

### Overall outcome

*We will recreate the Great Fire of London by re-enacting the events using houses that the children have made in DT.*

**Literacy Hook:** Leave a trail of straw, sticks and bricks and footprints in the classroom. The children will watch the teachers act out the story.

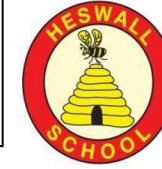
### Curriculum areas that will be covered in stand-alone units during this topic:

Maths  
RE – Harvest of Hands and Celebrations  
PE  
Phonics  
Music – Charanga  
Computing

## Year 2: Medium Term Plan: Autumn 1

(Autumn 1 History Focus, Autumn 2 Geography focus)

**Texts:** The Three Little Pigs, The Great Fire of London, Vlad and the Great Fire of London



### Areas of learning (theme/subject)

Which subject areas will be included through this project? Literacy, History, DT, Art, Geography

### Resources

Examples of materials, scissors, tape, pens, pencils, cardboard tubes and boxes sticks, straw, images of famous and historical landmarks, building and houses.

### How have houses changed over time?

Global goal 15 – Life on Land

### Key Vocabulary:

**DT:** join, materials, structure, suitability, evaluate, (Y2 – fold, roll, flange, join, template )

**History:** past, present, memory, sequence, events, Great Fire of London, Samuel Pepys, Pudding Lane, timeline, extinguish, thatched, wattle and daub, tiles, jetty, tar, timber, Edwardian, Tudor, architect, detached, semi-detached, bungalow, flat, apartment, caravan, cottage, bungalow, terrace, artefacts, fire mark, insurance,

### Significant Individuals

Samuel Pepys, Lord Leverhume, Thomas Farriner,

### Curriculum

*What will we learn?*

### Children will learn :

How we are able to find out about things that happened a long time ago

The features of Tudor houses and why they were built that way

Why the Great Fire of London happened and what happened during the Great Fire and after it

That following the Great Fire of London people had to pay money for a fire service and would display a firemark outside their home

Some basic fire safety with a link to bonfire night

### Connections

*What are the connections to our curriculum past and present?*

### DT:

In Reception, all children have experience of junk modelling. The Year 2 children previous created a model of a lighthouse.

### History:

Children have all had a timeline in their classroom and have therefore knowledge of chronology. Children have all studied significant individuals in prior learning.

### Art:

Children have used a variety of medium to create art such as oil pastels, chalk, pen, pencil and paints. They have created texture in their art using additional materials such as tissue paper. Year 2 have experience of mixing colours through Tinga Tinga Art.

### Creativity:

*How will we show we understand in multiple ways?  
What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

Children will design, make and evaluate a Tudor house model. Y2 will focus on cutting and sticking. The children will evaluate their model')

The children will take their finished models into the hall and place them closely together to depict the streets of London in 1666. The children will be told the story of the Great Fire of London and will 'meet' Thomas Farriner's maid and Samuel Pepys for 'hot seating'.

Children will design their own firemark which could have been displayed outside their home and create a set of rules for fire safety on bonfire night.

The children will study a piece of artwork depicting the Great Fire of London (artist unknown - 1670) and use this as inspiration for their own piece of artwork. They will mix primary colours to create a background and draw and cut out a template to make the silhouette of buildings.

### Compassion

*What feelings do we wish to evoke?*

Empathy towards people who have lost things that are precious to them.

Appreciate their own and other's homes and belongings.

Feeling safe and secure in your home

The importance of fire safety and how to behave around fire.

Feel empathy for the people who lost their homes and appreciate modern technology.

Interest in the past and the importance of studying events and people of the past, as the past has greatly shaped our lives today

### Community

*What links can we develop 'Near and Far'?*

Study London around the time of the Great Fire of London and how after the Great Fire, London was rebuilt very differently