



Year 2 - Autumn

Where were the fire engines during the Great Fire of London?





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Intent: The Why Behind our Topic

Rationale

Where were the Fire engines during the Great Fire of London? will give children an in-depth insight into a significant event in Britain's past. They will identify similarities and differences between ways of life in different periods by using a range of sources. It will give children the opportunity to learn about modern day London and compare this with the past. In doing so, they will consider changes that were made as a result of the Great Fire. The children will begin to understand what makes a person or an event significant. In addition, children will also get the opportunity to consider how the fire brigade helps us today and how they can keep themselves safe. Children will develop decision making and judgment skills through evidence. Looking at the past shows children models of good and responsible citizenship and also teaches us how to learn from the mistakes of others. The topic will help to understand change and societal development and will provide context from which to understand ourselves and others.

Key Curriculum Areas: History, Geography, Art, DT, Science.

We will meet the S&L needs of our children by: Introducing and exploring key vocabulary related to the past and the passing of time, ensuring that it is used in when children's discussions. There will be opportunities to ask and answer questions, explain key features and role play. This topic will link directly to the key text used in English.

We will allow children to understand cultural differences and break down stereotypes by: Exploring modern day London and the multicultural nature of it, events and celebrations.

We will meet the SEMH needs of our children by: Exploring the emotions related to the Great Fire, how people felt and ways in which they coped. Exploring Samuel Peyps and discussing items that were important to him – what is important to them and how do they help?

We will meet the socio-economic disadvantages of our children by: Exploring modern day London. Questioning the fire fighters about their job and relating it to possible aspirations in the future.

Purposeful Outcome:

Most children will be able to explain some of the changes that happened as a result of the Great Fire of London.

Some children will be able give reasons why changes were made as a result of the Great Fire of London.

Golden strands – These core strands will thread through the History and Geography curriculums and be repeated each year to allow for progression and continuity. As the children revisit each strand, they will build on previously taught learning and develop their understanding, knowledge and sense of their own identity within our social, political, cultural and economic background.

History

Childhood
Diversity
Legacy / discoveries
People in power / leaders

Geography

How far is it from Hunslet and how could you travel there?
What is it like to live there compared to living in Hunslet?
How and why is it connected to Hunslet?



Year 2

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Intent: Topic-developed NCS Requirements

Subject	NCS Requirements
History	<ul style="list-style-type: none"> • Children should understand some of the ways in which we find out about the past and identify different ways in which it is rep • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. • Pupils should identify similarities and differences between ways of life in different periods. • Children should choose and use parts of stories and other sources to show that they know and understand key features of events.
Geography	<ul style="list-style-type: none"> • Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. • Children will understand key physical and human geographical features of the world.
Science	<p>Materials:</p> <ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials (relating to the houses).
Art	<p>Artist -</p> <ul style="list-style-type: none"> • To produce creative work, exploring their ideas and recording experiences. • To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. • To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	<p>Design, Make, Evaluate and use Technical Knowledge</p> <ul style="list-style-type: none"> • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
Writing	<p>Talk for Writing Units: F - Character Flaw Tale NF – Recount Text NF - Instructions P - Description</p>



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Intent: Topic-developed NCS Requirements

Subject	NCS Objectives
History	<ul style="list-style-type: none"> • Start to use stories or accounts to distinguish between fact and fiction; • Explain that there are different types of evidence and sources that can be used to help represent the past. • Choose and select evidence and say how it can be used to find out about the past. • Sequence pictures from different periods; • Describe memories and changes that have happened in their own lives; • Understand that there are reasons why people in the past acted as they did; • Describe significant individuals from the past.
Geography	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; • Compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
Science	<ul style="list-style-type: none"> • Materials: <ul style="list-style-type: none"> • describe the simple physical properties of a variety of everyday materials (relating to the houses).
Art	<ul style="list-style-type: none"> • Name the primary and secondary colours; • Experiment with different brushes (including brushstrokes) and other painting tools; • Mix primary colours to make secondary colours; • Add white and black to alter tints and shades;
DT	<ul style="list-style-type: none"> • Copy an original print; • Use a variety of materials, e.g. sponges, fruit, blocks; • Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; • Design, Make, Evaluate and use Technical Knowledge <ul style="list-style-type: none"> • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
Vocabulary	

Year 2

Autumn - How did the Great Fire of London change the way we live?

Implement: Topic-developed NCS Requirements

Medium Term Plan

Week 1:

The key curriculum objectives will be met through:

History & Geography

Lesson 1 – Hook (Samuel's Pepy's diary (burnt). Find on playground. Enquiry – Create questions i.e. Who is Pepys? What is London? When was 1666? Was my Grandma alive?

(Reading lesson – Samuel Pepys diary extract)

Lesson 2 – London. Capital city. Link to letter – this has come from London. Landmarks. Parliament, Queen, Big Ben. Enquiry – what are these landmarks? Would you find a palace in Hunslet?

(Reading lesson – inference about London)

Lesson 3 – What is Pudding Lane? 1666. Link to fire – oh no, it's gone? What happened? Introduce GoFL.

