



Did the disaster of The Great Fire of London have a positive impact on the services and infrastructure of England?

Why This? Why Now?

This topic is an introduction to London as our capital city. It allows children to build knowledge from historical resources and develop key skills to answer questions for themselves. The Great Fire of London gives children the chance to recognise the key events and resolution to the disaster and how this has impacted our country today. The events also facilitate children's chronological awareness as they use dates to sequence events in order. Ultimately, the Great Fire of London builds knowledge about the services and infrastructure of England and the children understand how it led to the establishment of the fire service.

This area of research helps to embed the children's understanding of SMSC (Spiritual, Moral, Social and Cultural) values:

- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourage respect for other people;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

English -National Curriculum / Skills	OVERVIEW
<p>Sentence structure and text structure:</p> <ul style="list-style-type: none"> • Use subordination (when, if, but, because) • Correct use of tense (past & present) <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events 	<p>Writing a chronological report about events in the Great Fire of London</p> <p>Create a setting description about London ablaze!</p> <p>Study diary writing surrounding Samuel Pepys – write our own diary entry from the perspective of Samuel Pepys or someone from that time</p>

<ul style="list-style-type: none"> • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Toby and the Great Fire of London story – whole class reading</p> <p>Katie in London story:</p> <ul style="list-style-type: none"> • Marketplace activity to research different London landmarks • Whole class reading
History – National Curriculum / Skills	OVERVIEW
<p>To develop an awareness of the passing time (using common words relating to the passing of time). Recall how the Great Fire of London began and how the events progressed over time.</p> <p>To know where the people and events studied fit within a chronological framework. To place periods of History studied on a timeline.</p> <p>To identify different ways artefacts can represent the past. Appreciate that Samuel Pepys diary is a piece of historical evidence that helps us understand the events of the Great Fire of London. Children make comparisons between</p>	<p>Research and discover what life was like in London during 1666</p> <p>Investigate why the fire spread so quickly due to the way houses were built</p> <p>Learn how the fire was put out</p> <p>Compare how buildings and fire safety has changed as a result of the fire</p> <p>Study how London was rebuilt</p>

the significant figures, Sir Tim Berners Lee, William Caxton and Samuel Pepys and identify that they all developed ways to share information.

To use a wide range of vocabulary of everyday historical terms. Can use words such as before, after, past, present, then and now

Art – National Curriculum / Skills

OVERVIEW

Make a piece of art work using a mixed media approach based on an experience (Great Fire of London) or using their imagination.

- To express ideas creatively by using a range of media.

Children create a whole class collage, pieced together.

Children create a calendar using a London or industrial cityscape with painted fire in the background.

Design and Technology – National Curriculum / Skills

OVERVIEW

Create and follow a simple design criteria:

- Identify a purpose for what they intend to design and make. Write a simple design criteria.

Communicate design ideas through drawing, templates and mockups:

- Make simple drawings, templates or mock ups and label parts.

Make a product using simple techniques with some accuracy:

- Measure, cut and score with some accuracy.
- Assemble, join and combine materials in order to make a produce.
- Choose and use appropriate finishing techniques.
- Build structures, exploring how they can be made stronger, stiffer and more stable.

Children recreate Pudding Lane; designing, making and evaluating their own houses.

Evaluate – compare their product with the original design criteria:

- Discuss existing products.
- Compare their designs to the design criteria.

Science

OVERVIEW

Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Suggest why certain materials are better for certain things than other materials.

Children carry out an experiment about which materials are best suited to building a house

PSHE

OVERVIEW

People who help me

Who can I ask if I need help?

Who can I go to if I need to know something?

Children understand the role of the fire service and why fire safety is important

Debate & Discussion Opportunities

Trips & Experiences

Possible Linked Texts

How has the Great Fire of London impacted our life today?

Grangetown Fire Station

Katie in London – James Mayhew



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Normanby Primary School

Year Group: 2

Why is it better to help each other and work as a team?

Why is it important to keep ourselves safe?

STAR values – teamwork, resilience

Virtual visit from Thomas Farnor

Toby and the Great Fire of London – Margaret Nash

Supporting Your Child at Home

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h>