



Ivy, Holly, Oak People of the Past

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Chn to complete their knowledge harvest first. Once this is completed, using a timeline up on the board, the class will go back in time from 2020 to the year 1666 where there was a terrible fire in London which is now famously called the Great Fire of London.</p> <p>Chn to have access to Now Press Play experiences for them to immerse themselves in London during the 1666 fire by taking on a character and acting out different parts to understand how the fire started and what happened.</p> <p>Chn to then have the opportunity to create their own little popup houses that would have looked like the houses in London in 1666.</p>	<p>Now Press Play equipment</p> <p>Pop up houses template</p> <p>Scissors</p> <p>Glue</p> <p>Colour pencils</p>
Knowledge Harvest			<p>Chn to have different coloured post-it notes. On one coloured post-it note, they are to write all the things they already know about people of the past. On the other coloured post-it note, children to write one question they would like to find out about someone from the past or an era of history.</p> <p>These post-it notes to be put up and around the IPC learning wall and through the term, the class will refer to these points and questions.</p>	<p>Different coloured post-it notes</p> <p>Pens</p>
Big Picture		<p>The objective of this history unit is to introduce children to a range of people from the past, who are significant and are remembered for different reasons. Most of the activities can be adapted to suit your setting, therefore you can choose people to study who are relevant to the children's host/home countries, or for whom you have classroom resources readily available.</p>		
HT1	1.02 know about a range of events that happened in the past	Understand events beyond living memory	<p>Chn to recap on their Now Press Play experience from last week - what did we learn? Go through key facts</p> <p>When was the Great Fire of London - September 1666</p> <p>Where was it? - London</p> <p>Where did the fire start - In the KING'S Baker's down Pudding Lane</p>	<p>Great Fire of London</p> <p>PowerPoint</p> <p>Images to order</p> <p>Glue</p> <p>Word mats</p>

			<p>What famous buildings were affected? - St Pauls Cathedral and parts of the Tower of London</p> <p>Why did the fire start - because the baker didn't completely put out his oven and so sparks started. The houses were very close together and made of wood so they spread fast due to the high winds.</p> <p>Ensure secure with this information and go through the PowerPoint to support their understanding of the above questions.</p> <p>Year 2 - to write a recount of the night they woke up to the fire until the follow morning.</p> <p>Year 1 - order images of the events and write sentences to support their pictures.</p>	
HT2	1.09 understand the events and people's actions have causes and effects	Understand how events beyond living memory have impacted on life today	<p>Discuss the question - how did people feel once the fire had stopped? What do you think they would have to consider when rebuilding London?</p> <p>Allow time for discussion and sharing their ideas.</p> <p>Discuss what had allowed the fire to spread so easily - using their models from the entry point, line up and mimic fire spread through. Discuss that the wind and the proximity of the houses lead to the amount of devastation caused.</p> <p>Look at a map of London when the fire started - what do you notice? The houses are very close together. How could we fix this to ensure this doesn't happen again?</p> <p>Introduce the King - Charles 11 and how he ordered a man called Christopher Wren to design London differently (See the following website https://www.bl.uk/learning/timeline/item103694.html)</p> <p>Here they can see that the new houses were to be built with wide avenues and spread apart.</p> <p>Consider that they are the King and you need to improve morale of your people and tell them how you are going to ensure that this won't happen again.</p> <p>Hot seating to help with ideas.</p>	<p>Images of London maps before the fire</p> <p>Access to the website mentioned</p> <p>IWB</p> <p>Images of King Charles 11</p> <p>Speech bubbles</p> <p>Word mats</p> <p>Adjective mats</p>

			<p>Year 2 - to write a speech as if they were the king addressing his people on how he is going to ensure the disaster will not happen again.</p> <p>Year 1 - to have images of king Charles 11 and speech bubbles to say things that will happen to stop the disaster from happening again.</p>	
AT1	1.01 know some of the forms used by artists in their work	Understand styles and forms used by famous artists and make links with our own work	<p>Art Week</p> <p>Chn to discuss art and the purpose of it. Go for a learning walk around the school to look at the different pieces of artwork they can see around the building and discuss any famous artists.</p> <p>Once back in the classroom, children to focus on their class's individual artist.</p> <p>Go through the PowerPoint to learn more information about their artist including:</p> <ul style="list-style-type: none"> Facts about the artist Their style Their techniques Where they are from When they were creating <p>Chn to then look at some examples of their artists work. Discuss what they like about the pieces and what they might not like.</p> <p>Then using the same techniques as their artist, create a piece of artwork of their own and then make links between the two.</p>	<p>PowerPoint</p> <p>Cardboard</p> <p>Knives</p> <p>Paint</p> <p>Aprons</p> <p>Paint brushes</p> <p>IWB</p> <p>Images of artwork</p>
HT3	1.05 be able to order events and objects in sequence	Sequence events chronologically in relation to a significant historical figure	<p>Chn to discuss what they have already learned about Neil Armstrong - who was he and why he is a significant historical figure? Discuss how he was the first man on the moon and go through PowerPoint</p> <p>Play the follow video to show them his landing https://www.nasa.gov/mission_pages/apollo/apollo11.html</p> <p>Discuss what they think he would need to do to be able to become an astronaut and go into space? Can anyone do it or do you need to complete training. Allow time for discuss and sharing of ideas.</p>	<p>Neil Armstrong focus text</p> <p>PowerPoint</p> <p>Rulers</p> <p>Pencils</p> <p>IWB</p> <p>Images of Neil Armstrong timeline</p>

			<p>Look at a timeline of Neil Armstrong's life - from birth to death.</p> <p>Now put these images out of order - which came first?</p> <p>Could you have trained at NASA before he was born? Put back into the correct order of events and discuss that this is sequencing life events in chronological order</p> <p>Year 1 - to have different images of Neil Armstrong's life for them to stick into their books as a double page spread to create a timeline of his life.</p> <p>Year 2 - to create their own double page spread of Neil Armstrong's life picking out the key events that helped him to become an astronaut.</p> <p>Challenge - what is similar to his timeline to yours so far?</p> <p>Discuss what they want to be when they are older and how they might get there.</p>	
HT4	1.06 to be able to identify differences between their own lives and those of people who have lived in the past	Make comparisons between different periods of history	<p>Focus on Neil Armstrong as a child - what do you think it was like for him when he was your age? Discuss and share their ideas. Have the children bring in their favourite toy from home - have circle time and discuss what their favourite toy is - did Neil Armstrong have access to these toys? What do you have in your homes that you like to do for fun? Xbox, ps4, consoles etc. Did he have access to these things?</p> <p>Discuss what life would have been like for Neil Armstrong as a child in comparison to them - what is the same and what is different?</p> <p>Year 2 - to divide their page in half and make comparisons between their own surrounding and upbringing now compared to Neil Armstrong's.</p> <p>Year 1 - to work in pairs on A3 paper and complete a comparison using the ideas we came up with as a class to support them.</p>	<p>Favourite toy from home</p> <p>Images of things they would find in their homes today</p> <p>Image of Neil Armstrong</p> <p>Image of themselves</p> <p>Rulers</p> <p>Pencils</p> <p>A3 paper</p>
Reflection			Using Flip chart paper or A3 paper, children to have what they already knew on one half of the page. On the other side, children to write down everything they have learned over the course of the 6 week topic to show their learning.	<p>Flip chart paper</p> <p>A3 paper</p> <p>Pens</p> <p>Camera</p>

		Teachers to take pictures of their learning and stick it in their books for the end of unit to show their progression in knowledge. (Teacher Assessment)	
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