

Year 1&2: The Great Fire of London



Essential Learning:

By the end of this topic, you will have learned:

Enquiry Drivers:

What happened at Pudding Lane Bakery?
How did the fire spread?
Could the fire have been prevented?

- When the Great Fire of London was and where this fits on a timeline on relation to past events and people studied
- About the significant people during the Great Fire of London E.G. Samuel Pepys, Charles II, Christopher Wren
- How hand-written diaries have largely been replaced by online blogs
- How the Great Fire of London started
- The terms, 'significant', 'century', 'long ago', 'past', 'diaries'
- That we can find out about the Great Fire of London from paintings, letters and diaries
- How the Great Fire of London was tackled and how that compares/differs from firefighting today.

Chronology

Fit people and events into a chronological framework.

Continuity and Change

Identify examples of growth and change over time.

Cause and Consequence

Recognise why actions and events happened.

Historical Vocabulary

Understand and use language related to the measurement of time.

Perspectives and Interpretations

Identify different ways in which the past is represented.

Similarities and Differences

Know about similarities and differences between societies, including beliefs.

Prior Learning:

Children will have learnt about London and UK capital cities in Autumn 1.

Curriculum Enrichment:

Make Tudor houses using wood and mud as 'wattle and daub'
Use yellow/red/orange cellophane to create fire effect. Compare street view to modern London.
Visit a local fire station (Carnforth)

Key Vocabulary: Samuel Pepys, King Charles II, past, timeline, significant, century, diary, fire/fireman, baker/bakery, The Tower of London, leather bucket, thatched roof, rebuild.

Unit Focus: History

NC: Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London) & significant historical events, people and places in their own locality.

Children should:

- Use different sources of information to find out about the past
- Find out about the lives of significant people and events from the past and present
- Place events in chronological order
- Use common words and phrases related to the passing of time
- Ask and answer questions about the past
- Recognise why people did things and why events happened
- Use a wide vocabulary of everyday historical terms

Key Questions

Why did the Great Fire of London happen? What happened during the Great Fire of London and how do we know? Why did the Great Fire burn down so many houses? How did they slow down the fire? How did people live after the Great Fire; how did they rebuild London? Why is Samuel Pepys significant?

Sources and Evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of historical paintings and drawings, diaries, maps, photographs, digital resources and other materials.

Resources

[History KS1: The Great Fire of London - BBC Teach](#)
[KS1 Great Fire of London \(educationquizzes.com\)](#)

Science

Seasonal Change

Autumn/Winter

NC: Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Autumn/Winter changes

Pupils should be taught to:

- Observe and talk about changes in the weather and the seasons.
- Explore and observe in order to collect data and describe and compare findings e.g. measure rainfall/temperature.
- With help, suggest some ideas and questions and predict what might happen
- Observe closely using simple equipment
- Recognise ways in which evidence can be collected
- Use simple scientific language
- Record findings in various formats using standard units, drawings, diagrams, photographs, simple prepared formats such as tables and charts, tally charts, and displays
- Say whether what happened was what was expected and draw simple conclusions to help answer questions

Useful Resources/websites:

<https://www.planassessment.com/>

<https://www.twinkl.co.uk/resource/tp-sc-080-new-planit-science-year-1-seasonal-changes-autumn-and-winter-unit-pack>

<https://www.stem.org.uk/resources/community/collection/13195/year-1-seasonal-changes>

Geography

NC: Identify seasonal and daily weather patterns in the United Kingdom (linked to Science)

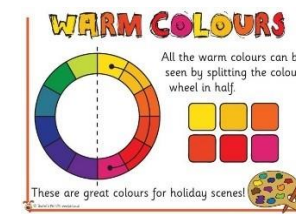
- Locate London on a map of UK (recap of prior knowledge from Autumn 1)

Art

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Talk about the work of a range of artists

Colour/Painting

Primary and Secondary colours; Colour mixing - Great Fire of London painting
[Colour Wheel for Infants and Juniors \(accessart.org.uk\)](https://www.accessart.org.uk/colour-wheel-for-infants-and-juniors)



Painting

- Work on a range of scales e.g. large brush on large paper etc.
- Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones
- Use a variety of techniques e.g. fabric printing, rubbings Design patterns of increasing complexity and repetition.

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

Download this from Shared Drive for your unit

Look at the painting Lieve Verschuier's, The Great Fire of London



finger paint colour mixing

DT

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- evaluate their ideas and products against design criteria

Technical Knowledge

- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Music

When singing, pupils should be taught to:

- Begin to sing in tune with expression and control.
- Recall, perform and accompany simple songs, sequences and rhythmic patterns.

