

Mortimer St. John's Project Overview

The Great Fire of London (5 weeks) 		
Rationale A time capsule is discovered by the children outside. Inside the time capsule there are various historical sources including Samuel Pepys' diary. Using their historical enquiry skills they will ask questions and think about reasons for why these sources of information have been buried in the capsule. The children will step back in time to create paintings of the event. Furthermore, they will write a diary in the role of Samuel Pepys and create a living museum 'The Great Fire of London in 1666'.		
Hook The discovery of a time capsule in the outside area that has various historical artefacts (cheese, port bottle, ink and quill and a diary written by Samuel Pepys). Inside the capsule there is a note from Samuel Pepys challenging the children to write a diary.	Outcome A walk down Pudding Lane. Children tell their parents all the facts that they have learnt and show them their great fire of London fact books.	
Learning Power: Reflection	Constant Learning Power: Communication	
Lead 1: History Ask questions about the event and the people involved that they would like to seek answers to. Sequence 5 key events in chronological order of the Great Fire of London on a simple time line. Explain how the fire spread through London in 1666 and what changes were made after the fire to prevent it from happening in the future. Discuss the differences of the methods of putting out a fire and the changes to	Lead 2: English Children will research facts using books and iPads to find out the key facts about the GFoL. Write a non-fiction text explaining the key events of The Great Fire. Role play as Samuel Pepys using ChatterPix to explain about The Great Fire of London and gain his view of the event. Write a list of the key features of how a diary is structured.	Lead 3: Art Experiment with shading and gradients using different pencils. Sketch Tudor houses using shading, line and shape. Look at the work of Philip James De Loutherbourg and Lieve Verschuier who both painted The Great Fire of London – describe similarities and differences and make links to their own work. Mix warm colours to create flames.

the fire service from 1666 to today.	Write their own diary remembering to use the key features of a diary. Write a diary in the role of Samuel Pepys as the fire unfolds.	Sketch the London skyline from the past using a pencil on black paper to create a silhouette.
Application Subject: Computing Make a video of themselves as Samuel Pepys talking about the events that happened using an application called ChatterPix.		
Application Subject: Design and Technology Cooking bread (soda bread rolls) – link to how to how fire started in Pudding Lane.		
Visits and Visitors Mortimer Fire Service.		
Role Play Act out and sequence the key parts of the event to learn the story.		
Home Learning Creating a Tudor house.		

Useful Websites

<https://www.theschoolrun.com/homework-help/great-fire-london>

<http://www.fireoflondon.org.uk/game/>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-the-great-fire-of-london/z4bft39>

<https://www.youtube.com/watch?v=Er3GKw8Z3R4>

<https://www.museumoflondon.org.uk/application/files/6514/5511/5493/what-happened-great-fire-london.pdf>