



# Great Fire of London Planning

## Aims of the topic:

**Substantive knowledge** - to know that the fire started on 2<sup>nd</sup> September 1666 and burned for 3 days. That the fire is thought to have started in Pudding Lane, London. To name other landmarks in London (including River Thames, Tower of London, St Paul's Cathedral, the city wall) and be able to discuss how they were affected by, or altered, the course of the fire. To name key people alive in 1666 (including Thomas Farriner, King Charles II, Samuel Pepys/John Evelyn) and what part they played in the events.

**Second order knowledge** - to discuss how the fire could have started and what factors made it spread. To discuss the effects of the fire on the City of London and the impact it had on the people who lived and worked there. To compare and contrast London before and after the fire. To discuss the development of firefighting as a consequence of the fire.

Learning Objectives	Teaching Activities	Vocabulary	Learning Outcomes
<b>Lesson 1</b>	Introduce the children to the topic by teaching them the old rhyme:	significant	Children have an understanding of
<u>Why is the Great Fire of London significant?</u>	"In sixteen hundred and sixty-six, London burnt like rotten sticks."	continuity and change	London's importance as a
To discuss and understand the significance of the Great Fire of London	Use powerpoint Why is the Great Fire of London significant?	cause and consequence	centre of government and communication in 17th century
	What does "significant" mean?	similarity and difference	
	Where is London and where are we?		Children understand how destructive the
• to locate London, think about our location in relation to London, difference and	London was the capital city of England.	Parliament	fire was and was

# Lesson Plan On The Great Fire

**Peggy Whitley, Susan Williams  
Goodwin**



## **Lesson Plan On The Great Fire:**

**10 History Lesson Plans for KS1 - Volume 1** P S Quick,2011-12-16 These 10 History Lessons cover the programs of study for Key Stage 1 History as set out in the National Curriculum and are also based around the QCA topics Homes Toys Florence Nightingale Fire of London and Guy Fawkes Within each lesson are opportunities to develop chronological understanding knowledge and understanding of events people and changes in the past historical interpretation and enquiry Each lesson includes an historical account of the person s life or event a list of resources and practical activities lesson objectives outcomes and extension activities for cross curricular work that include ICT opportunities as well as assessment

**Instructor 1 for Fire and Emergency Services** Phil Jose,2023-01-23 Read this book so YOU can start teaching classes in the fire service Instructor 1 for Fire and Emergency Services by Phil Jose provides the information necessary to become certified as a Fire Instructor 1 according to the National Fire Protection Association s 1041 standards It covers lesson plans learning styles how to construct a lecture audiovisual equipment and classroom setup mentoring distance learning and testing Features Provides the information you need to become certified as a Fire Instructor 1 Meets the requirements for Fire Instructor 1 in NFPA 1041 Standard for Fire and Emergency Service Instructor Professional Qualifications Points of Performance highlight effective teaching methods Provides sample lesson plans skill sheets and courses Builds a solid foundation for your fire service teaching career *The Complete Guide to Lesson Planning and Preparation* Anthony Haynes,2010-07-01 This book provides expert advice on perennial issues in teaching planning and preparation By taking the best ideas from a variety of sectors and drawing on an unusual breadth of experience as a teacher parent and business manager the author s advice is uniquely well rounded and pragmatic Packed with anecdotes reflective questions and exercises this enjoyable read covers everything a teacher needs to plan and prepare effectively and use assessment to inspire more professional and fruitful lessons **The Primary Drama Handbook** Patrice Baldwin,2008-10-07 This Primary Drama Handbook offers much more than just a few useful tips on how to use drama in the primary school It moves way beyond the more well known basic drama strategies to present comprehensive up to date picture of the role drama can play within the primary curriculum English Drama Media This book helps professionals to understand the importance and potential of drama for learning and offers step by step practical examples of how drama can work in schools across a range of curriculum subjects Drama motivates children and is a powerful way of building skills such as speaking and listening enhancing children s self esteem and connecting learning creatively across the curriculum The book presents information advice and a range of practical material that helps to explain drama skills and strategies at an introductory level It also contains a sample drama unit for each year group This book covers a wealth of topics including What do we mean by drama Playing players and plays Where is drama in the curriculum Why is drama important Where and when can drama happen in schools What is the role of the adult How can we start drama Agreeing a Drama Contract Introducing some basic drama strategies How to plan a drama

lesson What happens if A section that gives short answers to common questions asked by those who are new to working with classes of children doing drama The book is ideal for primary NQTs and teaching assistants as well as those more experienced teachers who are not yet confident using drama techniques and whole class drama Patrice Baldwin is Adviser for Arts Development and Improvement with Norfolk County Council Children s Services and Chair of National Drama **99**

