

| Title: London's Burning  |  | Year: 1<br>Duration: 4-5 weeks   |  |                                |
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| Objectives   | Subject  | Teaching Ideas   | Areas of Continuous Provision  | Literacy / Maths Opportunities |
| <p><b>Early Learning Goal:</b></p> <p><b>Year 1:</b><br/> H – Know where the people and events they study fit within a chronological framework<br/> H – use a wide vocabulary of everyday historical terms<br/> H – ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events<br/> H – study an event beyond living memory that is significant nationally.<br/> A &amp; D – develop a wide range of art and design techniques in using colour, patten and texture<br/> M – use their voices expressively and creatively by singing songs and speaking chants and rhymes<br/> M – experiment with, create, select and combine sounds using the inter-related dimensions of music</p> | <p>History<br/> Art<br/> Music<br/> Design<br/> Technology</p> | <p>Launch Day/TASC:</p> <ul style="list-style-type: none"> <li>What did the city of London look like in 1666? (House types, layout of the buildings) Create whole class model including street plan and fire breaks.</li> <li>What happened during the Great Fire of London? Re-create the fire of London with the model (H &amp; S)</li> </ul> <p>Music links – e.g. London's Burning – singing / singing in rounds / combining sounds</p> <p>What happened after the Great Fire of London?</p> <ul style="list-style-type: none"> <li>Learn about Samuel Peeps and the creation of the Fire Brigade. (Visit to the Emergency Services Museum)</li> <li>Learn about changes to housing designs / materials and insurance</li> </ul> <p>Group challenge: Create and run your own fire company after the Great Fire of London.</p> <ul style="list-style-type: none"> <li>Special visit into school from the fire service to give pupils the knowledge of what the fire service have now</li> <li>How would you organise yourselves? What roles and positions would you take?</li> <li>What equipment would you need?</li> <li>What clothing would you need?</li> <li>How would you sell your service and compete with other fire companies? What makes your fire company special?</li> <li>What would happen if there was a fire in London today?</li> </ul> <p>Why was Samuel Peeps an important historical figure?</p> <ul style="list-style-type: none"> <li>Who was he? What did he do?</li> <li>How do we know about him? What did he bury in his time capsule and why?</li> <li>What would you bury in your own time capsule and why?</li> </ul> | <p>Role play:</p> <p>Small world:</p> <p>Maths area:</p> <p>Book area:</p> <p>Sand or water:</p> <p>Creative:</p> <p>Construction:</p> <p>Curiosity table:</p> |                                |

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|  |  | <p>Topic close- pupils from Trust schools to make and bury their own time capsules.</p> <p>LITERACY UNITS:<br/>Recounts – Simple retells from views of different historical characters<br/>Advertisements for Fire Service<br/>Instructional leaflets for ‘How to put out a fire’ or ‘How to use fire fighting equipment’.<br/>Poems – rhyming words</p> |  |  |
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