

Curriculum Driver

How did the fire start?

Year 1 Spring Term

Topic Question: How did the fire start?

Linked people of study: Thomas Farriner, King Charles II, Samuel Pepys

Linked texts: Vlad and the Great Fire of London by Kate Cunningham

The great Fire of London by Emma Adams The Three Little

Wolves and the Big Bad Pig (Eugene

Trivizas) Here Comes Mr Postmouse (Marianne Dubuc)

Trips/Visitors: Tri-services Tolvaddon visit to school

Topic Composite/Finale: Recreation of the Great Fire of London

Linked Prior Learning: Early Learning Goal: Children know about similarities and differences in relation to objects and materials. Understanding the world 30-50 months.

Expressive Arts & Designs 40-60 months

Year 2 Future Learning Link: 'How powerful is our ocean?' Where in the world are we?



History

Intent: To be able to re-tell the events of the Great Fire of London and explain why it happened.

Skills, and Knowledge Components Focus

- Put things in order significant to themselves.
- People, photographs, Personal Opinions and facts.
- To ask Who? Where? When? Why? questions
- To talk simply about why something happened.
- To use Past, present, future, Language

Sticky Knowledge:

- The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
- The fire started because the fires used for baking were not put out properly.
- On Monday the fire got very close to The Tower of London.
- People used leather buckets and water squirts to try to put the fire out, but these did not work.
- On Tuesday St Paul's Cathedral was destroyed by the fire.
- King Charles II ordered buildings to be pulled down to stop the flames from spreading.
- On Wednesday the wind died down and the fire spread more slowly.
- On Thursday the fire is finally put out and people are left homeless.

Key Vocabulary: London, bakery, River Thames, Tower of London, St Paul's Cathedral, cart, Samuel Pepys, burning, diary, monument, eye witness, embers, Thomas Farriner, Pudding Lane, homeless, fire hooks, timeline, spread, source, King Charles II, opinion, fact

Subject Composite: Class re-enact the Great Fire of London using houses they have built in DT. Children use their knowledge of the timeline of events to re-tell what happened. A class video is created to share with parents and the wider school community.

Impact: Children know that the capital city of England is London. They know that we can learn about events in the past using sources such as books and the internet. Children are inquisitive and ask who, where, when and why questions to learn more about events of the past.

Science

Intent: To know that objects are things you can touch and see and are made from different materials. They can use words to describe different materials and can sort materials into groups. Children are able to explain why a material would be good for a particular purpose and can answer questions such as 'What is the best material for curtains?'

Skills, and Knowledge Components Focus

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Ask simple questions when prompted
- Make relevant observations
- Perform simple tests, with support
- Identify and classify
- Use observations and ideas to suggest answers to questions
- With prompting, suggest how findings could be recorded properties

Sticky Knowledge:

- Objects are things that you can touch or see.
- Objects are made from materials.
- I know that plastic, wood, metal, glass, stone and fabric are some types of materials.
- If an object is soft, it is easy to cut, fold or change the shape of.
- If an object is stretchy it can be pulled to make it longer or wider without breaking.
- If an object is rough, it feels or looks bumpy and uneven.
- If an object is waterproof it keeps water out. It keeps things dry.
- If an object is not waterproof it lets water in.
- Transparent objects can be seen through.
- Opaque objects can't be seen through.
- If something is absorbent it can soak water up.
- If something is not absorbent, it does not soak water up.
- Natural materials are materials which are found in nature.
- Man-made materials are materials which have been produced by humans.

Key Vocabulary: objects, materials, plastic, wood, metal, glass, stone, fabric, water, stone, stretchy, waterproof, not waterproof, transparent, opaque, absorbent, not absorbent, similar, different, compare, group, man-made, transparent, strong, strongest, heavy, light, predict, investigate.

Subject Composite: Children will investigate the best materials for a house. Linked to the story of Three Little Pigs and The Great Fire of London.

Impact: Children have a good understanding of materials and their properties and can use this knowledge to inform them in their own lives. E.g. Wear a waterproof coat in the rain. Fabric is absorbent and can be used to clean up spillages.

Art

Intent: Children create own piece of clay Jewellery linked to the Crown Jewels in the Tower of London.

Skills, and Knowledge Components Focus

- Use a range of textile equipment including beads and fabric/thread for sewing
- Malleable materials.
- Manipulating clay using fingers and tools.
- Threading and using a needle to create a stitch.
- Use a range of tools (sponges, fabric) to begin to experiment with texture.

Sticky Knowledge:

- I know that by rolling, pressing, cutting and using different tools I can shape clay in different ways.
- I know that clay hardens when it dries.
- I know that you can print onto clay using different materials.
- I know that thread goes through the eye of a needle and can be used to create a stitch.

Key Vocabulary: thread, fabric, sewing, stitch, needle, eye, clay, sponge, material, cut, roll, slice, squash, texture, texture, jewel, beads, precious, mould, tool

Subject Composite: Children to create a piece of Jewellery using beads and clay for their own crown Jewel exhibition.

Impact: Children understand how precious and special jewellery can be to people. They create their very own special piece of jewellery to give as a gift to a loved one.

Computing

Intent: Children can explain what an email is and why they are used. Children begin to develop an understanding of how to keep themselves safe online.

Skills, and Knowledge Components Focus

- Develop an awareness of appropriate language in an email.
- Recognise how ICT is used beyond school.
- Use technology to create digital content.
- Know what to do if they see something inappropriate online.
- According to schools E-safety policy and acceptable use policy.

Sticky Knowledge:

- I know that an email is an electronic letter or message that can be sent via the internet.
- I know that sending an email is much quicker than sending a letter in the post.
- I know that people have email addresses.
- I know that people send and receive emails for lots of different reasons.
- I must always be with an adult when using a device.
- I must tell an adult if I see something inappropriate online.

Key Vocabulary: email, address, subject, send, receive, instant, online, device, safety, appropriate, inappropriate

Subject Composite: Children to send an email to Mrs Wilkins inviting her to watch their re-enactment of the Great Fire Of London.

Impact: Children know that email is another form of communication and have an awareness of how this is used in every day life. Children know how to keep themselves safe when using a device and know it is important that an adult is with them when using the internet.

DT

Intent: - To know how to make free-standing structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.

Skills, and Knowledge Components Focus

- Design a product to do a specific job.
- Draw and label pictures of their design ideas.
- Explore different materials and components to find appropriate ways of joining materials.
- Explain why their product is good.
- Explore ways of joining cards to make it move (e.g. split pins). Easter Card
- Build structures and explore how they can be made stiffer and stronger using a range of materials.

Sticky Knowledge:

- I know that I need to think about the purpose of my design before I plan and make it.
- I need to plan which materials and tools I will need to make my object.
- I know that a structure is something that has been made and put together.
- I know how to strengthen a structure to make it stiffer and more stable.
- I know that evaluation is when you look at what is good and what can improve.
- I know that a wide base makes a structure stable.

Key Vocabulary: cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function., stable, strengthen

Subject Composite: Children to design, make and evaluate a structure/home for The Three little Pigs.

Impact: Children are inspired to design and create their own models using materials around them. Children have an idea and make it come to life using the skills they have gained!