

Year Group 2 Autumn Term 1 Great Fire Of London Foundation Subjects

	1	2	3	4	5	6	7
Geography or History	<p>Geog Identify London on a map. Noticeable landmarks. Why it is an important city.</p>	<p>Hist Make a timeline. Begin by making a week timeline. Then a year timeline, then a timeline since they were born, then a timeline from before they were born etc.</p> <p>Make a timeline to show the events of the GFoL.</p>	<p>Hist Show pics of London in 1666 and today. Similarities and differences.</p>	<p>Hist What would an 'eyewitness' have seen. Discuss Samuel Pepys and his diary. Is it fact or fiction? Why might diaries from the past be useful for us today?</p>	<p>Hist/Geog Look at the layout of old London, how the houses were so close together. This aided the fire to spread quickly. What other disadvantages might a layout like this have had. Teach about the plague.</p>	Assessment	Assessment
	<p>LO: To know where London is.</p>	<p>LO: To understand that events took place before their birth.</p>	<p>LO: To know the changes which have taken place over the course of history.</p>	<p>LO: To understand the role of an eyewitness</p>	<p>LO: To identify and use clues (inference)</p>		
Science (Everyday materials)	<p>Use a variety of materials to see which are absorbent.</p>	<p>Devise an investigation to discover the absorbency properties of a range of materials for building a house.</p>	<p>Test the absorbency of various coats. What is it about certain coats which make them more waterproof than others?</p>	<p>What happens to wax when it is heated? How about when it cools again? What could wax be used for?</p>	<p>Science assessment</p>	<p>Core subjects assessment</p>	<p>Core subjects assessment</p>

	LO: Perform simple tests	LO: Use observations and ideas to suggest questions.	LO: Gather and record data to help in answering questions.	LO: Observe closely, using simple equipment.			
SRE/PSHE	People who can help us: If we had an emergency like the great fire, who would help us? There were no firefighters in 1666 and medical attention was much poorer.	How would the great fire have been different if they had then the emergency services we have nowadays.	PATHS scheme to run weekly alongside topic related PSHE lessons.				
	LO: To understand the important roles of the emergency services.						
Music	Listen to Tudor music. What instruments can be heard. Where might the people have gone to hear music in 1666.	MUSIC EXPRESS LESSONS TO BE USED TO TEACH ABOUT PITCH, TONE, LENGTH etc.	Keyboard lessons	Keyboard lessons	Keyboard lessons	Keyboard lessons	Keyboard lessons
	LO: To recognise and discuss a historical style of music.						

Art	Create a silhouette picture of the London skyline as it is now. Use sun bleaching on sugar paper.	Create a picture of the 1666 skyline burning. Use different shades of just two or three colours.	Use charcoal drawing to create a close up image of St Pauls Cathedral	Use sugar paper to create a collage of a Tudor house.	Use pencil crayons to create a detailed drawing of some of the artwork on St Paul's Cathedral's dome.	Use clay to create a gargoyle or angel statue as seen in St Paul's Cathedral.	
	LO: Line drawing and cutting skills.	LO: Colour mixing / shades of a colour.	LO: To use shading and smudging techniques.	LO: Cutting, layering and collaging.	LO:	LO: To manipulate and mould clay to create a sculpture.	
Computing		To learn the safety of the internet		Use Purplemash to complete simple codes		Use Purplemash to move towards more complex codes (if children secure with basic coding)	
		LO: to create a poster on e-safety		LO: To perform simple codes		LO: To perform more complex codes	
Trips and Visits	Aston Hall 'London's Burning' organised workshop.						