**Jumpstarts for Kids' Social Studies Reports** Peggy Whitley,Susan Williams Goodwin,2007-06-30 Building on the success and maintaining the 99 Jumpstarts format of the two previous books 99 Jumpstarts for Kids Social Studies Reports is divided into broad topical sections Each topic is arranged in alphabetical order under its section Topics are all new to this title and include the Ancient World Historic World Events State and Local History US History Government and Citizenship Sociology Culture and Economics The book includes the following sections in each Jumpstart A cited quote about the topic Related Jumpstarts New Words You are There Topics to Consider Books Internet For the Teacher and a relevant activity Each Jumpstart provides a helpful pathfinder that enables students to efficiently access information and learn new information literacy skills as they research topics of personal interest or gather information for school reports Grades 3 8 **Fire**

**Service Instructor , Process Drama for Second Language Teaching and Learning** Patrice Baldwin,Alicja Galazka,2021-09-23 This book explains why and how drama works as an enjoyable social and emotionally engaging way for young people and adults to learn and use a second language within imagined worlds and develop their 21st century skills A flexible teachers toolbox of drama strategies is offered and guidance on how to start using drama for learning with language students Each strategy is presented in detail and used within the exemplar lessons The authors refer to relevant educational psychological and neurological theories and cite research that helps account for drama s efficacy in motivating talk and supporting second language acquisition whilst developing important life skills such as communication collaboration critical thinking creativity and resilience *Unlocking: Learning Intentions* Shirley Clarke,2021-01-28 The expert s guide to making LISC work for you In over twenty years of research Shirley Clarke has found that the key to understanding creating and implementing LISC is to focus on the process of learning rather than the product or end result In this practical guide she shows you How to phrase learning intentions organize and plan for them and share them with students How to create success criteria to fit each learning intention How to adapt these practices to different disciplines with examples

Implementation strategies based on real life teacher success stories **Angels in the Brine** Richard F. Quinn,2017-07-17 Angels in the Brine by Richard F Quinn Facing hunger homelessness and little hope for a better life the Malloys and Mahoneys sail from Ireland to Australia in search of a new home The friendship between the two families would continue for the next 150 years including a move from Australia to the United States Angels in the Brine is a historical saga that gives readers a fascinating look at the lives of two families as they navigate their ways from the Great Famine in Ireland through the Vietnam War Angels in the Brine is a story of hope that is sure to inspire those who read it **Introduction to Primary**

**School Teaching** Colin Forster, Rachel Eperjesi, 2024-01-05 This book gives primary student teachers the professional knowledge required to succeed in the classroom and an understanding of how to develop their teaching skills throughout their teacher training course Taking the key themes of the ITT Core Content Framework this comprehensive book covers every major aspect of contemporary teaching and supports new teachers in reflecting on what good pedagogic practice looks like and how to develop this through observing and learning from expert colleagues Case studies based on real examples provided by headteachers and other experts offer the chance to explore day to day teaching issues in real life Critical tasks and question guides challenge readers to deepen their practical knowledge This is essential reading for all students on primary initial teacher education courses including university based PGCE BEd BA with QTS and school based School Direct SCITT Teach First routes into teaching [English Teaching Forum](#) ,2007 **The National Underwriter** ,1917

**Chicago's Navy Pier** United States. National Park Service, 1986 **The National Curriculum Outdoors: KS1** Deborah Lambert, Michelle Roberts, Sue Waite, 2020-06-25 Part of the National Curriculum Outdoors series aimed at improving outside the classroom learning for children from Year 1 to Year 6 Teaching outside the classroom improves pupils engagement with learning as well as their health and wellbeing but how can teachers link curriculum objectives effectively with enjoyable and motivating outdoor learning in Key Stage 1 The National Curriculum Outdoors KS1 presents a series of photocopiable lesson plans that address each primary curriculum subject whilst enriching pupils with the benefits of learning in the natural environment Outdoor learning experts Sue Waite Michelle Roberts and Deborah Lambert provide inspiration for primary teachers to use outdoor contexts as part of their everyday teaching and showcase how headteachers can embed curriculum teaching outside throughout the school whilst protecting teaching time and maintaining high quality teaching and performance standards All of the Key Stage 1 curriculum lessons have been tried and tested successfully in schools and can be adapted and developed for school grounds and local natural environments What s more each scheme of work in this all encompassing handbook includes primary curriculum objectives intended learning outcomes warm up and main activities plenary guidance natural connections ICT and PSHE links and word banks Please note that the PDF eBook version of this book cannot be printed or saved in any other format It is intended for use on interactive whiteboards and projectors only

