



London's Burning



Y2 Main Overview (Summary of Topic/Key Information)

As part of this fantastic topic, we will be learning about the plague and the Great Fire of London. We will be learning about the events leading up to the fire and the impact this event had on Britain. We will also be learning about famous people such as Samuel Pepys. We will gain an understanding of the past to ask and answer historical questions. We will use artefacts, pictures, stories and online resources to find out about the past.

Key Facts



The fire started on Sunday 2nd September 1666 in London, on Pudding Lane, in a bakery. The baker, Thomas Farriner, believed he put the fire out but in the middle of the night the fire grew and his house was in flames. A total of 13,200 house and 87 churches were destroyed, plus, St Paul's Cathedral, The Royal Exchange and Guildhall also burnt down. Pudding Lane is still there today. Building regulations had to be brought in to stop this happening again. Instead of wood, brick had to be used on all houses. Many streets were widened across London. Samuel Pepys became famous for writing a diary of the events.

Key Questions

Who famously wrote about the fire in his diaries? How long did the fire last?
Which famous landmark burnt down in the fire? Where did the fire start?
In what year did the Great Fire of London happen? What caused the fire to spread quickly? How did the fire change London?



Subject

Key Skills Covered

Key Vocabulary

History



We will learn about the important events of this period of time, including how the fire spread and the lives of significant people living at the time, including Samuel Pepys. We will then understand how London was rebuilt after the fire and how the building materials used today are now very different. The children will recall specific dates in history and be able to place dates, events and artefacts on a timeline.

Fire, smoke, London, bakery, River Thames, Monument, diary, Tower of London, cart, burning, St. Paul's Cathedral, Samuel Pepys, plague, spread.

Geography



Children will describe how events in history have shaped our lives and physical surroundings. Children will learn how London has changed, including its buildings, people and transport. We will learn how houses; narrow streets; and the fire brigade have changed. Children will study images of London before and after the fire.

Locality, Area Surroundings, North South, West, East, London, Pudding lane, River Thames.

Science



Children will learn that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals including humans, for survival (water, food and air). Children will learn about the importance of exercise, eating the right amounts of different types of food and food hygiene.

Human, adult, exercise, heart, body, healthy, fruit, vegetables, water, air, baby, adult, offspring, hygiene, amount, nutrition, reproduce

Art



We will learn about the artists Georges Braque and Kurt Schwitters. We will develop our use of line and shape. Children will look at houses during the time of the Great Fire and draw a house in that style using pencils/charcoal. Children will use collage techniques to create a Great Fire of London picture.






Media, Design, Material Fabric, Paint, Chalk, Pencil, Paper, Artists, Mixed, Canvas, Colour

DT



We will be making our own bread. We will learn about the principles of a healthy diet and begin to understand where food comes from. We will discuss what we know about bread and how it is made. Children will have the opportunity to follow a recipe and make their own bread. Children will taste it and evaluate it.

Design, healthy diet, origins, food, farming, harvest, recipe, instructions, ingredients, bread, structure, taste, evaluate.

<p>Music</p> 	<p>This term the children will listen with concentration and understanding to a range of high-quality live and recorded music. The children will think about how music can help us to tell a story and express our feelings. They will also use the music in this unit to explore loud and soft sounds. In addition they will learn the lyrics to the song 'Rainbows' and play instruments alongside to perform to others.</p>	<p>Instrument, rhythm tone, singing, music, instruments, audience, play, improvise, pitch, low, high, solo, posture</p>
<p>PE</p> 	<p>We will be studying tennis and dance this term. For tennis, we will learn how to throw and catch accurately as well as hitting the ball with a racquet. For dance, we will be listening to different pieces of music and explore and perform a variety of dance movements to travel. We will also respond to music - imaginatively to a story and explore movements based on the great fire of London.</p>	<p>Throw, Catch, Count Team, Pass, Jumping, Landing, Bending, Balance.</p>
<p>Computing</p> 	<p>Children will learn to use technology purposefully to create, retrieve and store digital content. We will also recap our word processing skills and demonstrate how to select text and then change the font size and colour. We will be reinforcing how to use the internet safely whilst continuing to learn about our topic of The Great Fire of London.</p>	<p>Internet, Keyboard, Mouse, Spacebar, Enter, Return, Delete, Backspace, Edit, Save, Save As,</p>
<p>RE</p> 	<p>We will be focussing on Christianity again this term but looking at it through the eyes of a Scientist and asking lots of questions. We will be thinking particularly how Christians belong to their faith family.</p>	<p>Christianity, Belonging, Symbols, Celebration, Christening, Baptism, Faith, Prayers, Font, Festival,</p>
<p>PSHE</p> 	<p>We will be learning about 'Keeping Myself Safe'. We will learn to recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. We will identify safe secrets (including surprises) and unsafe secrets. We will learn to recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. We will also continue to learn the Willowbrook core values; INDEPENDENCE – HAPPINESS – TEAM WORK – CARING – RESPECT – HONESTY.</p>	<p>safe, answer, care, worry situation, reflect, caution, touch, uncomfortable, comfortable, like, dislike, body language, facial expression, concern unsure, secret, surprise, trusted, exciting, nervous, anxious, inappropriate</p>
<p>English</p> 	<p>We will start this term learning about Traditional Tales, focussing in particular on Jack and the Beanstalk, eventually writing our own version of this story. We will also use our topic to create exciting writing opportunities by writing diaries, just like Samuel Pepys did with The Great Fire of London. In addition to this, we will be reading, learning and sharing a variety of poetry. We will then enjoy writing our own poems.</p>	<p>Purpose, Structure, Dates, Language, Grammar Spelling, Punctuation, Poems, Letters, Diaries, Story, Fictions, Non-fiction, Facts, Opinion,</p>
<p>Maths</p> 	<p>We will be learning through concrete, pictorial and then abstract methods. This is where the children will be using physical objects to solve maths problems. Children then move on to using pictures and drawings to solve problems and then finally abstract. This is when the children have a deeper understanding. This term we will focus on money, multiplication, division, length and height, mass, capacity and temperature.</p>	<p>Mastery, Addition Subtraction, Groups, Equals, Calculations, Place Value, Measurement, Depth, Greater Depth, Pictorial, Concrete, Abstract, Pictures.</p>