



# The Great Fire of London

History	Geography	Art	Design and Technology	Computer Science
<p>The children will be asking questions and then researching to answer them based upon the historical event of the Great Fire of London. They will chronologically sequence the event and study the significant contributions made by Samuel Pepys into enabling us to understand how the event occurred. The children will identify similarities and differences between the way of life at that time and identify the changes in modern day building structures as a result.</p>	<p>The children will use maps and atlases to identify the capital city of London. They identify the location of the River Thames and develop an understanding of its importance in helping to put the fire out.</p>	<p>The children will use drag painting techniques and oil pastel smudging to create a flame of London picture. They will then draw a London city skyline to place over the top of their flame art to create a silhouette.</p>	<p>The children will be looking the structures of the houses of London during the Great Fire. The children will then explore nets of a variety of 3D shapes. They will use this to investigate the shape needed then design, measure and make a wooden framed 'house'. The children will develop accurate measuring and wood cutting skills.</p>	<p><b>Digital Literacy</b> The children explore Great Fire of London using Minecraft programming. They will travel through the virtual city of London solving problems and helping to put out the great fire.</p>
				<p><b>E communication and collaboration</b> We will learn to use search engines effectively enabling us to find key information about The Great Fire of London and Samuel Pepys.</p>
				<p><b>Computer Science</b></p>

## Core links through the curriculum.

### Basic Skills

### Real World Applications

English	Numeracy	Using Technology	Science
<p><b>Key texts</b></p> <ul style="list-style-type: none"> <li>The Great Fire of London – Beginning history.</li> <li>Toby and the Great Fire of London – Hopscotch histories</li> <li>You wouldn't want to be in the Great Fire of London – Jim Pipe</li> </ul>	<p>We will explore the nets of a range of 3D shapes to help us decide on the structure of the houses we will make as part of our DT project.</p> <p>Measuring different lengths to be able to cut wood accurately to create a 3D structure.</p>	<p>Using the internet to support our research into the event of The Great Fire of London.</p>	<p>We will explore the different types of materials and the different properties they have. We will understand how the properties they have helps to make them suitable for different jobs. Following on from this we will understand which materials are flammable. We will develop our understanding of how</p>
<p><b>Writing opportunities</b></p> <ul style="list-style-type: none"> <li>Story sequencing</li> <li>Writing newspaper reports</li> <li>Diary entry – Samuel Pepys.</li> <li>Information texts</li> </ul>	<p>Calculating dates of events and sequencing them chronologically using days of the week and telling the time to nearest hour.</p>		

<p><b>Reading opportunities</b> Children to have independent access to the topic related reading resources in the classroom. Children to use these as part of their information gathering and daily story time.</p>			<p>the building materials used at the time of the Great Fire played such a big part.</p>
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## Citizenship

Modern Britain	SMSC	Enterprise
<p><b>Democracy</b></p> <p><b>Rule of law</b> Building regulations and fire safety laws</p> <p><b>Individual Liberty</b></p> <p><b>Respect and tolerance;</b></p>	<p>Being safe, understanding dangers, Fire Safety (including trip to local fire station)  <a href="http://www.free-for-kids.com/fire-safety-for-children.shtml">http://www.free-for-kids.com/fire-safety-for-children.shtml</a>  <a href="http://www.sparky.org/">http://www.sparky.org/</a>  <a href="http://www.welephant.co.uk/">http://www.welephant.co.uk/</a></p> <p>RE – Agreed Syllabus The children will learn about religious prayers and poems. They will also explore how the world is cared for and the part they play in this.</p>	

## History

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
1. Constructing the past		
H.1.1.1. Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.	H.1.1.3. The child can briefly describe features of particular themes, events and people from family, local, national and global history. E.g. Retell the events of The Great Fire of London.	H.1.1.4. The child can explain a range of features covering family, local, national and global history and draw a range of conclusions. E.g. Recall the more significant events and people associated with The Great Fire of London and draw conclusions about it.
2. Sequencing the past		
H.1.2.1. Know where people and events fit within a chronological framework.	H.1.2.4.a. The child can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people.	H.1.2.5.a. The child can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. E.g. Select independently a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence.
H.1.2.2. Develop awareness of the past, using common words and phrases relating to the passing of time.	H.1.2.4.b. The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.	H.1.2.5.b. The child can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. E.g. Use and understand a wider range of words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.
3. Change and development		

