

Fever, Fire and Fashion

English

Through their work on daily life in 17th century London, pupils will develop:

- speaking and listening skills such as drama, role-play and improvisation techniques
- reading skills such as the ability to compare texts and make inferences and deductions
- writing skills such as being able to recognise the conventions associated with familiar types of writing i.e. recipes, menus, advertisements, and letters

Computing

In this Unit pupils are going to use a variety of guided websites to write an article about the Great Fire of London and use this article to learn about creating a newspaper that reflects the news and activities of the time. Pupils will then use this article as a basis to present a media based news story, such as an audio news bulletin, or video report.

Art

Through their work on Rembrandt, pupils will:

- describe the work and techniques of one of the greatest portrait painters of all time
- use chiaroscuro techniques effectively to create mood in their sketches

History

Through their work on the Great Plague and 17th century medicine, pupils will develop:

- important historical skills such as the ability to describe examples of change and continuity and similarity and difference
- analytical skills such as the ability to explain causes and consequences
- research skills such as deciding how relevant or useful sources of information are for a particular enquiry

Applied Maths

- Analyse statistics on plague deaths
- Modelling the spread of fire through a town

Music

Through their work on music in the time of Pepys, pupils will be able to:

- compare their own musical experiences with those of people who lived in the 17th century
- perform songs that originated in the 17th century including ballads and rounds
- adapt their own lyrics to fit a familiar tune

STEAM/Outdoor Learning

Through their work on settlements, pupils will be able to:

- identify different kinds of settlements including hamlets, villages, towns and cities.
- Identify why the Great fire of London spread so easily
- describe how a settlement (London) has changed over time, creating buildings and considering differing materials available.
- explain why areas (Docklands) needed to be redeveloped and how redevelopment has transformed it

Languages

Pupils will:

- focus on correct pronunciation by trying to copy tongue twisters in French
- recognise and say the phoneme 'ch' in French and use an action to aid memorisation
- use a bilingual dictionary to look for the definitions of words in their letter to Louis XIV
- ask each other where places are on the map
- use context and previous knowledge to help understanding
- sing Londres Brûle from memory
- perform question/answer dialogue on a video
- reuse familiar vocabulary in a new context
- remember, retain and recall place names vocabulary
- present a set of instructions to direct Chapoleon to a secret rendez-vous
- speak clearly in order for Chapoleon to follow commands successfully
- read a non-fiction text about the events of 1666 and deduce meaning through context, cognates and the use of a bilingual dictionary
- write words, phrases and sentences, using a reference in order to produce a fact file about an historic figure from the period of the Great Fire of London
- use language learnt in previous Units to give personal information about an historic figure
- know where to look for or ask for information

