

English

Talk for Writing (innovation to Hull floods/Grenfell)

Newspaper Report

Diary Entry

English through Theme

Read the story of The Great Fire of London to the class including all the main characters. Get the children to then pick out the main events and illustrate the main events in their books. Then give them muddled up sentences from the story and get them to put them in the right order, preferably under the pictures they have drawn.

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.

Postcards.

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.

Design and technology

Use different materials to create a collage of the fire of London. Include the Tudor houses too.

Tell the World

Y2

Hooks:

Destroyed classroom, how do we respond to disasters?

Introduce Hull floods 2007

Firemen visit

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)

Art

Explore colour mixing and how 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, with tissue paper flames creeping from doors and windows that can be folded back to open.

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
using google earth.

Music

As musicians:
We will learn new songs
and study pulse, rhythm
and pitch.

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

As athletes we will be
studying invasion
games and
co-ordination.

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.

Enterprise Driver

We will use creativity and innovation when we design our collages.

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.