



Summer Term 1

Topic: We are Britain: Great Fire of London

History	Geography	Art	Design and Technology
<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 explore modern fire engines and their features, looking at what features are common to all vehicles and which are specific to fire engines, for example, wheels, axles and chassis. They will then investigate ways of making the body of a fire engine, design their own fire engine to a specific -criteria, make their fire engines following the criteria and then evaluate their own finished fire engine and their peers.</p>

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
<p>Find out about the development of the job of a firefighter since the event of the Great Fire. Explore the job role of a baker and look at how this career has developed over time.</p>	<p>Fire safety, being safe and understanding the dangers of fire - linking this to current forest fires in parts of the world.</p>	<p>Discuss the importance of local/national communities coming together for a common goal to tackle a problem e.g. Covid19 (present day) and the Great Fire with the absence of (now modern) firefighting equipment (past event)</p>

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts Sammy the street dog (ebook) The Great Fire of London - Beginning history. Toby and the Great Fire of London - Hopscotch histories You wouldn't want to be in the Great Fire of London - Jim Pipe</p>	<p>Calculating dates of events and sequencing them chronologically using days of the week and telling the time to nearest hour.</p>	<p>Using the internet to support our research into the event of The Great Fire of London.</p>	<p>Weather patterns during the time of the Great fire and the contribution this made to the spread of the fire.</p>
<p>Writing opportunities Newspaper report on the events of the Great Fire of London using eyewitness accounts and other sources of information to support the article.</p>			

Diary entries in the style of Samuel Pepys.			
<p>Reading opportunities 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>Non-fiction texts on The Great Fire of London</p>			

Objectives	Activities
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<p>Through discussion, I can generate ideas for a design</p> <p>I can design a product which appealing for myself and others based on my own design criteria</p> <p>I can label a drawing and explain a simple plan</p> <p>I can decide which materials are suitable for a structure</p> <p>I can build a structure and explore how it can be made stronger or more stable</p> <p>I can select tools for a purpose</p> <p>I can select a range of components and materials.</p> <p>I can use tape and glue to create temporary joins, fixed joins, & moving joins</p> <p>I can explain if a product was successful.</p> <p>I can ask other people what they think of my model.</p> <p>I can say what I like or do not like about a product</p>	<p>Explore the features of modern fire engines and purpose of equipment/structure on board.</p> <p>Identify a design criterion based upon the needs of a fire engine.</p> <p>Draw and label a plan for own fire engine model using this design criteria.</p> <p>Explore the structure of a vehicle (fire engine).</p> <p>Investigating the wheels, axle and chassis and discussing the materials needed to create these structures.</p> <p>Deciding upon materials needed to build and create the body of the fire engine ensuring the structure is strong and stable.</p> <p>Choosing the tools, materials and equipment (tape, glue etc) to make fire engines to our specified design.</p> <p>Evaluating our fire engine products against the design criteria and original plan.</p>
History:	
<p>I can identify a few similarities, differences and changes occurring within a particular topic.</p> <p>I can identify relevant features of particular historical themes, events and people from family, local, national and global history.</p> <p>I can ask and answer a few valid historical questions.</p> <p>I can depict on a timeline the sequence of a few objects and/or pieces of information.</p>	<p>Identify the UK capital city London and discuss what the features of this place are like in present day (houses, streets, transport etc) then compare this to a significant time (1666 - year of the Great Fire) and discuss how London was back then (houses, streets, transport etc)</p> <p>Identify, compare and discuss jobs of the people living in the 17th century and particularly firefighters. Compare to modern day jobs (link to previous terms careers topic)</p> <p>Learn about and create a timeline of the events of the Great Fire of London.</p> <p>Find out about where and how it started and why it spread so quickly discussing relevant causes e.g. no firefighting service/equipment and housing structures/positioning.</p>

<p>I can identify at least one relevant cause for, and effect of, several events covered.</p> <p>I can consider one reason why an event or person might be significant.</p> <p>I can extract information from several different types of source including written, visual and oral sources and artefacts.</p>	<p>Use a variety of sources of information to become familiar with where our knowledge of the Great Fire has come from e.g. newspaper articles, paintings of the fire and diary entries by eye witnesses.</p> <p>Focus on the diaries of Samuel Pepys and understand how his accounts of the fire enable us to have the most helpful account of this historic event.</p>
<p>Geography:</p>	
<p>I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</p> <p>I can use aerial photos to identify features of a locality.</p>	<p>Children will use a map to identify London as the capital city of England/UK and locate whereabouts in the UK they live in comparison.</p> <p>The children will use an aerial map of 17th century London to identify the places in which were affected by the journey of the Great Fire.</p>