

**Let's Move!**  
**with Naomi and Nigel**

**BBC**  
**TEACH**

**The Great Fire of London**







## Introduction

The *Let's Move!* series of videos for KS1 children are designed to help teachers deliver dance lessons as part of their PE offering.

Each film is around 20 minutes long but can be used by teachers as the basis of a lesson as much as 1 hour long, depending on how teachers choose to mediate the video. It can be adapted and utilised according to their needs.

Each film is presented by Naomi Wilkson and Nigel Clarke - familiar faces from CBBC. The films combine sections in which the children will follow the instructions given by Naomi and Nigel, and sections in which the children move independently, using the music as a stimulus.

Each dance session begins with a warm-up during which the children join in with Naomi and Nigel, copying their movements.

This is followed by a series of progressive sections featuring clear instructions, and examples of dance movements for the children to try and build on during passages of music. Children are encouraged to use their imaginations while experimenting with movement.

The videos end with a cool down for the whole class to enjoy together, to regain a sense of calm, ready for the next part of their school day.

## How to use the videos

Before using a session make sure you familiarise yourself with the content by reading the Teacher Notes. We also recommend that you watch the video beforehand to become familiar with any 'pause points' and to assess how best to mediate the playback.

*Let's Move!* needs plenty of space. The hall or a cleared and swept classroom or similar large space is ideal. You will also need a white board (or suitable alternative device) to play the video.

Make sure the children dance in gym shoes or bare feet. Bare feet give a good sense of contact with the floor, if your floor is safe. The children should be in PE kit to allow easy movement and to ensure that they do not become too hot.

During playback of the video there are two key things to be aware of:

1. Each of the sections in which the children movement independently to the music feature a countdown clock, so that everyone can be ready for the end of the musical track. This is an opportunity for teachers to be ready to reinforce the instruction given in the video that it is time to stop moving and return attention to the video for the next sequence.
2. The countdown clock is followed by an instruction from Naomi or Nigel to stop moving. At these points you will also see a 'pause' icon appear on screen. These indicate appropriate points for the teacher to pause the video should they want to check that the children understand the instructions, prepare them for the upcoming section, or explore more ideas with their class. You will find timings for the pause points in the lesson framework below.

## Teaching points

Some tips to help you get the best out of the dance sessions:

- always encourage careful listening
- reinforce the importance of safety - eg awareness of others to avoid collisions, spacing, sensible landings (with the whole foot, flexing as it comes down and knees bending)



- help the children to observe each other's movement in a positive light and to learn from their observations
- give the children a sense of your own enthusiasm

## The Great Fire of London

The theme of this lesson is narrative dance - telling a story through dance movements. In particular it focuses on the dance skills of *unison* and *mirroring*.

Information about the Great Fire of London from [BBC Bitesize KS1 History](#):

How did the Great Fire of London start?

- People used **fires** for heating, cooking and lighting.
- Houses were built from wood with **thatched roofs**. This meant they could catch fire easily.
- The fire started in a **bakery**, near Pudding Lane on the night of **2nd September, 1666**.
- The bakery was owned by **Thomas Farriner**.
- A spark from one of his **ovens** probably started the fire.

What happened in the fire?

- The fire swept through London for **four days**. It destroyed 13,200 houses, 87 churches, and even **St Paul's Cathedral**.
- People had to use **horse-drawn carts** to bring water up to the burning buildings because there were no proper fire engines.
- People tried to stop the fire spreading by blowing up buildings. This left a gap called a **firebreak**.
- At first the Lord Mayor of London, **Sir Thomas Bloodworth**, didn't allow people to make firebreaks.

- The fire stopped when the strong wind dropped and people used **gunpowder** to create firebreaks.
- **Samuel Pepys** kept a diary. He wrote all about the Great Fire in it.

What happened after the fire?

- So many homes were destroyed that **King Charles II** ordered the city to be rebuilt with houses made of **stone and brick**.
- **Sir Christopher Wren** was a famous **architect**. He designed the new St Paul's Cathedral which took 35 years to build.

## Related BBC Teach content

BBC Teach has a popular series of history videos about the Great Fire of London:

1. [Why did the Great Fire of London happen?](#)
2. [What happened during the Great Fire of London?](#)
3. [What happened after the Great Fire of London?](#)

The videos are accompanied by a group of catchy songs about the history of the Fire that children will enjoy learning:

1. [Here in Pudding Lane](#)
2. [Fire, fire everywhere!](#)
3. [Let's get building!](#)

Each of the songs has a vocal and backing track video, plus a number of musical activities for children to join in with.

