



Forged by Fire: An Illustrated History of Burns in the 20th Century (upper Key Stage 3)

Purpose of Learning Resource:

To analyse hidden social histories about how fire has affected people's lives over the last two centuries, to evaluate how hazards have shaped how we live, work and play to this day and to help create greater empathy for others by recreating real stories of heroism.

Learning Objectives:	Ideas for activities:	Resources
History: To extend pupils' understanding of a challenge within British history, from 1901 onwards. To pursue historically valid enquiries including own and create relevant, structured and evidentially supported accounts in response. To understand why our knowledge of the past is constructed from a range of sources and why there can be different arguments and interpretations constructed.	Baseline questions: What do you already know about FIRE? Do you know how a fire starts? Do you know what to do if you see or smell a fire? Show the 'Fire Kills Campaign' by the National Fire Chiefs Council. Is there anything on here that you didn't already know? DO NOW: Show the DO NOW slide on the PowerPoint and ask pupils what chain reaction happens as a result of heat, fuel and oxygen. Pupils to complete the closed paragraph on Worksheet 1 either verbally in pairs or as a written task. Extension – some pupils to complete the second worksheet about which part of the chain reaction each piece of equipment extinguishes. Whole class feedback and address any misconceptions. Share expectations, context for the graphic novel, the learning intentions and the VAK planner. Hand out copies of Graphic Novels for pupils to read. TASK 1: 1) Introduce the concept of newspapers and media. Why does the media write news stories about fires? Whole class discussion about how media has changed over the years. In pairs or small groups, pupils to match up the newspaper headlines with the fire. This could either be completed as a worksheet or enlarged and cut up so that the activity is more kinaesthetic. Model the example and the process that leads to that match up – clues in words etc. Extension Task – some pupils could also sort out the headlines which are positive and those which are negative and discuss the impact that these headlines can have on the reader and the subjects. 2) Whole class feedback. Teacher to support/ extend pupils' response through targeted questioning. TASK 2: 3) Pupils to work in pairs or groups to carry out an investigation into one of the fires (some of the stories/ sources are easier to access than others and these can be directed to children's individual abilities) within the <i>Graphic Novel: Forged by Fire</i>. They will need to read the story/ stories and the sources. Extension: some pupils could be asked about the validity of the sources and which ones would be more accurate and why. Some pupils may need help with reading the sources. Can you find the fire triangle in your story? 4) Pupils to answer the questions and write their answers on the question sheets. 5) Feedback findings and discuss the heroes of the stories – pupils to clarify what a hero actually is. Is it possible for there to be a positive story from the fires? Draw pupils' attention to each of the newspaper stories. Which are positive and which are negative? 6) How could the media help make the lives of survivors better? What could help? What are the positive messages that could be conveyed? How important is it to empathise? TASK 3: 7) Pupils to create their own newspaper article about one of the fires, featured in <i>Forged by Fire: A Graphic Novel</i>, or one that they personally know about but make it a story of heroism rather than tragedy. Remind pupils about how to set out their newspaper articles/ the writing features to include. Model how to extract information from the stories and sources and how to use their imagination to understand other people's experiences – use the example recreated news story. Provide pupils with the writing frame (on PowerPoint – some pupils may benefit from a copy being printed out). 8) Pupils to share their news stories – give feedback and encourage other pupils to give feedback.	-Accompanying PowerPoints -Do Now slides & extension task and TASK 1 (could also be cut out as a kinaesthetic activity) to be printed out as worksheets for some pupils. -Resources for TASK 2/3 (from PowerPoint) to be printed out and enlarged onto A3 paper. Newspaper templates and model to be printed out for some pupils. Post-it-notes
Science: To learn about how fire is an oxidation reaction.		
English: To participate in structure discussions; summarising or extending others' explanations. To read and compare non-fiction critically; knowing how language, text type and structure presents meaning. To present meaning within own writing of non-fiction by drawing on reading, research and by using effective language, text type and structure.		
PSHE: -To reflect on moral issues, using reflection and imagination, to understand other people's experiences. -To consider the impact of news stories on feelings and emotions.		



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| | 9) End the session with the last PowerPoint slide – what if it was YOU and your story? What change(s) would you want to bring about through your story?
Why? Pupils to write their ideas on post-it-notes. | |
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■ = differentiation
■ = key questions