*Essential Primary History* Christopher Russell, 2016-07-16 This book is an essential handbook on teaching primary history combining subject knowledge with practical teaching ideas to ensure your teaching of history is both imaginative and creative Emphasizing the importance of history and its wider skillset the book explores the concepts and skills that are the fundamental building blocks of history teaching such as Chronological understanding Concepts and skills Interpretation and evidence Each chapter offers a structured approach and provides a range of activities that both address specific elements of the history curriculum and help develop this wider skillset It includes practical ideas for lessons through an essential toolkit of ideas teaching strategies and activities with each activity designed to focus on a key skill or attribute associated with

teaching primary history The practical insights accompanied by a grounded rationale for each aspect of history will help you learn the best methods for approaching the teaching of history in the primary school as well as plan and deliver effective history lessons This book is ideal if you are training to teach as it will help you with your assignments and your teaching placements It is also recommended if you are a more experienced practitioner or history coordinator and want to provide the very best experiences in primary history to children in your school An essential and inspirational guidebook for the successful teaching of history within the primary classroom If you are in any way involved with the teaching of history you owe it to yourself to read this book A must have for all history coordinators and teachers within the primary sector from trainees to the experienced who wish to raise the profile of history within their school Closely tied to the new primary curriculum it is enriched with excellent ideas to make history in the classroom a fun and memorable experience Julia Wilson Primary Teacher Hensingham Primary School UK This book is easy to read and will enable all teachers whatever their stage of career development to become even better at teaching History The chapter about the history of the curriculum is particularly interesting because it helps us all to understand what has influenced curriculums and pedagogies over time whereas the Planning Assessment and Toolkit chapters are useful on a more practical level What is particularly ideal for trainee teachers is the Theory into Practice chapter that blends the pedagogy of History with learning theory I will certainly be recommending this text to all my student teachers Maggie Webster Senior Lecturer and RE Subject Coordinator Edge Hill University UK Chris Russell has provided a gem of a guide with lots of practical advice for the student and practising teacher of history in the primary classroom as well as a good book to read in its own right Marian Hodgson Head Teacher St Philips CE Primary School Litherland UK

**Reading Explorers Year 2** John Murray, 2014-11-20 A Guided Skills Based Journey is a series of books aimed at developing key reading and study skills This brilliant new series provides teachers with a wide variety of genres both fiction and non fiction which will allow children to access interpret and understand what they are reading It increases the child's knowledge and understanding of why certain words are chosen by an author It gives the reader the chance to speculate on the tone and purpose of the texts as well as consider both the texts themes and audience

*Teaching on a Shoestring* Helen Lewis, Russell Grigg, 2018-09-14 In *Teaching on a Shoestring* An A to Z of everyday objects to enthuse and engage children and extend learning in the early years Russell Grigg and Helen Lewis explore the educational value of familiar objects and suggest practical activities to help develop young learners cross curricular skills We take many everyday objects for granted But in a time of ever tightening school budgets these objects can be invaluable in affording low cost high impact opportunities for learning With these value for money principles in mind Russell and Helen have packed this practical A to Z handbook to the brim with fun facts inspiring ideas and exciting activities to help teachers make the best use of familiar objects as launch pads for effective learning Underpinned by solid theory *Teaching on a Shoestring* investigates the learning potential of twenty six inexpensive readily available resources from apples to ice cubes

to zebra patterned fabric and shows how they can be exploited to develop in young learners the four skills widely regarded as essential in the twenty first century communication collaboration critical thinking and creativity The book is organised into two parts covering theory then practice In Part 1 the authors examine the nature of an object rich learning environment and discuss the benefits of enquiry based learning in which the emphasis is upon promoting collaboration dialogue and higher order thinking in real world contexts In Part 2 the learning opportunities around the twenty six objects are laid out in detail to illustrate how they can be put into practice While the book focuses on object based pedagogy employed with the under sevens age category many of the principles can also be applied with older children There is a common format for the enquiry into each object arranged into the following sections In a nutshell key background information about the object in its broader context Did you know interesting facts about the object Ready key vocabulary resources and health and safety factors to consider Steady learning goals and intentions Go activities which show how teachers can develop the four skills of communication collaboration critical thinking and creativity around the object Other ideas follow up cross curricular ideas and Find out more websites and other references for further information Suitable for early years educators and anyone who works with young children      *Training to be a Primary School Teacher: ITT and Beyond* Megan Stephenson,Angela Gill,2024-04-19 Your essential coursebook for primary initial teacher training Linked to the CCF and the ITTECF This complete handbook supports your accredited primary initial teacher training ITT course Covers all areas of core content outlined in the ITT Core Content Framework and the Initial Teacher Training and Early Career Framework Introduces key educational debates and a range of pedagogical perspectives on teaching and learning Includes reflection activities to empower you to take control of your own learning and deepen your understanding Supports your understanding of how the academic aspects of your ITT course link with your school based experience Provides you with opportunities to apply your knowledge in context Enhances your understanding of what is required of you during ITT ensuring you get the most out of your course      **John O'London's Weekly** ,1920      **Notes of lessons on the Herbartian method, by M. Fennell and members of a teaching staff** M. Fennell,1902

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