

## Year 1- How and why has the fire service changed since the Great Fire of London?

<p>Week 1 What was the Great fire of London?</p> <p>Can I retell a familiar story set in the past?</p>	<p>Week 2? How do we know about the Great fire of London?</p> <p>Can I appreciate that some famous people have helped us to understand things today?</p>	<p>Week 3 How did the Great fire of London change the way people fought fires?</p> <p>Can I explain how things have changed?</p>	<p>Week 4 How has firefighting equipment changed over time? (fire engines, fire hoses, fire retardant clothing, fire extinguishers)</p> <p>Can I begin to identify the differences between old and new objects? Can I spot old and new things in a picture? Can I ask and answer questions about old and new objects?</p>	<p>Week 5 How does the modern day equipment make firefighting easier?</p> <p>Can I explain what an object was used for in the past?</p>	<p>Week 6 How has the fire service changed since the Great fire of London?</p> <p>Can I answer questions with the support of photographs?</p>
<p>Chronology Cause and consequence</p>	<p>Evidence Interpretations</p>	<p>Cause and consequence Continuity and change</p>	<p>Chronology</p>	<p>Cause and consequence Continuity and change</p>	<p>Compare and contrast</p>
<p>2<sup>nd</sup> September Early Sunday morning fire started at Thomas Farriner's bakers in Pudding Lane.</p> <p>Samuel Pepys started to record his diary.</p> <p>Evening- houses are pulled down to try and stop the fire spreading.</p> <p>3<sup>rd</sup> September Monday morning- people carry their possessions to safety in boats on the River Thames. Carts are now banned from going near the fire.</p> <p>Monday evening the fire spreads close to the Tower of London.</p> <p>4<sup>th</sup> September Tuesday, St Pauls Cathedral is destroyed by the fire.</p> <p>5<sup>th</sup> September Wednesday- the fire burns more slowly because the wind dies down.</p>	<p>Samuels Pepys diary as a source of evidence.</p>	<p>1666 Great fire of London.</p> <p>1667 The Fire Office was established by Nicholas Barbon.</p> <p>1824 First fire brigade was established in Edinburgh by James Braidwood. Edinburgh Fire Engine Establishment</p> <p>1833 James Braidwood established the London Fire Engine</p>	<p>Oldest method of fires Extinguishers</p> <p>Sand and water- can only be used for a small fire. You need lots of people and you need to keep refilling water and sand.</p> <p>Fire hydrant Need to be handled by a trained person. Need special equipment to open it.</p> <p>Fire hose</p> <p>Sprinklers Slow to react to fires. Can't be used on electrical equipment.</p> <p>Fire engines: 1720- first fire engine. 1800- horse drawn fire carriages. 1852- steam powered fire engines. 1931- introduction of ladder. 1960- modern day fire truck.</p>	<p>Forest school- see Andrea re putting out forest schools fire using sand, water, damp towel, blowing etc. Which is the most effective?</p> <p>Fire service to visit</p>	<p>Expert outcome.</p>

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6 <sup>th</sup> September Thursday- Fire is put out.			*Industrial revolution caused the need for development of fire engines.	
Art printing skills. Children to print with object to explore texture and patterns. Keep results for card	Look at London landmarks and prints. Children to use simple shapes and lines to design their London landmark on a piece of paper. What they draw will be white when printing	Transfer design with tracing paper onto a poly tile.	Print with mono colour onto different backgrounds. Discuss effect	Exploring with print and colour. Example: join the image by repeating , repeat the image on different backgrounds, repeat the image with rotation

### Vocabulary:

city, public, fire, equipment, brigade, engine, hose, pump, protection, consequence, chronology, sequence, development, insurance, industrial revolution, great, spread, banned , possessions

Art vocab to be added

Relief printing, Mono colour, image, tracing,

### Resources and actions:

See Andrea about organising week 5 experiment.

Organise visit from fire brigade for week 3-5.

1poly for each child, ink, images of landmarks and prints , variety of paper to print on.

### Expert Outcome:

How has the fire service changed since the Great fire of London?

Answer question referencing developments in fire brigade, fire extinguishers and fire engines.

To print a mono coloured landmark of London paper of choice

Previous Learning: In the Early Years, children talk about the lives of the people around them and their roles in society.

Preparing for: Further learning about the changes brought about by the industrial revolution in Year 5

Bespoke to us: Enables the children to gain an understanding London as the capital city of England, despite us being located far away. Exploits the opportunity for children to gain first hand experiences of the people and equipment located at the local fire station.

### Intended outcomes

- With support select a simple image to draw onto a tile.
- With support is able to trace a drawn image onto a poly-tile either using tracing paper or by scribbling the reverse of the design and drawing through.
- Is able to successfully carve the image onto the tile using a blunt pen or pencil ensuring the indent is deep enough to make a print but without pressing too hard to make a hole in the tile
- Is able to apply an even layer of ink to prepared tile using a roller.
- Knows that the ink should not penetrate the carved lines and if this happens is able to recognize why.
- Is able to transfer an image to paper by aligning, printing the tile and remove the paper and repeat the process several time without damaging the tile.
- Is able to print mono colour onto different backgrounds and discuss the effects of this on the original design
- Can repeat the image in different forms – e.g. join the image by repeating , repeat the image on different backgrounds, repeat the image with rotation,
- Can keep work area clean and organized and follow a modelled process using equipment safely and responsibly.
- Knows that an image to create in print is different to an image drawn – it has to often be much simpler
- Knows that in relief / block printing the process is the reverse of drawing – what you carve into the tile will not be printed.
- Knows that prints are usually built up in layers of colour
- Can verbally describe the printing process and can name the tools and explain what each item is for.
- Can set up equipment and work responsibly with tools to ensure a clean and safe work area.
- Is able to set up and clear equipment away
- Can keep work area clean and organized and follow a modelled process using equipment safely and responsibly.
- Can identify printing in the environment and around them and knows that there are many different types of printing.