

Year 2 – Spring Term – Learning Challenges

Big Question

Who really was to blame for the Great fire of London?



Learning Challenges

	1) How did the Great fire of London start? 2 weeks	2) Why did the fire spread so far? 2 weeks	3) How do homes differ from then and now? 2 weeks	4) How do we know what happened in the Great Fire of London? 2 weeks	5) What were the benefits of the Great Fire of London? 2 weeks	6) PUPIL LED – Learning Challenge 1 week
English	-Great Fire of London story using sources of primary evidence -Different roles – who/what/where and why Extended Writing: - Fact sheet -Diary entry: Samuel Pepys	Extended Writing: -A day in the life of a Londoner -Character description: Samuel Pepys	Extended Writing: -Non-chronological report :structure of a day -Non-chronological report: suitability of materials	-Poetry – fire poems	-Poetry – fire poems	
Geography	-Where is London? Locate within the United Kingdom - Differences between town and country.				-The journey of the Plague across Europe	
History	-Thomas Farrinor – Eye witness account	-Similarities and differences with fire engines now and then -Comparison of housing – I think, I see, I wonder	-Range of sources – gather evidence from a picture -Tax record – how did people live? -Plan of a new London – King Charles	-Picture source – I think, I see, I wonder	-Doctors then and now -Non-chronological report - Plague Doctor -Letter to King Charles II	
Science	-Camp fire – identify and name a variety of materials and flammable materials	-Investigate a variety of materials – which material will be suitable to make a leather bucket? -Design a leather bucket	-Make our own buildings with thatched roofs and display the buildings close together, demonstrating how the fire easily spread. Rebuilding London -Design a street using different materials	-Investigate - What makes a good water squitter? -Explore materials used to make fire equipment then and now	-Investigate transfer of germs	
Art/DT and Music	DT Taste bread -Follow Thomas Farrinor recipe to make bread	DT Taste bread -Follow Thomas Farrinor recipe to make bread	DT -Design and make a fire cart	DT -Design and make a fire cart	DT -Design and make a fire cart	
Speaking and listening, questions and debate style sessions	-Discuss materials during the camp fire and how these affected the way the fire spread.	-Discuss materials during the camp fire and how these affected the way the fire spread.		-Samuel Pepys’ diary – importance of a written record		

Year 2 – Spring Term – Compulsory Objective Guidance

History

Hi1/1.2 events beyond living memory that are significant nationally or globally

e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Geography

Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Ge 1.3b Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Ge1/1.4b use simple compass directions (North, South, East and West) and **locational and directional language** to describe the location of features and routes on a map

Ge1/1.4c 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

Art

Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Mu1/1.2 play tuned and untuned instruments musically