



London's Burning Year 2

Essential Knowledge

By the end of this unit children will know...

- Recognise and explain why The Great Fire of London happened and the changes that occurred as a result.
- Identify differences between ways of life of people at the time of the fire, compared with today.
- Compare two versions of reports of The Great Fire.
- Compare pictures documenting the fire.
- Discuss reliability of pictures/ accounts/stories. (Perception and judgement).
- Use a source – observe or handle sources to answer questions about the fire on the basis of simple observations.
- Ask perceptive questions to form a line of enquiry.
- Can orally retell the main episodes of The Great Fire in the correct order and write captions to accompany sequenced pictures.

Launch

Visits and experiences:

Visit to the local fire station/fire appliance and fire fighters visiting school.

Visit to historical house, including information about life in 1666 e.g. costume/themed day at National Trust property providing specific activities related to the Great Fire of London.

Explore

What other events have happened in our histories that have had such a great impact? What developments have been made because of events in history? What in our lives today reflects what was learnt at the time of the Great Fire of London?

Energise

Encourage children to keep a diary, recording events that would give people in another 400 years' time an insight into their life today.

Celebrate

Invite younger children to watch the animations created to teach them a little about the Great Fire of London.

Core Subjects:

Links to theme

English

- Read diary extracts of Samuel Pepys.
- Compare two different versions of the Great Fire of London.
- To sequence events of the Great Fire of London.
- To create interesting and lively report on the Great Fire of London.
- Explain what you would save in a fire.

Mathematics

- Practice and develop measurement skills when designing and making the memorial.

Science

- To sort materials using their properties to find out which materials would be best to build with.
- To explore the effects of heat on different materials used for buildings during the Great Fire.

London's Burning Year 2: Theme Content

Personal Development

Spiritual

- Express their feelings about the Great Fire.
- Discuss their values and personal opinions.

Moral

- Children discuss what they would save from a fire.
- Children understand and are reassured about how we are protected from fire today.

Social

- Children will work collaboratively.
- To understand how to respond in the event of a fire.

Cultural

- Children explore how the fire altered many important aspects of life and culture in Britain.

Foundation Subjects

History, Geography and Citizenship

History:

- Compare different versions of the Great Fire of London.
- Use picture of the Great Fire of London to establish why the fire spread.
- To understand what happened as a result of the Great Fire of London.
- To compare differences in London, before and after the Great Fire.
- Children can use a variety of different sources of evidence to ask and answer questions about the Great Fire of London.

Geography:

- To locate London on a map.

Art and Design and Design Technology

Art:

- To create a collaborative picture in pastels of the Great Fire of London.

Design and Technology:

- To design a monument as a memorial.

Music, Languages and Physical Education

Music:

- To create a short piece of music to tell the story of the Great Fire of London.

Computing

- To research The Great Fire of London using a search engine.
- To create the story of The Great Fire of London, through animation, including music and illustrations.

London's Burning Year 2: Links to National Curriculum Framework

Core Subjects:

English

- To distinguish between fact and opinion.
- To read diary entries.
- To compare versions of the same event.
- To identify vocabulary and literary features of a diary.
- Use dictionaries to find meaning of unfamiliar words.
- To write a diary entry.
- To sequence events to retell a story.
- To use hot seating to develop ideas.
- To write a recount.
- To write an explanation.

Mathematics

- Choose and use appropriate standard units to estimate and measure length/height (m/cm).

Science

- To sort and compare materials using their properties.
- To investigate what happens to materials when they are heated.

Foundation Subjects

History, Geography and Citizenship

History:

- To ask simple questions about the past.
- To use a source to ask questions about the past on the basis of simple observations.
- To find answers to simple questions about the past from sources of information.
- Use a primary source to answer questions about the past.
- To compare different versions of the past.
- To review cause and effect of events in history.
- To identify differences before and after an event.

Art and Design and Design Technology

Art:

- To explore the differences and similarities within the work of artists in different times.

Design and Technology:

- To label drawings to communicate a design and evaluate work.

Music, Languages and Physical Education

Music:

- To recognise and explore how sounds can be combined and used expressively.

Computing

- To explore a website to find information.
- To use online resources independently, safely and responsibly.
- To use animation software to create a short film, including music and illustrations.

London's Burning Year 2: Assessment Opportunities/Tasks within theme

Core Subjects

English

- Children can distinguish between fact and opinion.
- Children can write in the style of a diary, using vocabulary and literary features.
- Children can use dictionaries to find meaning of unfamiliar words.
- Children can write a diary entry including feelings.
- Children can sequence events to retell a story using connectives.
- Children write a recount including facts.
- Children write an explanation.

Mathematics

- Children can complete challenges linked to maths quests.
- Children demonstrate that they use appropriate, standard units to measure length/height.

Science

- Children can identify what materials would be the best for a building using their knowledge of properties.
- Children show an understanding of how materials react when heated.

Foundation Subjects

History, Geography and Citizenship

History

- Children can use a variety of sources to identify how the Great Fire spread.

Geography

- Children can locate London on a map in relation to other main cities.

Art and Design and Design Technology

Art

- Children can use artwork as a reference to create their own work using pastels.
- Children demonstrate their ability to create light, shade and blend colours using pastels.

Music, Languages and Physical Education

- Children demonstrate that they can create a piece of music including a beginning a middle and an end.

Computing

- Children can create a piece of animation with sound and illustrations.