

WK NO.	Teacher input & activity outline	Differentiation	PLENARY	SUCCESS CRITERIA	Vocabulary
Tuesday 2.45-3.30	<p>OBJECTIVE: To understand where and when the Great Fire broke out. (providing a context for the story)</p> <p>Teacher input:</p> <p>Using power-point on the IWB introduce pupils to our new topic of the Great Fire of London. Tell pupils the story & events of the fire using IWB for a visual aid. Make it clear to pupils that the fire actually happened - it is fact.</p> <p>Ask pupils questions as you tell them the story to ensure they understand. At the end go through class work question on WB, asking pupils to recall information from the story you have just told them. Pupils are to then work independently to answer these questions on the sheet (to be stuck into class books).</p>	<p>Miss Dever to support LA.</p> <p>MA & HA to work independently.</p> <p>Different expectations in outcome.</p>	<p>Ask pupils to recall basic important events about the Great fire of London.</p> <p>Bring whole class back together and ask pupils to feedback the answers to the questions.</p>	<p>To understand where & when the Great fire broke out.</p> <p>To be able to recognise that the Great fire of London actually happened.</p> <p>To understand & recall basic important aspects of the Great fire of London.</p>	<ul style="list-style-type: none"> - timeline - then & now - Great Fire - where - when - City - Lane - Buildings - quickly/slowly - days
Thursday 1.20-2.30	<p>OBJECTIVE: To be able to describe the features of London today. To recognise a picture of London today.</p> <p>Teacher input:</p> <p>Ask children to recap what our new topic is (great fire of London). What did we learn about the great fire last lesson? Show pupils a picture of central London today and ask them if they know the name of the city & whether they have ever been there. Explain to pupils that today they will be describing the features of London as it is today. Display a picture of London today on IWB. Question pupils and have a discussion about the city - layout, buildings, size, clean, transport etc and write up some of their responses.</p> <p>HA pupils to then work independently to describe the features of London today LA supported by MW. MA supported by KD.</p>	<p>Miss Dever to support MA.</p> <p>Miss Worthington to support LA.</p> <p>HA to work independently.</p> <p>EXT for HA - then & now sorting activity.</p>	<p>Bring whole class back together and ask pupils to share their descriptions with the rest of the class.</p> <p>Explain to pupils that tomorrow we will be writing a description of London then.</p>	<p>To be able to describe the features of London today.</p> <p>To recognise a picture of London today.</p> <p>To understand the vocabulary 'then & now'.</p>	<ul style="list-style-type: none"> - timeline - then & now - Great Fire - where - when - City - London - describe - buildings
Friday 2.30 - 3.30	<p>OBJECTIVE: To be able to describe the features of London when the great fire broke out. To recognise this was a long time ago.</p> <p>Teacher input:</p> <p>Ask pupils to recall what we did during yesterday's lesson - can anybody remember what I said we would be doing today? Show pupils a picture of London from 'then' & ask them if they recognise it. Explain to pupils that like yesterday they will be describing the features of London but as it was back then. Display picture on IWB. Question pupils and have a discussion about the city - layout, buildings, size, dirty, transport etc and write up some of their responses.</p> <p>HA & MA to work independently. LA supported by KD.</p>	<p>Miss Dever to support LA.</p> <p>MA & HA to work independently.</p> <p>EXT - then & now sorting activity.</p>	<p>Bring whole class back together and ask pupils to share their descriptions with the rest of the class.</p>	<p>To be able to describe the features of when the great fire broke out.</p> <p>To recognise a picture of London then.</p> <p>To understand the vocabulary 'then & now'.</p>	<ul style="list-style-type: none"> - timeline - then & now - Great Fire - where - when - City - London - describe - buildings

Lesson Plan On The Great Fire

**Kevin Redmond, Andrew Foran, Sean
Dwyer**



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 **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 **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

Fire Service Instructor International Society of Fire Service Instructors,,Iafc,2013-04-22 New from the National Fire Protection Association International Association of Fire Chiefs and International Society of Fire Service Instructors Based on the 2012 Edition of NFPA1041 Standard for Fire Service Instructor Professional Qualifications Fire Service Instructor Principles and Practice Second Edition provides students with the up to date information required to meet and exceed the modern job performance requirements for fire service instructors In addition to scores of content enhancements throughout the text this Second Edition is now supported by an unparalleled suite of digital course management and student assessment resources Fire Service Instructor Principles and Practice Second Edition has been updated to include coverage of Fire Service Instructor Levels I II and III New chapters provide expanded emphasis on cultural diversity bias and discrimination in the development and delivery of training Fire Service Instructor Principles and Practice also includes practical coverage of Legal issues The learning process Communication skills Lesson plan development Safety during the learning process Instructor management

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

Quality Lesson Plans for Outdoor Education Kevin Redmond,Andrew Foran,Sean Dwyer,2010 Here outdoor leaders will discover an abundance of ideas that can make their jobs easier enrich their teaching knowledge and broaden their current programmes A CD ROM also accompanies the book and allows users to search for and

print only the lessons they plan to use *Fire and Life Safety Educator* Marsha P Giesler,2024-09 **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 *Planning for Adaptive Teaching in the Primary Curriculum* Charlotte Mosey,Jack Stothard,2025-08-22 How do I plan for Adaptive Teaching in the primary National Curriculum Do different subjects need a different Adaptive Teaching approach How do I anticipate the needs of the children in my class and plan for them in all curriculum subjects Planning for Adaptive Teaching in the Primary Curriculum helps you to answer these questions It is a practical guide for trainee and beginning teachers showing you how to begin develop and perfect planning for Adaptive Teaching The book covers the foundation principles of Adaptive Teaching and outlines why it matters It includes a chapter for every curriculum subject because what works in mathematics might not work in PE Throughout examples of good practice ideas and suggested topics are included to help you to build a range of strategies to use for planning and teaching *Chicago's Navy Pier* United States. National Park Service,1986 **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 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

Effective Mentoring in Initial Teacher Education Jonathan Glazzard, Michael Green, 2025-02-28 An evidence informed guide to effective mentoring in initial teacher education Reflecting the 2024 ITE Criteria and latest inspection framework it is perfect for HE lecturers in education and Initial Teacher Education ITE mentors within schools Accessibly written it covers the most recent developments in ITE policy and the evolving roles and responsibilities of the school based mentor From 2024 mentors are required to undertake significantly more training than previously and ITE partnerships are required to develop the role of lead mentor This timely book supports ITE partnerships and individual mentors in navigating these changes It prepares readers by outlining the relevant developments in ITE policy specifically looking at the implications for the roles and responsibilities of mentors This book emphasises the shift for ITE mentors from the role of assessor to teacher development Each chapter is enriched with evidence informed research and critical questions Topics include the ITE curriculum inclusive phase and subject specific mentoring trainee progress the principles and models of generic mentoring and mentoring early career teachers There is also a chapter dedicated to supporting trainee's workload and mental health including DfE guidance on reducing workload for trainees reducing cognitive load and pastoral care in ITE

Resources for Teaching History: 11-14 Susie Hodge, 2010-11-04 Provides lesson ideas 80 curriculum linked lessons suitable for teaching 11 to 14 year olds with teacher's sheet Cover [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

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