ~ LITERACY)  Working timeline activity ~ display pictures and simple text around the classroom separately, children to gather and sort facts and put into chronological order using maths clues.  Do you know anything else about the 1600s? | Towels compost artefacts etc  Pictures of key events  Simple explanations  Long paper (Lining paper)  Differentiated maths questions |  |
| WHERE DOES THE NURSERY RHYME RING A RING A ROSIES COME FROM? | ~ respond and ask questions  ~ use appropriate vocabulary  ~ Compare and contrast | THROUGHOUT THE DAY stamp the children’s hands at random so that by the afternoon no more than 5 children do NOT have one. Family on each table ~ think about roles with the family mum, dad etc)  Explain that the children with a stamp have caught the plague and are dying. The children must become a 17th century Plague Doctor and create a ‘miracle’ cure.  End the session with those that have no stamp ~ how do you feel about being the only ones left? Losing your family and friends?  (LITERACY ~ INSTRUCTIONS FOR DESIGNING CURE IMAGINATIVE  MATHS ~ WEIGHING, MEASURING)  \*What ingredients would be available to use in their cures?  PLAGUE ~ Who knows the nursery rhyme Ring a Ring a Rosies? Why do you think it became popular in the 1600s? Refer to the class timeline, what do they know about the plague already? Watch Disney Pixar’s short animation ~ Your Friend the Rat. As a class ask children to record any facts from the film (For Less able perhaps give facts and ask them to sort into true or false?) Then show horrible histories ~ Great Plague video. Are any facts different? Why would they be different, discuss the reliability of sources. Where would be a better place to gather information about the plague that we know is true? | Stamp  Videos |  |
| WHAT DID THE LONDONERS OF THE 17TH CENTURY DO TO PREVENT THE FIRE SPREADING? WHAT WOULD WE DO NOWADAYS? | ~ Describe  ~Demonstrate informed understanding through explanation | The Monument; ask children to discuss with Talking Partner what they think it is, where it might be and why it’s there. Take 3 or 4 suggestions from pairs at random, although correct answer may be given straight away! Use home page for the monument to skim-read its history, pausing to reinforce points of interest such as ‘*the Monument is 61m high, the exact distance between it and the site in Pudding Lane where the fire began’*. Ask children: *‘If you were building a monument to commemorate the GFoL what would you do? What would be significant to include?*’  Watch Horrible histories News report of the GFoL. Explain that videos were not around in the 17th century. A famous Dr (Samuel Pepys) recorded the events of the GFoL in his diary. Show extract from diary. What facts can they gather from the diary, how is this a reliable source?  Introduce GFoL ~ Map of Old London ~ where the fire spread, key events, how it started etc.  What did the Londoners of the 17th century do to prevent the fire spreading? What would we do nowadays?  FIRE STATION VISITS ~ FIRE SAFETY LEAFLET. How to keep yourself safe.  GREAT FIRE ~ MATHS BAKING, DISTANCES  GREAT FIRE ~ route out of London direction and turn coding | Monument Pics  Samuel Pepys Diary extract  Horrible histories video  Map of old London  \*fire safety visit |  |