

Bradford City Fire 1985: Tales of Heroism, Community and Resilience (upper Key Stage 2)

Purpose of Learning Resource:

To develop a greater understanding of the Bradford City Fire of 1985 and to create empathy for others, by looking at real stories of heroism.

Learning Objectives:	Ideas for activities:	Resources
<p>History: -To study an aspect of history that is significant in the locality.</p>	<p>DO NOW: In groups, children to choose one of the hero templates. On the outside of the body, children to write down/ draw what a hero looks like. Encourage children to add to the drawing with doodles/ colours. On the inside of the body, children to write down/ draw what they are like on the inside. What do they do? What are their skills, strengths and qualities?</p>	<p>-Accompanying PowerPoint</p>
<p>English: -To participate in discussions, presentations and role play; giving well-structured explanations.</p> <p>-To listen carefully and to ask relevant questions to extend understanding and knowledge.</p> <p>-To retrieve, record and present information from non-fiction.</p>	<ul style="list-style-type: none"> - Feedback as a whole group. - Give a definition of a hero. Does appearance make a difference to a hero? Should it make a difference? Targeted questioning to extend children's explanations. - In pairs, children to discuss their personal heroes (use PowerPoint slide to support children's ideas). Select ideas to feedback. - Introduce the concept of an 'unsung hero' and assess whether children have an idea of the kind of people they would be. Opportunity for a teacher/ part of the team to be 'made up' with an injury and to ask children again about whether this changes the way we see a person? Does a visual injury make somebody appear more or less heroic? <p>Activities:</p> <ol style="list-style-type: none"> 1) Introduction to team, VAK, learning intention and expectations, using PowerPoint slides. 2) Look at the extract from the play 'The 56' (on PowerPoint). Who are the heroes being described here? 3) Show the clip of the commentary from the fire, at Bradford City Football Club (on PowerPoint) 4) Give some of the facts of the fire. Who became the heroes of that football game in 1985? Children to write their ideas onto post-it notes and stick onto their heroes. Have their definitions of heroes changed? Staff to circulate here and listen to children's points of view/ support their understanding. 5) In groups, children to be given one of the stories, read it and find the information about the hero's skills, bravery, awards, acts of kindness and injuries. At this point, children to be given the opportunity to be 'made up' with a type of injury that was experienced in the fire. The rest of the group, to record the information from the story in the appropriate sections on the top trump card and to draw a cartoon style picture/ stick on the picture of their 'unsung hero', in the box at the top. Children to give their 'unsung hero' a mark out of 10 for each area. Extension: are there any other heroes within the stories? 6) Groups to present their hero and their top trump ratings. Extension: some children could present their information through their 'hero' being hot-seated (this could be the person who has been made-up or someone else). Refer back to the expectations and model appropriate questioning/ listening carefully. Targeted questioning by staff could help children to extend their answers, knowledge, understanding and empathy. 	<p>-A3 top trump cards x 6</p> <p>-Stories of the unsung heroes</p> <p>-glue, scissors, paper and colouring pencils</p> <p>-Make-up artist</p> <p>-post it notes</p>
<p>PSHE: -To reflect on moral issues, using imagination, to understand other people's experiences.</p> <p>-To recognise the different risks in different situations and explore how actions can affect people.</p>	<p>Extension task: children to decide which 'unsung hero' was the most heroic. This could be done by children going to different sides of the room or by MWB 1,2,3 and asking children to give their reasons why.</p>	