



# Pudding Lane

**Recommended year group:** Year 8

**Subject focus:** History, Science, Art, and Design

**Driving Question:** How can positive changes come from negative events?

## Introduction

This is a theme that mixes History and Science with Art and Design based around one main event in 1666.

The Fire of London is a major historical event, which signalled the end of the Great Plague of 1665 and the beginning of a new confidence in early modern Britain as well as physical changes to London.

We look at these historical themes but also address the issue of plague and fire, the science around them as well as the impact that they can have on society. Something that is important today more than ever.

This shows how use history to see that there will be an end to the impact of COVID 19 and that positive things can emerge from difficult times.



## Assessment outcomes

**Lesson 3 – Seven Ages of Man:** What techniques does Shakespeare use to illustrate the seven stages of life?

**Lesson 4 - Outbreak:** Construct and complete a scientific experiment into the spread of disease

**Lesson 5 – Dealing with Disaster:** Design and create a memorial for the victims of the Grenfell tower. Include appropriate features and materials.

**Lesson 6 - Fire of London:** Analyse sources about the impact of the Great Fire of London

**Lesson 8 – Extreme Write:** Write a diary about an important event in your life

**Lesson 9 - London Art:** design and produce an oil monoprint of a London landmark on a collage background

## Linked Reading – Wonder by R.J Palacio

*Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all?*

Reading this book allows reflection on how good things can come from what at first glance appears to be bad and how individual actions can make this happen.

## Key vocabulary

alliteration, analysis, annotation, architecture, audience, autobiographical, bacteria, bibliography, chronological, collage, composition, connotations, construct, diary, disease vectors, extinguisher, factor, fire triangle, form, formal elements, fuel, fungi, graphics, Great Plague, Grenfell Tower, historical knowledge, imagery, interpretation, layering, layout, line, metaphor, micro-organisms, mono print, nature, news report, oil pastel, origin, pathogens, photo montage, precautions, presenter, proportion, protist, provenance, puns, purpose, recount writing, roaming reporter, safety, sculpture, shape, simile, source, texture, theme, tone, virus, voice, word choice

## Flipped learning opportunities.

### Lesson 1. Early Modern Britain

Before Lesson – Early Modern Britain 1500 – 1750

### Lesson 3. Big Read

Causes and Effects of the Great Plague

### Lesson 4. Outbreak – Spread of Disease

What caused the Great Fire of London?

### Lesson 5. Dealing with Disaster

**Careers Research Task** give students one research task or ask them to choose one of the three areas.

### Lesson 6. Careers

How did the Fire affect London? News report research

### Lesson 8 Big Write

London architecture Flipped Learning.

### Lesson 11

London Landmarks



## People, Place and Time

The 'People', 'Place' and 'Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:** fact files on key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.
- **Place:** provides a visual representation of the world at the start of the early modern era.
- **Time:** highlights of the history of catastrophic fires throughout history and their impact on the people they affected.

## Family learning opportunities

The 'Alpha, Bravo, Charlie' and 'Stop, Drop, Roll' activities allow students to complete quests with friends, family, or guardians outside of the classroom environment. These activities are engaging and provide additional context to the lessons studied in the theme.

### Ideas for discussion at home:

Try out different methods to memorise things

Research the different kinds of careers in which the phonetic alphabet might be used.

Research the most flammable and most fire-resistant fabrics.

Consider how you can minimise the risk of clothing catching fire while you cook.

Reflect on personal safety at home using the link as a starting point.

[Video - Test it Tuesday, test your smoke alarm \(cheshirefire.gov.uk\)](#)

## Extended learning opportunities

Students could use these ideas to explore different features of the theme.

### Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons.

[Welcome to London - visitlondon.com](http://www.visitlondon.com)

[Virtual Tours of London - London Walks](#)

## Cultural capital suggestions

**Read:** [Grenfell Tower 2017 - A Poem by Ben Okri - Ben Okri Official Site](#)

Okri wrote the poem to fundraise for the relatives of victims of the Grenfell Tower fire disaster and survivors.

**Look:** [Grand Designs - On Demand - All 4 \(channel4.com\)](#)

Each episode follows different building projects using a variety of different materials for different purposes.

**Listen:** [The Great Fire of London - 9. The story of The Great Fire of London - BBC Sounds](#)

"Cat Sandion looks back to 1666 and causes and consequences of The Great Fire of London."

[BBC World Service - Dream Builders, Norman Foster - The Gherkin](#)

"Norman Foster, creator of London's Gherkin and Beijing Airport - the world's largest building - talks to Razia Iqbal and an audience at the Royal Institute of British Architects."

## Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
<b>1, Early Modern Britain</b>	History	<p>Describe different aspects of life in the 16th and 17th Centuries – early modern period.</p> <p>Explain the different features of society in the early modern period and why people did as they did.</p> <p>Assess the impact of society on the Great Plague.</p>	SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary.	KS3 History NC: Development of Church, State and society in Britain 1509 - 1745
<b>2. The Great Plague</b>	History	<p>Use sources to describe the impact of the Great Plague</p> <p>Explain how to create suspense and atmosphere in Drama</p> <p>Devise a performance about the Great Plague that creates suspense and atmosphere.</p>	<p><b>C.OT.02</b> Express a variety of relevant thoughts and ideas. (Devising/Choreography Discussion)</p> <p><b>SE.HS.03</b> Use historical sources</p>	<p>Drama Students should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.</p> <p>History: They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims</p>
<b>3. Big Read – Seven Ages of Men</b>	English	Identify language techniques in the set text.	Identify and interpret language devices, sentence forms, including determining technical, connotative,	English Students should - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading,

		<p>Explain and analyse the purpose and overall effectiveness behind these features.</p> <p>Identify structural features and their impact in the text.</p>	<p>and figurative meanings, and analyse how they affect meaning or tone</p>	<p>writing and spoken language, appreciate our rich and varied literary heritage</p>
<p><b>4. Outbreak - Spread of Disease</b></p>	<p>Science</p>	<p><b>Identify</b> key scientific terms when identifying an outbreak  <b>Describe</b> how different pathogens causes different disease  <b>Explain</b> how pathogens spread across a population  <b>Illustrate</b> the transmission of pathogens.</p>	<p><b>SC.CS.01</b> Using Scientific Ideas</p>	<p>KS3 Science NC: Present observations and data using appropriate methods, including tables and graphs interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.</p>
<p><b>5. Dealing with disaster – The Great Fire of London</b></p>	<p>Science</p>	<p>Identify the key elements which make up the ‘Fire Triangle’.</p> <p>Describe and explain the causes and prevention of fire using the Fire Triangle.</p> <p>Apply knowledge of the fire triangle and living conditions to practical situations in the past and present.</p>	<p>SC.CS.01 Using Scientific Ideas</p>	<p>KS3 Science NC: Experimental Skills and investigations – ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience. Make predictions using scientific knowledge and understanding</p>

<p><b>6. Great Fire of London</b></p>	<p>History</p>	<p>Identify causes and consequences of the Great Fire of London.</p> <p>Investigate and group a range of consequences into different categories.</p> <p>Justify your own opinions about why some consequences may be more important than others.</p>	<p><b>SE.HS.02:</b> Making historical connections (cause and consequence)</p>	<p><b>History:</b> understand historical concepts such as, cause and consequence, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyse</p>
<p><b>7. Careers Lesson</b></p>	<p>Careers</p>	<p>Describe the attributes of the three main emergency services.</p> <p>Compare different aspects of emergency service jobs</p> <p>Analyse personal attributes that would help someone working with the emergency services.</p>	<p>PD.CA.02: Experiencing the world of work</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.</p>
<p>8. Extreme Write – Samuel Pepys</p>	<p>English/History</p>	<p>Identify and evaluate recount writing (diary) techniques.</p> <p>Apply recount text techniques to my own diary.</p>	<p>CL.WP.01: Write imaginative, interesting and developed texts (Ideas).</p>	<p>KS3 English NC: Write accurately, fluently, effectively and at length for pleasure and information. Writing for a wide range of purposes and audiences Plan, draft, edit and proof-read.</p>

<p><b>9. Images of London</b></p>	<p>Art</p>	<p>Identify and describe London landmarks. Research historical information about chosen London Landmark. Apply art techniques to create collage background with an oil pastel London landmark monoprint.</p>	<p>C.RS.02: Respond to contextual research within a practical context; analysing, recording and evaluating your findings. C.RD.01: Refining the processes and techniques through initial practice. Selecting and testing ideas. Developing an in-depth understanding of skill.</p>	<p>KS3 Art NC: students are to use a range of techniques and media, including painting.</p>
<p><b>10. London and how it has changed</b></p>	<p>History</p>	<p>Present the key facts about famous architects or styles.  Analyse different architectural and design styles.  Design a presentation about these influences on London.</p>	<p>C.RS.01: Identify and explore relevant contextual artist research and I am able to express my thoughts and ideas through written analysis</p>	<p>English: students should be taught to: Speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>• using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>• giving short speeches and presentations, expressing their own ideas and keeping to the point</li> </ul>
<p><b>10. News report</b></p>		<p>Select key information to include in a news report.  Apply knowledge and work together to produce a news report to be filmed</p>	<p>CL.WP.02: Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice).</p>	<p>English: Students should speak confidently and effectively, including through: Improvising, rehearsing and performing play scripts in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</p>