Link to topic:

Rhymes and songs

Explore dynamics, pitch and tempo

Singing: Learn the song 'London's Burning'

Perform in unison and as a round

Compose a piece of music using a picture of the Great Fire of London as inspiration

<p>-Use mechanisms in their products e.g. wheels, sliders</p> <p>-Measure, mark, cut out and shape a range of materials</p> <p>-Discover where foods come from in choosing, preparing and tasting different dishes</p> <p>Christmas makes - cards, calendars</p> <p>Chalk and Glue</p> <p>Christmas biscuits</p>	
<p>Computing/ICT</p>	<p>PSHE</p>
<p><u>Online Relationships</u></p> <p>Use the following website for links and resources:-</p> <p>https://projectevolve.co.uk/about/?gclid=EA1aIQobChMk83Noa3L-AIVVIFQBh0YZAfSEAAAYASAAEgJwxFD_BwE</p> <p><u>Puppet Pals</u></p> <p>NC: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p><u>Pupils should be taught to: -</u></p> <ul style="list-style-type: none"> ▪ Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements. ▪ Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program. 	<p><u>Friendship and Bullying – 8 lessons</u></p> <p><u>Value - Friendship</u></p> <p>Unkind, tease or bully? (Y1) LO: Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. (Statutory)</p> <p>Good friends (Y1) (Value Link) Identify simple qualities of friendship; Suggest simple strategies for making up. (Statutory)</p> <p>Pass on the praise! (Y1) LO: Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. (Statutory)</p> <p>Good or bad touches? (Y1) LO: Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say “no” to unwanted touch; Start thinking about who they trust and who they can ask for help. (Statutory)</p> <p>Who can help? (2) (Y1)</p>

<ul style="list-style-type: none"> ▪ Explore and create sequences of commands/instructions in a variety of programs/devices. ▪ Make predictions and describe the effects when creating programs and controlling devices. ▪ Identify errors in instructions. ▪ Use logical reasoning to predict what will happen in simple programs. <p><u>Useful links and resources:-</u></p> <p>Puppet Pals APP</p> <p>https://code.org/curriculum/unplugged - CS Fundamentals Unplugged</p>	<p>LO: Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. (Statutory)</p> <p>Types of bullying (Y2) LO: Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. (Statutory)</p> <p>Should I tell? (Y2) LO: Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. (Statutory)</p> <p>I don't like that! (Y2) LO: Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. (Statutory)</p>
R.E.	Cross-curricular Maths:
<p>Christianity (Jesus) Why is Jesus special to Christians?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Nativity • Beliefs about Jesus as God incarnate • Christmas 	<p>3D Shape (Aut 1, Week 6) – making 3D models of The Great Fire of London.</p>

English

Reading: Pepys diaries

Guided Reading: Stage 1 'Emergency Services – The Fire Service'
Stage 2 'The Great Fire of London'

Possible Texts: Toby and The Great Fire of London

Grammar links: correct punctuation; adjectives; adverbs; past tense

Writing task 1 – Poetry – description, using senses

[Collected Ideas for Poetry With Year 1 | Michael Rosen](#)

Reading Phase:

Read several examples of poems which use senses to describe something e.g. First Dog on the Moon

Provide sensory areas in the classroom for children to experience

Gathering Content:

Start to model and rehearse sentences using senses I can hear a sweet song of happiness; I can touch a world full of beautiful people; taste of delicious, summer strawberries. Display on working wall. In pairs read to each other out loud. Talk about what they would hear, see, taste, smell, feel if they were experiencing the GFoL – create a list of words and phrases for each sense.

Writing: Write sentences and then work in groups to up level and improve. Share the sentences. Children to write a poem about the GFoL using senses.

Writing task 2 – Recount

[Unit - Oak National Academy \(thenational.academy\)](#)

Reading Phase Read a selection of different examples of recount/diary. Start to identify the features of a recount - using time words, past tense, first person

Gathering Content

Role play/ hot seating about GFoL from differing perspectives – Samuel Pepys, Tom the baker, a fire fighter. Start to model writing some sentences for a recount, use of time words and making descriptions detailed and accurate. Using various people look at speech bubbles and what they might be saying about the experience. Remind children about senses and talk about how they might be feeling.

[3. Samuel Pepys and The Great Fire of London - part 1 - BBC Teach](#)

[4. Samuel Pepys and The Great Fire of London - part 2 - BBC Teach](#)

Writing Write a short diary entry about a part of their day/an event.

Choose a person to write a diary entry as – remind the children that they are pretending to be that person so it will still be first person.

Cross-curricular writing: 1. Fire safety leaflet 2. Recount of Fire Station visit

Speaking and listening: Speak like an expert for two minutes at the end of the unit – metacognition/memory retrieval

Global Links:

Local links:

Fire station visit