

# Unit Planner: How do we know about the Great Fire of London?

Year 2 - 6 Weeks

<p><b>Key Concepts:</b> Power, Poverty, Monarchy, Human Rights, Home, Citizenship, Sustainability, Responsibility, Impact, Empathy, Choices</p>	<p><b>Intent:</b> To gain an increased understanding of History within England focusing on the events of the Great Fire of London.</p>			
<p><b>National Curriculum Statements (Target Tracker)</b></p>	<p><b>Starter:</b> Children are shown a video of the Great Fire of London.</p>			
<p>Pupils will be taught to - <u>RE</u> See SACRE document - Unit 4 <u>Science</u> Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. Identify, group and classify. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <u>Art</u> Try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. Give reasons for his/her preferences when looking at art/craft or design work. Represent things observed, remembered or imagined using colour/tools in two and three dimensions. Experiment with basic tools on rigid and flexible materials <u>DT</u> Use a wider range of cookery techniques to prepare food safely. Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools. Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p>	<p><b>Subject: History</b> Can I sequence the events of the GFoL? Can I show an understanding of the main events of 1666? Can I find out about the life of Samuel Pepys? Can I understand why Samuel Pepys was important?</p>	<p><b>Key Vocabulary:</b> Timeline, Sequence, Key Events, Chronology, Past, Present, Future, Source, Research, Significant Individual, Diary, Diary Entry, Monarchy, King, Queen, Facts, X Years Ago, Weeks, Days, Hours, Duration</p>		
	<p><b>Subject: Geography</b> Can I locate London on a map of the United Kingdom? Can I compare the location of London and Leicester? Can I compare London in 1666 to the modern day London?</p>	<p>London, City, Capital City, England, Ireland, Scotland, Wales, United Kingdom, Distance, Town, Land, Sea</p>		
	<p><b>Subject: Art/DT/Food Technology</b> Can I create a scene from the GFoL? Can I create a Tudor House using different materials? Can I follow instructions to make Tudor Bread? Can I design a suitable package for my Tudor Bread?</p>	<p>Artist, Sketch, Landscape, Improve, Shades, Silhouette, Stencil, Scale, Proportion, Types of Paint, Tones, Mixing, Layering, Experimenting</p>		
	<p><b>Subject: Music</b> Can I appraise a composer? Can I learn a GFoL song and sing it in parts?</p>	<p>Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm</p>		
	<p><b>Subject: Science</b> Can I identify uses of different everyday materials? Can I understand the different properties of materials? Can I describe materials by their properties? Can I group materials based on their properties? Can I compare the suitability of everyday materials? Can I carry out an investigation linked to materials? - What is the best material for building houses? Can I carry out a fair test? Can I appropriately show results of an investigation? Can I evaluate the findings of an investigation?</p>	<p>Material, Suitable, Properties, Everyday, Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Opaque, Transparent, Absorbent, Fabric, Brick, Paper, Glass, Metal, Plastic, Wood, Squashing, Bending, Twisting, Stretching, Elastic, Foil, Manmade, Natural</p>		
	<p><b>Subject: RE Unit 4- Why is a place of worship special?</b> Can I name and talk about a Sikh place of worship? Can I explain why people worship God? Can I explain the meaning of different objects, actions, gestures and words used in religious worship? Can I talk about different events that are important to families and their communities?</p>	<p>Sikh, Sikhism, worship, Gurdwara, God, Vaisakhi, Guru, Rumala 5 Ks: Kesh, Kanga, Kara, Kachera, Kirpan</p>		
	<p><b>Subject: Computing</b> Can I use an app to create a GFoL Poster? Can I use technology purposefully to <b>create, organise, save, edit and open</b> digital content? Can I use a variety of ICT sources for research? Can I recognise common uses of information technology beyond school?</p>	<p>Information, Technology, Create, Digital, Content, Internet, E-Safety, Online, Apps, Programs, Predict, Devices, Algorithm, Save, Edit, Personal Information, Organise, Open, Comparison, Execute</p>		
	<p><b>Text types:</b></p> <ul style="list-style-type: none"> <li>• Newspaper Report</li> <li>• Poetry</li> <li>• Instructions</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• GFoL Non Fiction Book</li> <li>• Extracts from Sam Pepys's Diary</li> <li>• Poetry Books</li> </ul>	<p><b>Maths links:</b></p> <ul style="list-style-type: none"> <li>• Measures</li> <li>• Time</li> <li>• Reasoning Problems</li> </ul>	<p><b>Published Outcomes:</b></p> <ul style="list-style-type: none"> <li>• GFoL Newspaper Report</li> <li>• GFoL Tudor House</li> <li>• GFoL Poetry Piece</li> </ul>

### Computing

Recognise common uses of information technology beyond school  
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use technology purposefully to create digital content comparing the benefits of different programs.

Use technology safely and keep personal information private.

### Geography

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.

Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### History

Show an awareness of the past, using common words and phrases relating to the passing of time.

Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.

Use a wide vocabulary of everyday historical terms.

Speak about how he/she has found out about the past.

Record what he/she has learned by drawing and writing.

Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.

### Music

Listen with concentration and understanding to a range of high-quality live and recorded music.

Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.

Develop an understanding of melody, the words and their importance in the music being listened to.

Sing a song in two parts.

Practise, rehearse and present performances to audiences with a growing awareness of the people watching.

• GfOL Assembly

### **Enrichment:**

GfOL Class Assembly

