



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.
- 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.

## Spring Term Year 2 London's Burning: 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.

# Spring Term Year 2 London's Burning: 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).

## 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.