(Reading lesson – Alternative source of newspaper extract)

Lesson 4 – Sequencing. How did it spread? Act it out – dance/music. Video for Twitter.

(Reading lesson – inference why did it spread quickly?)

Lesson 5 – Compare London now/then

(Reading lesson – London's burning song)

Week 2:

Week 2 – (Fire brigade visit)

Topic Week 2 – DT:

Design, make and evaluate a bread sculpture.

Week 3:

Topic Week 3 – Art

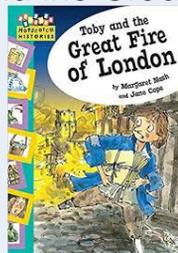
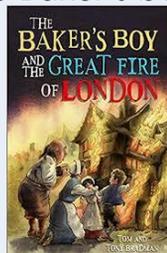
Compare and Contrast Art using art skills.

Experience:

Fire brigade, baking day (dress up)

Reading and Writing

Class Books – Toby and the Great Fire of London. The Baker's boy and the Great Fire of London.



Shared Reading – Extracts from: the class texts. Non-fictional excerpts various texts to compare to fictional shared-reading.

Talk for Writing Units:

F - Character Flaw Tale

NF – Recount Text

NF - Instructions

P - Description



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Implement: Topic-developed NCS Requirements

Medium Term Plan

Week 1:

The key curriculum objectives will be met through:
End of whole topic – motivational assembly (video for school)

History & Geography:

Lesson 1 – Hook (*Samuel's Pepy's diary (burnt)*). Find on playground.
Enquiry – Create questions i.e. Who is Pepys? What is London? When was 1666? Was my Grandma alive?

(Reading lesson – Samuel Pepys diary extract)

Lesson 2 – London. Capital city. Link to letter – this has come from London. Landmarks, Parliament, Queen, Big Ben. *Enquiry* – what are these landmarks? Would you find a palace in Hunslet?

(Reading lesson – inference about London)

Lesson 3 – What is Pudding Lane? 1666. Link to fire – oh no, it's gone? What happened? Introduce GoFL. King Charles 2nd.

(Reading lesson – Alternative source of newspaper extract)

Lesson 4 – Sequencing. How did it spread? Act it out – dance/music. Video for Twitter.

(Reading lesson – inference why did it spread quickly?)

Lesson 5 – What was it like to be a child in Hunslet then? Hunslet now?
(Reading lesson – London's burning song)

Science – Covers materials.

PHCE – Diversity (classes)

Week 2:

Week 2 – (Fire brigade visit)

Lesson 1 – What is a bakery? Misconception – bread is made from different ingredients. Design their own bread stick structure.

Lesson 2 – Making their own bread stick. Reading lesson whilst baking is happening. Come dressed as bakers/Victorians.

- Build first structure.
- Evaluating.

Lesson 3 – Build again (potentially have bread sticks made)
- Evaluating

Lesson 4 – Free Write – Letter to Mr Warbuton about how to make his bakery safe (recount), leaflet about how to have a safe bakery, instructions, write a story about the bakery.

Lesson 5 – Build Tudor House (hinges, roofs etc)

Week 3 – Drawing and Painting

Lesson 1 – Look at pictures based on GFoL. (Research historical artists and see for relevance) Jan...

I think, I wonder – art theme.

Lesson 2 – Particular skills in art (skills and knowledge), practice. Drawing

Lesson 3 – More skills. Artist 2. Painting.

Lesson 4 – Do a GFoL picture.

Lesson 5 – Answer Topic question. Evaluate the topic.

Week 3:

Experience:

Adult to dress up as Samuel Peyps.



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Impact: Subject Leader and Teacher Evaluation

Where were the fire engines during the Great fire of London?

Teacher General Review of Topic: Topic mostly taught through online learning. Most children achieved objectives in the covered areas, but will need to review all objectives in the next topic.

Subject Specific Review of Topic:

History: Mostly the focus of lessons as objectives could be accessed online. Children enjoyed learning about the great fire and Samuel Pepys. Most retained facts when returning to school.

Geography: Most objectives to be covered in the next topic.

Science: Some accessed, but most did not achieve the objectives

Art: To be covered in the next topic

DT To be covered in the next topic

Curriculum Coverage – Assessment Evaluation

History: Covered objectives with some evidence

Observe and use pictures, photographs and artefacts to find out about the past;
Start to use stories or accounts to distinguish between fact and fiction;
Explain that there are different types of evidence and sources that can be used to help represent the past.

Observe or handle evidence to ask simple questions about the past;
Order dates from earliest to latest on simple timelines;

Sequence pictures from different periods;

Describe memories and changes that have happened in their own lives;

Recognise some similarities and differences between the past and the present;

Identify similarities and differences between ways of life in different periods;

Know and recount episodes from stories and significant events in history;

Understand that there are reasons why people in the past acted as they did;

Describe significant individuals from the past.

Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;

Talk, write and draw about things from the past;

Geography: Covered objectives with some evidence

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;

Compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country;

Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;

Science: N/A

Art: N/A

DT: N/A