

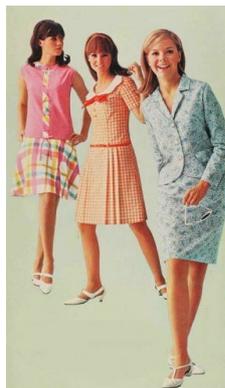
# Learning Enquiry



The Great Fire  
of London

The 1960s

Today





## Planning a Learning Enquiry



### We know that good curriculum design should:

- Plan for breadth
- Ensure depth of learning
- Have high levels of engagement
- Be immersive (lock and key)
- Be made to measure for our children and address barriers - we know that SMSC is a main barrier for our children
- Promote SMSC and British Values
- Build on prior knowledge
- Allow children to lead their learning

### Therefore in our Learning Enquiry planning we need to...

#### Plan for:

- Breadth
- Depth
- Engagement

#### Explicitly show:

- National curriculum requirements
- Effective questioning
- The key constructs and how the learning steps have been sequenced
- **SMSC links**
- **Immersive opportunities**
- **Opportunities for fluency across the curriculum**

## National Curriculum—History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory - where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

## Our Learning Enquiry

Use common words and phrases relating to the passing of time.

To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life.

### Present Day (book link -

How many ways can we show the present day?	
Focus 1	Homes - including our family. Represent their home identifying technology. Toys - bring in favourite toy and design a new toy using present day technology. Write instructions for their toy. Food - create a poster sorting foods into; fast food, supermarket, farm/garden. Walk to the allotment. Create a healthy meal for 3 meals a day - <a href="#">link to science</a> . Hobbies - <a href="#">write a diary of a typical day including hobbies</a> . Values ( <a href="#">SMSC</a> ) - circle time. Build their own values rainbow.

Can you create a timeline ?	
Focus 2	Bring in photos of themselves. Create a personal timeline through their life. Create a timeline adding on key dates—dinosaurs, cavemen, Romans, Guy Fawkes, WWII, Victorians, teachers born, children born, present day.

[WOW - History museum - collecting together everything we have learned.](#)

## Our Learning Enquiry

### The Sixties (book link - \_\_\_\_\_)

What was music like in the 60s?

Focus 3 Top of the pops—[play clip from 1st episode and then from recent times](#) What is the same? What is different? Discuss the type of music, clothes, dancing, technology.

Music—what do we like to listen to today? How do we listen to music? Compare to 60s— radio transmitters etc <https://www.bbc.co.uk/programmes/p0119732>

Introduce The Beatles ([play some of their music](#))- [Fact file](#)

Dance- 1960s dancing.

What was home life like in the 60s?

Focus 4 Discuss what we mean by 'the sixties' - compare to 2019 as a date

Place on timeline and discuss.

Home—what does a home look like? *Magic Grandad*. Represent 1960s home looking at technology. (Children to sort 1960s and modern day house hold items and technology)

Clothes- Compare to modern day, patterns ect. Create a 1960s pattern (eg, 1960 wallpaper style)

Food - Sweets compare to modern day. Create 1960 sweets shop (Link to sweet science workshop)

Family - mum and dad's jobs. [Diary entry looking at roles in society \(male and female\)](#). **Moral—Class debate is this acceptable.**

Toys/hobbies - DT project - design and make a toy using a cardboard box. [Write instructions for their toy.](#)

Who is Andy Warhol?

Focus 5 [Show his art work to the children](#). **Cultural—respecting and appreciating the culture of others (discussing our opinions of the art).**

Finding out about Andy Warhol—[create a fact file](#)

Looking at his style of work—focusing on colour, pattern and line

Children to design and create their own pop art in the style of Andy Warhol

## Our Learning Enquiry

1600s (book link - )

WOW -

Would you like to live in the 1600s?

Focus 6	<p>Add 1600s era to the class timeline.—<a href="https://www.youtube.com/watch?v=SPY-hr-8-MO">https://www.youtube.com/watch?v=SPY-hr-8-MO</a></p> <p>Writing questions about what they want to know from the video.</p> <p>Comparing rich and poor throughout this focus. <b>Moral—Discussion on if the different life-styles in society were fair.</b></p> <p>Food- comparing food from a rich and poor person. <a href="#">Recipe for baking on Puddling Lane.</a></p> <p>Housing- Comparing housing from a rich and poor person. Sorting household items between rich and poor onto a house template.</p> <p>Lifestyle- Day in the life of a rich and poor child. <a href="#">Diary entries/ recount.</a></p> <p>Music—how did people listen to music in the 1600s? <a href="#">Listen to some music composed in the 1600s.</a> Discuss how the music we are listening to isn't recorded from the 1600s. Discuss why not. Children to sort pictures about music between the present day, 60s and the 1600s.</p>
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What was the plague like in the 1600s?

Focus 7	<p>Hygiene- <a href="https://www.youtube.com/watch?v=LMRTo7diFaU">https://www.youtube.com/watch?v=LMRTo7diFaU</a> Create a poster of what they should not do/ what to do.</p> <p><a href="#">Link to science, hygiene and germs. Why illness spread.</a></p> <p>What was the plague? World map, look at affected countries. How easy germs can spread.</p> <p>Make a plague mask to prevent catching the plague.<a href="http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/the_plague/video/">http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/the_plague/video/</a></p>
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## Our Learning Enquiry

1600s (book link -)

WOW—History Van (Great Fire of London)

How did the Great Fire of London happen?

Focus 8

Re watch the video of Pudding Lane <https://www.youtube.com/watch?v=SPY-hr-8-M0>

Create a map of Pudding Lane from a bird's eye view.

How did the fire start? Why did it spread so quickly? Link back to map of how close the buildings were to each other. Recount of an witness to the start of the fire.

Magic Grandad— diary of going back in time to see the 1600s

Looking at life after the fire Spiritual—showing empathy towards others. Circle time to reflect on their lives and compare to our society now. How do we know this happened?

Art—creating fire pictures to display in the windows.