

Thematic Planning for Autumn Term
The Great Fire London: London's Burning
Year 2

Big Questions	
<ol style="list-style-type: none"> 1. What information do you know about the Great Fire of London? 2. How has The Great Fire of London impacted on our lives today? 3. How do we know about The Great Fire of London today? 	
Values Question	
<p><i>How could we show God's love to others in times of struggle?</i></p>	
Knowledge	
<ul style="list-style-type: none"> • Know when The Great Fire of London happened. • Know what peoples' lives were like in 1666 (houses, food, health, transport). • Know how it started, spread and stopped. • Know who Thomas Farriner is, where he lived, and how he was involved with the fire. • Know the reigning of monarch at the time of the fire and their role • Know who Samuel Pepys is, his role during the fire and how his diary is a source of information. • Know how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity). • Know which primary colours to use to make secondary colours. • Know that black and white are used to create tints and tones. • Know why food hygiene is important. 	
Vocabulary	
<p>Great Fire of London, History, historical, past, present, now, today, before I was born, a long time ago, a very long time ago, before, first, after, next, last, old, new, older, newer, years, 17th Century, 1666, monarch, King Charles II, Samuel Pepys, Thomas Farriner, Tower of London, St Paul's Cathedral, River Thames, GFoL monument, Pudding Lane, leather bucket, fire hooks, gunpowder, fire carts, bakery, stone oven, diary, artefact, picture, photograph, information, research, compare, similar, different, primary colours, secondary colours, mixing, tints, tones, design, evaluate, hammering, sawing, hinge, joining, hygiene, weighing, sieving.</p>	
Skills	
History	Chronology
	<p>Recall specific dates in history</p> <p>Place events and artefacts on a timeline.</p>



	<p>Label timelines with past, present , older and newer World History Show an understanding of the nation’s history. Describe a significant person and event from the past.</p> <p>Investigate and interpret Describe how events in history have shaped our lives. Ask questions such as- what was it like for people? What happened? How long ago? Use artefacts, pictures, stories and online resources to find out about the past Identify differences and similarities between ways of life us and the people of 1666. Recognise reasons why people from the past acted the way they did.</p> <p>Communicate Historically Identify different ways the past has been represented. Retell an event from the past Use drama to improve understanding</p>
Art	<p>Researching and describing different images and mediums documenting the fire. Use thick and thin brushes Mixing primary colours to make secondary colours Creating colour wheels. Adding black and white to colours to make tints and tones.</p>
Design and Technology	<p>Communicating Technologically Design a product with a clear purpose (Biscuit making) Refine designs as work progresses. Evaluate their products against design criteria.</p> <p>Design Inspiration Explore objects to identify how they have been created (Biscuit Making)</p> <p>Materials and Construction Task: Tudor Houses Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of joining techniques (such as gluing, hammering, hinges or combining materials to strengthen)</p> <p>Food Task: Pudding Lane Bakery making King’s Biscuits and Rock Cakes Handle ingredients safely and hygienically Measure or weigh using measuring cups or electronic scales Assemble or cook ingredients.</p> <p>Textiles</p>



Task: Christmas Craft – Christmas Tye-Dying T Shirt

- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

