

The Great Fire of London - Year 2



Session	<u>National Curriculum objective</u> Children are to learn about:	Activity.
1	<u>History</u> Changes within living memory.	Children to write and ask questions for Mrs Charlton about how Billingham has changed within her living memory. Children to think about Billingham now and then and then
2	<u>Geography</u> 1. Name and locate the capital cities of United Kingdom. 2. Use Ariel photographs and plan protectives to recognise landmarks and basic human and physical features.	Children to be introduced to London now. Look at landmarks. Chn. to look at London in the . Compare London now vs then and the differences they can see. Children to view Ariel photos and discuss. Complete now and then sheet and for the buildings and people.
3	<u>History</u> Events beyond living memory that are significant nationally or globally.	Children to watch video clip (cat) Children to be introduced to the Great Fire of London. London Past and present. Firefighters now and then. Children to make a visual timeline of the events.
4	<u>History</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Samuel Peyps.	Children to write a diary entry from the perspective of someone at the time. Children to watch video clip (magic grandpa). Compare the lives of rich and poor in 1666. Flipchart and sheet. Children to taste parmesan cheese.

5	<p>Art - Use techniques including carbon printing, relief, press and fabric printing and rubbings (colour, pattern, texture, line, shape, form and space.</p> <p>Experiment with basic tools on rigid and flexible materials.</p>	<p>Show children pictures of houses in 1666. Discuss features.</p> <p>Using cardboard relief (see power point) children to create their own GF of L houses pictures</p> <p>Leaf rubbings to create a collage of fire.</p>
6	<p>D&T</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>Recap pictures of houses in 1666 and features.</p> <p>Children to design a house from 1666 in their sketchbooks.</p> <p>Children to wrap a box in brown/grey/dark paper, then paint features onto it to match design and to look like a house from 1666.</p> <p>Children to add straw/hay to the roof of their house.</p> <p>The following week in Forest Schools, Mr Jackson to recreate the Great Fire of London with the houses.</p>
7	<p>History</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Sir Christopher Wren</p>	<p>Children to re-design how London could be rebuilt to stop a fire reoccurring.</p>
8	<p>DT</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p>	<p>Rebuild a roof for one of the GFof L houses. Make the roof strong.</p>
9	<p>Art</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use ...painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Learn about the work of a range of artists</p> <p>Making links to their own work.</p> <p>Augustin Edouart</p> <p>Danielle Foye</p>	<p>Children to learn about a silhouette artist and view some of his/her work.</p> <p>Children to create a wash of colour background and silhouette houses.</p>
10	<p>Music</p> <p>Play tuned and untuned instruments musically.</p>	<p>Children to use their painting and others to imagine the sounds they could hear in the</p>

	Experiment with, create, select and combine sounds using the interrelated dimensions of music.	mist of the fire. Children then to work in groups to create a composition using tuned and un-tuned instruments.
11	<u>Music</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Children to learn the London's burning round. Practise and perform in groups.
12/13/14	<u>DT</u> Design purposeful, functional and appealing products for themselves and other uses based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria. Use a range of tools (measure, markout, cut, shape etc.) Scissors, ruler, hole punch	Children to design light up jar (see Pinterest). Children to use choose their design to select materials. Children to create light up jar. Children to self-evaluate their work. Make GF of L picture with moving parts. Fire spreading across/up houses – sliding mechanism.
15	<u>Cooking and nutrition.</u> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Talk to children about where the ingredients come from to make the 'small cakes' Children to make the cakes following traditional recipe. Talk about whether the ingredients are healthy or not and how we know.
16/17	<u>DT</u> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Understand and use mechanical systems in their products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Use a range of tools (measure, markout, cut, shape etc.) Scissors, ruler, hole punch	Children to create GF of L houses picture with sliding fire. Draw and colour row of houses. Paint fire onto rectangular piece of card. Pierce 2 holes (1 on each side) near the edge of A4 card (top or bottom). Attach piece of straw to back of fire. Thread string through straw and into pierced holes then tie at the back. Fire will slide/spread across the houses. Evaluate.
18/19	<u>DT</u> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Create collage of a GF of L house using selection of materials. Make sure the house has windows. Put a slit in the bottom of one of the windows. Create painted fire on a strip of card (ensure it fits

	<p>Understand and use mechanical systems in their products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>up through the window). Attach slider to collage house. Push up to show fire spreading up. Evaluate.</p>
	<p><u>Science, R.E and computing- see separate plan.</u></p>	