

Year Group - 2	Term – Autumn 1		
Name of Unit Overview – The Great Fire of London 		Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
		Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
		Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
		Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
Context, Big Questions and Wider World impact ✓ Why did the Great fire of London start? ✓ How long did it last for? ✓ Who was affected by the fire? ✓ How have houses changed since the Great Fire of London? ✓ How has London changed since the 17th Century? ✓ How have firefighting services changed? ✓ Fire safety rules			
Subject specific learning areas			
Science		Suggested journey of the unit	
Prior learning and where the objectives are revisited later in the year.	Key year group learning		
Previous years - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - identify and name a variety of common animals. - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals.	Focus- Animals Including Humans- Growth Can we? ✓ Describe the needs of animals for survival. ✓ Describe the needs of humans for survival. ✓ Explore the importance of eating the right food. ✓ Describe what a healthy balanced diet looks like ✓ Investigate the impact of exercise on our bodies ✓ Investigate the importance of hygiene	Week 1 Transition and getting to know you activities Week 2 Science: Describe the needs of animals for survival Topic: Hook Lesson – What questions do we have about the Great Fire of London? What would we like to learn? What do we already know?	

Humanities – History & Geography		Explore where the fire took place, locate it on a map and share what we already know about London.
Prior learning and where the objectives are revisited later in the year.	Key year group learning	Art: Whole School Display Art – Using collage and colour to create leaves
Previous years - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - use different sources to find out information about historical events. - discuss how the past has influenced choices today	Can we? ✓ Use maps to identify the UK, England, and locate London as its capital city. ✓ Describe how human structures (Tudor houses made of wood, straw roofs, and narrow, closely built streets) interacted with physical conditions (a dry summer drought and strong easterly winds) to make the fire spread so quickly ✓ Use aerial photographs to recognise landmarks and basic human and physical features ✓ Place the events of The Great Fire of London in September 1666 in order (e.g., starting in a Pudding Lane bakery, spreading due to high winds and wooden buildings, and finally being extinguished). ✓ Describe why the fire happened (flammable building materials, dry weather) and what changed as a result (building back with brick and stone instead of wood). ✓ Ask questions about the past and use sources, such as Samuel Pepys' diary, to find out what happened and how people felt. ✓ Comparing 17th-century London (straw roofs, leather buckets for putting out fires) to how we live, build, and fight fires now.	Week 3: Science: Describe the needs of humans for survival. Topic: Exploring what London is like now and what it was like in the past, making simple comparisons and using simple vocabulary. Art: Great Fire of London Artwork Week 4 Cardboard Challenge - Friday Science: Explore the importance of eating the right food. Topic: Explore what houses in the past were like and how they have changed. Design and Technology: Make our own Tudor houses using cardboard. Week 5 Science: Describe what a balanced healthy diet looks like. Topic: To explore how the Great Fire of London started, thinking about what information we can use to learn about the past. Art: Great Fire of London Artwork Week 6 Science: Investigate the importance of exercise on our bodies. Topic: Exploring and sequencing the events that occurred in the Great Fire of London. Art: Great Fire of London Artwork
Art and Design & Design Technology		
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
Previous years - Mix poster paint to create a range of tones within the same colour - Select from and use a wide range of materials and components according to their characteristics Revisit within this year	Can we....? ✓ Draw a picture of our design and label what materials and colours will be used. ✓ Design a 3D house model that looks like a real Tudor building. ✓ Build a stable base using boxes so the house does not wobble or fall over. ✓ Use safe joining methods like glue, masking tape, or paper tabs to attach walls and roofs securely. ✓ Add distinct features such as dark timber beams, a pitched roof, and a front door. ✓ Explain what went well and what could be improved next time ✓ Use a range of materials creatively to design and make products ✓ Control a pencil with precision for sketching ✓ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	

Computing and Technological Understanding			
Prior learning and where the objectives are revisited later in the year.		Key year group learning	
Previous years Recognise common uses of information technology beyond school Revisit within this year		Can we....? ✓ Understand how to use a web browser to navigate websites effectively when doing internet research. ✓ Search for sensible, suitable images online and insert them into a document. ✓ Describe rules for staying safe online and why they must be followed. ✓ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	
		Week 7 Science: Investigate the importance of hygiene. Topic: To explore Samuel Pepys, a significant individual in History and explore different sources to help us think about how we know what happened in the Great Fire of London. Art: Harvest Week 8 Science: Investigate the importance of hygiene. Topic: Art: Harvest	
Vocabulary Oracy activities	✓ Vocabulary – Fire, Tower of London, Thames River, firefighter, burning, fire engine, diary, axe, smoke, modern London, 17 th Century London, Samuel Pepys, ✓ Performance – Sequencing and retelling key events in the Great Fire of London - Practising tone, speed and body language. ✓ Communicating with others- Working as part of a team to investigate the events of the Great Fire of London. ✓ Debate- Was the Great Fire of London a good or a bad thing?	Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?	✓ Role play ✓ Trunk Theatre ✓ Cardboard Challenge Day ✓ Burning Tudor Houses
		Trips/ Visits / Experiences	✓ Role play ✓ Trunk Theatre ✓ Cardboard Challenge Day ✓ Burning Tudor Houses ✓ Baking Tudor Bread
Discrete subject learning focus areas			
Music	Sing Up unit- Tony Chestnut - Learn a melody and add actions on the beat - Track the shape of the melody with gesture - Play melody with instruments - Compose call-and-response music	RE	Christianity What do Christians believe God is like?
PE	GetSet4PE Fundamentals: To explore how the body moves at different speeds.	PSHE	Families and Relationships: - Understand that families offer love and support and that different families may be made up of different people. - Consider what friends may be thinking and feeling in different situations.

	- To develop balance, stability, changing direction and dodging. - To explore jumping, hopping and skipping actions. Gymnastics: - To use shapes to create balances. - To link travelling actions and balances using apparatus. - To show different shapes, take offs and landings when jumping.		- Recognise some issues that may occur in friendships and which of these may need adult help to resolve. - Understand that expectations of manners may change according to the situation.
Final quality products	- Tudor houses to replicate the Great fire of London. - Great Fire of London Artwork - Setting description about the Great Fire of London - Diary entry in the role of someone there at the time of the Great Fire of London	Home learning opportunities	Maths or Literacy home learning will be posted on Seesaw each Friday. Reading Bingo sent out via Seesaw. Optional topic linked activities for children to complete if they would like to.
International			
Prior learning: ✓ International Week ✓ Learning about the seven continents ✓ Map work linked to the United Kingdom Revisit within this year ✓ Map work - Exploring different cultures	- Locate and identify countries on a map and providing the international context for this topic - Understanding different cultures, values and customs - Similarities and differences between UK and other countries - Understanding details, similarities and differences of the lives of others, past and present	Learning to come from those activities	
CASE (Climate and sustainability Education)			
Prior learning: Revisit within this year PSHE links	Recycling focus: - Recycle - Reuse - Reduce - Plastic pollution in the oceans. - Deforestation	Learning to come this half term.	- Exploring how we can look after our environment and protect animals and plants habitats. - Discussions around why looking after our environment is important and how we can do this. - Learning about the importance of recycling and reusing and the positive impact this can have.
Enriching our curriculum and personal development opportunities.			
Experience			Learning to come from those activities
Hello Yellow Day Carboard Challenge Day			From these activities, children will further develop their oracy skills, independence, collaboration, perseverance and optimism. This will support them to further develop their self-esteem and confidence.