H.1.3.1. Identify similarities and differences between ways of life in different periods. Study changes within living memory.	H.1.3.3. The child can identify independently a range of similarities, differences and changes within a specific time period. E.g. Recognise differences in aeroplanes from different decades.	H.1.3.4. The child can describe independently and accurately similarities, differences and changes both within and across time periods and topics. Eg. Identify and describe several changes, similarities and differences that have occurred in aviation over a century.
<b>4. Cause and effect</b>		
H.1.4.1. Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements.	H.1.4.3. The child can identify a few relevant causes and effects for some of the main events covered. E.g. Identify several causes, motives and effects of The Great Fire of London.	H.1.4.4. The child can comment on a few valid causes and effects relating to many of the events covered. E.g. Make a few valid judgements about the causes, motives and effects of The Great Fire of London.
<b>6. Planning and carrying out a historical enquiry</b>		
H.1.6.1. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.	H.1.6.3. The child can plan questions and produce answers to a few historical enquiries using historical terminology. E.g. Plan and find information needed to write a paragraph about which explorer was most successful.	H.1.6.4. The child can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. E.g. Plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response.

## Geography

<b>Classroom Monitor Objective</b>	<b>Expected Indicators</b>	<b>Exceeding Indicators</b>
<b>1. The UK and local area</b>		
G.1.1.1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	G.1.1.4.a. The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.	G.1.1.5.a. The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a range of maps.
G.1.1.2. Develop knowledge of the human and physical geography of a small area of the United Kingdom.	G.1.1.4.b. The child can know about the local area, and name and locate key landmarks. (E.g. Create a vocabulary list of the human and physical features of the local area. Describe these features and locate them on a map using images or drawings.)	G.1.1.5.b. The child can know the local area and its physical and human geography. (E.g. Investigate how other people view the local area, e.g. tourism websites. Create a vocabulary list of the human and physical features of the local area and how people can use and change these. Describe these features and locate them on a map using images or drawings.)

7. Fieldwork and investigation		
G.1.7.1. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	G.1.7.4.a. The child can use aerial photos to identify physical and human features of a locality. The child can draw a simple map with a basic key of places showing landmarks. (E.g. Create models of landmarks seen on a local walk, order the landmarks and correctly locate them on a large-scale map on the classroom or hall floor.)	G.1.7.5.a. The child can use aerial photos to identify a range of physical and human features of a locality. The child can draw a map with a key of places showing landmarks. (E.g. Create symbols for landmarks seen on a local walk, correctly locate them on a map and construct a key.)

## Design and Technology

Classroom Monitor Objective
Expected Indicators
<ul style="list-style-type: none"> <li>Design he/she can tell someone about his/her design ideas.</li> <li>Design he/she can make a mock up of his/her design and discuss it.</li> <li>Design he/she can create a drawing of his/her idea and templates for his/her design.</li> <li>Make Through exploring and assembly he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.</li> <li>Make he/she can use tape and glue to create temporary joins, fixed joins, &amp; moving joins.</li> <li>Make he/she can independently cut wood/dowelling using a hacksaw and bench hook</li> <li>Evaluate he/she can say how well his/her designs and product met the given design criteria.</li> </ul>

## Art

Classroom Monitor Objective
Expected Indicators
<ul style="list-style-type: none"> <li>Developing/ Applying Ideas he/she can show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.</li> <li>Drawing With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines</li> <li>Drawing With coloured pencil, he/she can keep within the lines of a drawing when adding colour.</li> <li>Drawing With wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines.</li> <li>Drawing With pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.</li> <li>Drawing With pastel/charcoal, he/she can blend and smudge.</li> <li>Drawing he/she can use charcoal pieces to create: different lines, large sweeping movements.</li> </ul>

