

English

Talk for Writing (innovation to Hull floods/Grenfell)

Narrative

Newspaper Report

Diary Entry – Samuel Pepys

English through Theme

Vocabulary – clarify key words related to this topic

Create a word bank of useful words - the children could collate words describing what an eye witness to the fire might hear, see, smell and feel.

Maths

As mathematicians:

Tell the children the main events linking them to the days of the week on which they happened. Once the children have established the days of the week in the right order, use a “magic bag” with the pictures in relating to the Great Fire of London and see if they know the corresponding day of the week.
2D and 3D shape – Get the children to look at the houses that were part of London in 1666.

Science

Why did the fire spread so far and stay alight for so long? Show the pupils pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what the houses are made from. Discuss with the children the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river. Through the exploration of Changing Materials, investigate the effects of heat on eggs, chocolate and sugar in hot water. Ask the children to make predictions about whether they think the materials will change and be able to be changed back.

Art

Explore primary and secondary colours and mix these to create different oranges, reds and yellows. Then create a whole class Great Fire scene using handprints. Use the activity sheet to understand the terms primary and secondary colours. Use black card to create silhouetted buildings to put in the foreground of a Great Fire display.
Use a ‘splatter’ technique to create rain artwork when learning about the Hull Floods. After practising making shades lighter and darker, learn about Kandinsky and recreate his ‘Squares with Concentric Circles’ using warm colours.

Year 2 – Autumn

The Great Fire of London

Do we know of any modern day disasters and what impacts these have?

History

As historians:

Look at the story of the Great Fire of London and after the children know the story, get them to stick pictures in their book with rough times above them to see the sequence of events. Give the children pictures of London around 1666 and pictures of London today. Ask them to discuss the similarities and differences that they can see. Look at toys then and now. Look at communication – disasters broadcast over the internet now but what about then? If a disaster occurs now, how would it be different? (Services: Hull floods, Grenfell)

Research and understand the history of Guy Fawkes and Bonfire Night.

Design and technology

Create a house that would have been in the Great Fire of London. Children will bake products found in a bakery.

Geography

Look at the geography of London. Look at the main features and buildings that make up the London skyline. Identify if any of the children recognise these places and can discuss their experiences of them. Use a Map of where the Great Fire blazed to find what landmarks were affected then, and which ones would be affected now if the fire happened in the same place today.

Computing

We are researchers
We will look at London’s landmarks.
We will begin our work on coding simple programs.

Music

As musicians:
We will sing a variety of songs and begin to use basic instruments.

R.E

Look at the people who help us in society today, especially firemen. Discuss what they do for us and what would happen if we didn’t have firemen. Make the children aware that there were no firefighters in 1666.

P.E

To be discussed

Creativity Driver

We will use imagination and choose appropriate materials to create our fire collage.
We will use our imagination when describing the senses that an eye witness would experience.

Social and Emotional Well-being Driver

We will learn about the people in society who help us today.
We will make the most of our abilities and learn about overcoming any difficulties.

Employment Opportunities

Arrange for local firemen to visit the school. Not only to talk about The Great Fire of London, but about the rewards of being a firefighter and their job as a whole.

Basic Skills Driver

We will use our mathematical skills.
We will use our speaking and listening skills.
We will use our reading skills when we research.
We will use our writing skills when we create reports etc.