

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

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