



Coundon Primary School

Together Everyone Achieves More



Spring Term Year 2 London's Burning

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.
- Explore a range 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 retell the main episodes of The Great Fire in the correct order.

Launch

Visits and experiences:

Visit to historical house, including information about life in 1666
(Selly Manor or Blakesley Hall)

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

'Great Fire of London WOW day'. Dress up in Victorian clothing complete range of activities including bread making.

Spring Term Year 2 London's Burning: Theme Content

History and Geography

English

History:

Compare different versions of the Great Fire of London. Use pictures 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. Observe and handle evidence to ask questions and find answers to questions about the past. Ask historical questions. Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Show an understanding of concepts of monarchy. Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time.

Geography:

To locate London on a map. To plot the spread of the fire on a map of London. To develop an understanding of London as a capital city. Ask and answer geographical questions. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Art and Design and Design Technology

Art:

Create a fire plaque.

Draw and design a Tudor house.

Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials. Use thick and thin brushes. Include lines and texture. Use techniques such as rolling, cutting, moulding and carving. Use a combination of materials that are cut, torn and glued. Sort and arrange materials.

Design and Technology:

Design a Tudor house.

Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Use gluing, folding and rolling materials to make and strengthen products.

Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.

Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.

Read diary extracts of Samuel Pepys and compare to another eye witness account - John Evelyn. Explore different versions of the Great Fire of London and consider feelings of those who were there. To sequence events of the Great Fire of London. To compare London in 1666 to London today. To describe how the fire started, using evidence. To describe how the fire spread so quickly, using evidence.