## Let's Move: The Great Fire of London - Dance framework

Timing	Content	Guidance
00 34"	<b>Warm-up</b> For this creative warm-up, the children will be transported back in time to 1666!	Encourage the children to carefully follow the movements of Naomi and Nigel and to be aware of their own and others' space while performing the movements. Discuss why it is important to warm-up and the effects of exercise on the body. Join in with the children to model strong, controlled movements.
03 44"	<b>Pause point: end of warm-up</b> If you wish, pause the video here to regroup the children.	Ensure that they are still in a safe space, away from others, ready for the next section of the video.
03 50"	<b>Part 1: The Great Fire burning and the houses of London being destroyed - mirroring movements</b> Naomi and Nigel guide the children to finding a partner. They give the children the time it takes for the bells of London's St Paul's Cathedral to count to five to find a partner. The children will then use their imagination to recreate the flames of the Great Fire of London.	Explain that in this section the children are going to explore <i>mirroring</i> dance movements. This will involve working in pairs. Discuss what shapes, sizes of movement and body actions they might choose.
05 47" - 06 25"	<b>Music sequence: mirroring sparks and flames</b> During the music the children <i>mirror</i> each other's actions, with one leading and the other mirroring. The wind blowing is the signal to change who is leading and who is mirroring. There is one changeover in this section.	Encourage the children to move in imaginary ways to represent the movement of the flames. Praise fluid movements, different body shapes and encourage changes in height and size of their movements.
06 31"	<b>Development of Part 1</b> The children tell the story of how the fire spread from building to building. They explore how this can be shown through body actions and shapes. In the same pairs, they are encouraged to <i>mirror</i> each other again.	
07 30" - 08 07"	<b>Music sequence: buildings collapsing</b> The wind is used again to signal when to swap who is leading and who is mirroring.	Encourage the children to move in imaginary ways to show the collapsing buildings. Praise rigid, strong and slow movements which also show changes in levels from high to low.



08 21"	<p><b>Part 2: The Great Escape - conveying feelings and emotions through movement</b></p> <p>The next section covers the attempts of Londoners to flee the fire, focusing on rowing to safety.</p> <p>The children also explore the feelings and emotions of those trying to escape the fire, and how these emotions can be conveyed through body actions and gestures.</p> <p>In groups of four the children express this part of the narrative through uniform movements, working as a team. They have another set of bell chimes to get into their groups.</p>	<p>You can pause the video to discuss with the children how they can effectively work as a team.</p> <p>Explore what it means to perform movements in <i>unison</i>.</p>
09 33" - 11 03"	<p><b>Music sequence: rowing</b></p> <p>After climbing into their boat, the children follow the presenters' actions as they row as a team of four, demonstrating movements that are kept to a steady beat.</p>	<p>Encourage the children to move in <i>unison</i>, and to a steady beat. Praise regular, rhythmic movements and effective teamwork.</p> <p>Encourage them to listen for any changes in tempo of the music.</p>
11 26"	<p><b>Part 3: Water extinguishing the flames</b></p> <p>This section of the dance requires the class to be split in half, with the children standing in two long lines facing each other. The bells of St Paul's Cathedral act as a countdown again. One line is the fire, the other is either water or wind. Teachers tell the children which line is which.</p>	<p>Encourage the children to swiftly take their places in two long lines.</p>
13 44" - 14 36"	<p><b>Music sequence: flames, water and wind</b></p>	<p>Encourage children to move in their chosen way (fire or water/wind). Praise expressive movements, movement flowing in and out, and encourage the children to take turns and react to their partner's movement appropriately.</p>