## Computing

Classroom Monitor Objective	Expected Indicators	Exceeding Indicators
Programming		
C.1.2.1. Create and debug simple programs.	<p>The child can give a sequence of instructions to a floor turtle.</p> <p>The child can create a Bee Bot program using a sequence of instructions before running it using the Go button. The length of the child's programs might be expected to increase over the course of the year.</p>	<p>The child can give a sequence of instructions to a floor turtle, correcting mistakes.</p> <p>The child can run programs on a Bee Bot as a quite lengthy sequence of instructions. The child can work out where bugs are in their program, reset</p>

		the Bee Bot and enter corrected code. Typically, the child will need to have some way to record their programs before entering them, such as a whiteboard, Bee Bot instruction cards or the Blue Bot app.
Logical Thinking		
C.1.3.1. Use logical reasoning to predict the behaviour of simple programs	The child can give explanations for what they think a program will do. The child can explain to the teacher, and to peers, what they think a program will do. This could be a program they or their peers have written, or it could be a familiar piece of software (including computer games). The child could use an audio recorder or video camera to capture their explanations.	The child can give logical explanations for what they think a program will do.  The child should be able to give carefully reasoned explanations of what a program will do under given circumstances, including some attempt at explaining why it does what it does. The program could be one they themselves have written or it could be a computer game or a familiar piece of software. The child could use an audio recorder or video camera to record their explanation.
E-Safety		
C.1.1.1. Use technology safely and respectfully.	The child can keep themselves safe while using digital technology.  The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered Safe Search when looking for images on the web and that they should close the lid of a laptop (or similar action) if they find inappropriate images.	The child can keep safe and show respect to others while using digital technology.  The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered Safe Search when looking for images on the web and close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission.
C.1.1.3. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	The child can understand what to do if they see disturbing content online at home or at school. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. They should know to tell their teacher or their parents if this happens.	The child can understand what to do if they have concerns about content or contact online.  The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens, and be aware that they could talk to another trusted adult or to Childline about this
Creating content		
C.1.1.1. Use technology purposefully to organise, store and	The child can use digital technology to store and retrieve content. The child can use a range of digital technologies to store and access digital content. These might include laptop computers, tablets, smartphones,	The child can use digital technology to organise, store and retrieve content The child can use a range of digital technologies to store, access and organise digital content. Typically, they can use a

<p>retrieve digital content.</p>	<p>digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, open the e-book, import illustrations, add them to the e-book and save their work. In 1.4, retrieve previous work, import further illustrations and save their work. In 1.5, open the template, record audio, import it to the computer and save their work. In 1.6, open the card template, find images online and save their work.)</p>	<p>laptop computer, tablet or smartphone to help organise content, such as by moving this between one document and another or by moving content within the file system or on a document. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. (E.g. In 1.2, film and upload a child cooking. In 1.3, import illustrations, add them to the e-book and save their work. In 1.4, import illustrations, use PowerPoint to organise these according to the tasks, and save their work. In 1.5, record audio and import it to the computer, add audio to the correct pages in their presentation and save their work. In 1.6, find images online, add them appropriately to their e-card and save their work.)</p>
<p>C.1.1.2. Use technology purposefully to create and manipulate digital content.</p>	<p>The child can create original content using digital technology. The child can create their own original digital content using a range of technologies. These might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work. (E.g. In 1.2, film digital video. In 1.3, create an original painting. In 1.5, create original digital audio. In 1.6, type their own text.)</p>	<p>The child can create and edit original content using digital technology. The child can create and edit their own original digital content using a range of technologies. Content-creation technology might include laptop computers, tablets, smartphones, digital cameras, video cameras and audio recorders, although editing is likely to take place on laptops or tablets. Projects might include videoing one another cooking, developing an e-book or an audio book, creating a greetings card. Look for some indication of the child's creativity in this work as well as evidence that they have edited content. (E.g. In 1.2, film digital video and edit this on the computer. In 1.3, create and edit an original painting. In 1.5, create original digital audio, using editing tools, if available. In 1.6, type and edit their own text.)</p>