Forged by Fire: An Illustrated History of Burns in the 20th Century (upper Key Stage 2)

Purpose of Learning Resource:

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

Learning Objectives:	Ideas for activities:	Resources
History: To study a theme in British history, which extends pupils' chronological knowledge. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.	**DO NOW:** Show the DO NOW slide on the PowerPoint and ask children what chain reaction happens as a result of heat, fuel and oxygen. Clarify what these things are. Extension – pupils to draw examples of heat, fuel and oxygen on their worksheet. **TASK 1:** 1) In pairs or small groups, children to pick one of the 'What if?' cards and discuss what they would do in that situation. What could the consequences be from the actions? Do they agree? Teacher to circulate and support/ extend questioning. 2) Go through the cards and children to discuss further. 3) Children to put them into order of difficulty. Extension – pupils to think of their own 'What if' situations. 4) Discuss as a whole group. What do we need to learn from the 'What ifs'? What would YOU do if you see someone with scars, deformities or something that makes them look different to others? Model some positive and negative responses. Children could answer these questions on post-it-notes so that pupils can be anonymous and be more honest. Take time to discuss consequences of different comments and actions. **Share expectations, context for the graphic novel, the learning intentions and the VAK planner.** **TASK 2:** 5) 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 *Graphic Novel: Forged by Fire*. 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. 6) Pupils to answer the questions and write their answers on the question sheets. 7) Feedback findings and discuss the heroes of the stories – pupils to clarify what a hero actually is. **TASK 3**: 8) Pupils to independently write a diary entry for one of the people mentioned in the graphic stories. Remind pupils about how to write a diary entry/ 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 example diary entry. Provide pupils with the writing frame (on PowerPoint - some pupils may benefit from a copy being printed out). 9) Pupils to read out their diary entries – give feedback and encourage other pupils to give feedback.	-Accompanying PowerPoints -Resources for TASK 1 'What if?' (on TASK 1 PP) to be printed out and be made into discussion cards for each pair/ group to use. -Resources for TASK 2 & TASK 3 (on TASK 2 & 3 PP) to be printed out on A3 paper – 1 story per group/ pair with the exception of the last 3 on Bradford City Fire, which can be grouped together. Dictionaries or access to Google Writing frame from PowerPoint to be printed out for some pupils. Post-it-notes
English: To participate in discussions and presentations; giving well-structured explanations. To listen carefully and to ask relevant questions to extend understanding and knowledge. To retrieve, record and present information from non-fiction. To develop ideas within own imaginative writing by drawing on reading and research		
PSHE: -To reflect on moral issues, using reflection and imagination, to understand other people's experiences. -To recognise the different risks in different situations and explore how actions can affect people.		

	10) What do we need to learn from the 'what ifs'? Finish the lesson by asking the pupils 'What if it was you?' with the images from earlier slide. Pupils could be encouraged to say or write on a post-it-note how they could be 'an everyday hero'.	

= differentiation
= key questions