14 55"	<p><b>Part 4: The whole story - sequencing movements to create a narrative performance</b></p> <p>The children explore sequencing their story, using dance movements to create a narrative performance.</p> <p>The presenters recap the main elements of the story in order. They then direct the children to get into pairs, as they begin their narrative dance with the mirroring flames movements. The bells of St Paul's allow the children time to pair up.</p>	Discuss the vocabulary <i>sequence</i> . Explain that this means combining individual dance movements together to form a small movement phrase.
16 10" - 16 44"	<p><b>Music sequence: flames mirroring each other</b></p> <p>The wind signals when it is time to swap.</p>	Encourage children to move <i>together</i> in imaginary ways to represent the flames, mirroring each other's actions. Praise positive collaboration with their partner.
16 58" - 17 35"	<p><b>Music sequence: collapsing buildings</b></p>	Encourage the children to move <i>together</i> in imaginary ways to represent the collapsing buildings, mirroring each other's actions. Praise positive collaboration with their partner.
17 48" - 18 22"	<p><b>Music sequence: rowing</b></p> <p>Children move as Londoners escaping the fire in rowing boats. This section involves working in teams of four again.</p>	
18 23	<p><b>Story ending</b></p> <p>Children face each other in two long lines again, to become the flames and the water/wind. The bells of St Paul's give time to get into the two lines.</p>	
18 45" - 19 18"	<p><b>Music sequence: flames, water and wind</b></p> <p>Encourage the children to move in their chosen way (fire or water/wind). Praise expressive movements, movement flowing in and out, and encourage the children to take turns and react to their partners movement appropriately.</p>	Encourage the children to move in their chosen way (fire or water/wind). Praise expressive movements, movement flowing in and out, and encourage the children to take turns and react to their partners movement appropriately.
19 40" - 20 50"	<p><b>Cool down</b></p> <p>The children lower their heart rate and calm their breathing through a gentle focused cool down activity.</p>	Maybe there's another story that your class or group could try to tell through movement?





## Further activities

At the end of the video Naomi suggests 'Maybe there's another story that you could try to tell through movement. Let your teacher know if there's one that you'd like to try.'

You could try these stories from [Twinkl](#) and [Oak Academy](#).

Learn more about the Great Fire of London from the [Museum of London](#) and from [history.org](#).

## Learning aims or objectives / Curriculum links

The *Let's Move* videos and these Teacher Notes address the following learning objectives from the curriculum guidance of the four UK nations.

### England

National Curriculum Programmes of Study for Physical Education in Key Stage One:

*Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.*

*Pupils should be taught to:*  
*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.*

*Perform dances using simple movement patterns.*

### Northern Ireland

The minimum content for Physical Education at KS1 is set out below:

*Teachers should provide opportunities for pupils to develop knowledge, understanding and skills in:*

#### *Dance*

*Pupils should be enabled to: use different parts of the body to explore personal and general space and to move using simple actions; listen to, and move in response to, different stimuli and accompaniments; move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light); perform simple steps and movements to given rhythms and musical phrases; create, practise, remember and perform simple movement sequences; develop their movements progressively individually and in pairs.*

### Scotland

Curriculum for Excellence - Physical Education as part of the wider Health and Wellbeing section. Outcomes:

*I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.*

*I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.*

*I am developing my movement skills through practice and energetic play.*



*I am developing skills and techniques and improving my level of performance and fitness I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.*

*I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. By exploring and observing movement, I can describe what I have learned about it. I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.*

## **Wales**

Foundation Phase Framework. Physical Skills:

### *Personal*

*• develop coordination • develop gross motor skills • develop fine manipulative skills • develop confidence • control body movements • develop muscle tone, appropriate tension and balance • develop sensory awareness • use a range of small and large equipment and stimuli • link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel*

### *Health, fitness and safety*

*• recognise the effects exercise has on their bodies as they move • describe what happens to their breathing and how they look and feel after exercise • begin to understand that regular exercise improves health and fitness and that it helps body parts to work well • become aware of dangers and safety issues in their environment*

### *Adventurous and Physical Play*

*• develop an understanding of how their bodies move • be able to move safely with increasing control and coordination • become proficient at the basic actions of travelling, including stepping, jumping and landing, transferring weight from feet to hands, balancing, rolling, turning, climbing and swinging, both on the floor and when using a range of equipment and apparatus • link the basic actions in sequence and gradually improve their control and use of different shapes, levels and direction of travel • understand, appreciate and enjoy the differences between running, walking, skipping, jumping, climbing and hopping • become knowledgeable about spatial awareness and relationships such as behind, underneath, below, over, under and on top of*

### *Health, fitness and safety*

*• recognise the effects exercise has on their bodies as they move • describe what happens to their breathing and how they look and feel after exercise • begin to understand that regular exercise improves health and fitness and that it helps body parts to work well • become aware of dangers and safety issues in their environment*