

## Poetry on Fire Lesson Plan

*2 Hour Visit (guided tour plus curriculum led session)*

**Key Stages 1 - 3**

**Workshop:** Poetry on Fire

**Aim:** To learn about the fires of York Minster and create a class poem

**Objectives:**  
 To take part in a fire themed tour of the Minster  
 To collect poetic language on the tour  
 To work collaboratively to create a poem about a York Minster Fire

**Notes:** Although this workshop will work best with KS2, it can be adapted for KS1 or KS3.

Objectives	Activity	Delivery Notes	Key Skills	Links to the Curriculum	Resources	Time
<b>Welcome, Orientation &amp; Expectations</b>	<p>Students are welcomed to York Minster, given a quick introduction to the building and an outline of what they can expect from their visit.</p> <p>An explanation of the Minster as a living place of worship is made clear and expectations around behaviour are outlined.</p> <p>Groups over 20 pupils are divided in to 2.</p>	<p>Make sure the group are standing facing the East End to experience the 'wow' factor of the building.</p> <p>Stand facing the group so they can all hear clearly.</p> <p>Explain that there are hourly prayers, and the expectation is we stand quietly out of respect.</p> <p>Tour group to be given clipboards and a sheet of paper and pencil to collect key vocabulary on their route.</p>	Speaking & listening	RE: understanding the purpose of a place of worship and how Christians express their beliefs.	<p>Main doorway at West Entrance</p> <p>Clipboard, pencil, A4 resource sheet</p>	2 mins

<b>Move to St Stephens's chapel</b>	Move across the Minster to St Stephens Chapel. Feedback from the tour if applicable.	All bags, coats etc to be put into wicker basket in St. Stephens and locked.  Pupils to sit on rug in St Stephens facing east. Chapel chairs to be set out at the back for group leaders/ pupils who need them.	Speaking & Listening			5
<b>Talk about the fires from the tour</b>	Feedback from the tour	Question and answer on what they have learnt about the fires.  Share the words they have collected.	Critical thinking  Speaking and Listening	History Study of an aspect of history or a site dating beyond 1066 that is significant in the locality.	A1 Display pictures  Activity sheets Pencils	8
<b>Imagine what it would have been like.</b>  <b>Discuss key what makes a good poem.</b>	Suggested activities: Read an eyewitness account of the fire. Read a sample poem. Discuss key vocabulary and what makes a good poem.	Get the children to listen with their eyes shut and imagine what the fire would have been like. Discuss key vocabulary such as alliteration, rhyme, adjectives, emotive language. Think about the senses, what people might have smelt, heard, felt, seen etc. It would have been very dramatic with the roof crashing down and molten lead splashing down from the ceiling like rain.	Speaking and Listening	English: writing poetry, writing narratives about those of others.	Sample poem on the fire of London  Eyewitness account of the fire.	5
<b>Divide into groups.</b>	Divide the group into 4 and each group sit with one of the A1 word cards.	Each of the cards has a different focus so that groups are working on different ideas that can be collated to create a class poem. 1. Finding the fire 2. Describing the fire	Teamwork		A1 Fire Word Cards	2

		3. Fighting the fire 4. Time to rebuild				
<b>Optional drama</b>	Pupils can role play one of the themes to help them develop their ideas.	Work in small groups to create a mini role play based on their mission card. At the end of the role play they can freeze frame and see if the class can guess which part they are acting out.	Teamwork	English and Drama - participate in performances, role play, and improvisations.		5
<b>Drafting the poem</b>	In pairs, create around 2 lines of poetry and write this on their activity sheets.	Using the A1 Minster Word cards and words collected on the tour, work together in small groups to create their lines of poetry.  With KS1, encourage the pupils to say their lines first and then write them if they can. Write their poetry on the Activity sheets.	Literacy	English: effective composition forming, articulating and communicating ideas and reading writing clearly.	Clipboards, poetry sheets A1 picture display boards	10
<b>Recitation time</b>	Pupils to read their lines of poetry.	Go through each of the four groups in turn starting with 'Finding the Fire' and individuals or pairs can read out their poetry. These can then be collected and collated to make a whole class poem to take back to the classroom.	Speaking and listening		A4 Activity Sheets	10
<b>Take away</b>	The 'Teacher Resource' available with this lesson plan provides more activities and research tasks that can be used as an extension to this session.	Follow up activities might include for example: <ul style="list-style-type: none"> <li>• Create a model of the Minster on fire.</li> <li>• Create a piece of art based around the fire in the Minster.</li> <li>• Write a song about one of the fires.</li> <li>• Create a role play about one of the fires.</li> <li>• Design a Blue Peter style boss or stained glass window to commemorate one of the fires.</li> </ul>				