



Lower Heath CE Primary School

Cycle A - KS1 - Autumn - London's Burning



Launch



Explore



Energise



Celebrate

Children will take part in a themed day, starting with a treasure hunt (different clues about the Great Fire of London), eventually leading them to the discovery of Samuel Pepys' diary. They will create 3D models of Pudding Lane houses and compare London in 1666 and the modern day.

Pupils will go on an educational visit to Ford Green Hall (Staffordshire), with a full day visit including a house tour and three themed workshops.

Mantle of the Expert with Samuel Pepys: lesson to immerse children in the events of the fire - revisiting the key chronology and events. Children will write/record diary extracts from Samuel Pepys' diary and publish them via Class Dojo.

Perform and record 'London's Burning' and 'London Town has fallen down' to share with parents/rest of school.

Links to Lower Heath Pledge:

- Take part in an experiment (linked to materials/properties in science)
- Draw and label your dream for your future (linked to school half termly value of 'hope')
- Sing a song in a different language (European Day of Languages)
- Do something for charity (Hello Yellow Day)
- Visit a place where you learn something new (linked educational visit)
- Take part in a class vote which affects a whole-school decision (school council and eco monitors)
- Go to the theatre (Christmas pantomime)

Theme Content

Geography	History	Science	RE
<p>*Comparing urban and rural settlements and considering what a home is. *Action aid - 'What is a home?' locate London on a map and describe its location. *locate London on a map and describe its location. * identify and describe landmarks of London using interactive and aerial maps and information texts. * use compass points and directional language to navigate between London landmarks. * identify and describe a variety of geographical features in London: find out about some of London's key physical features, including hills, rivers, lakes, forests and parks. * explore seasonal weather patterns in London. Children will consolidate their understanding by planning an imaginary trip to London. They will consider how they will get there, what they will need to wear for the season, what they will see and many other things.</p>	<p>* develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666. * identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666. * know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started. *Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. *Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>Year1: Everyday materials: *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 Scientists: The Wright Brothers Year 2: Uses of everyday materials: *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Scientists: Charles Macintosh</p>	<ul style="list-style-type: none"> • An introduction to the Creation story through an age-appropriate video animation and a storybook ('In the Beginning' by Steve Turner) • Showing an understanding of the Creation story through sequencing activities (Year 1) and storyboard tasks (Year 2) • Working collaboratively to retell the Creation story through drama and role play, and creating illustrations for each of the 7 days • Developing local links - Harvest and Harvest offerings • Considering ways to care for our planet and world • Developing personal links and reflections - considering the best things about God's world
PSHE/RSE	Art	DT	Music
<p>*Children will explore the roles of different people and different families through discussions and books. *Children will explore what is meant by safe relationships including: recognising privacy; staying safe and seeking permission *Children will learn how behaviour affects others. They will explore what being polite and respectful looks and feels like. RSE Children will explore how we are all different but can still be friends and that we can be friends with people who are different to us. Children will explore different types of families and learn who to ask for help when families make us feel unhappy or Unsafe.</p>	<p>Houses from Around the World: this unit gives children the opportunity to work with source material and develop their creative response skills through drawing and collage. They will look at the designs of different buildings with a particular focus on St. Paul's Cathedral linked to the Great Fire of London. They will compare structures, learn about the role of an architect and look at the work of the architect Christopher Wren and his role in designing St. Paul's Cathedral and other cathedrals such as Gaudi's Sagrada Familia looking at size, shape, symmetry and decorative features. Children will then work collaboratively to explore 3D design and scale through modelling to create their own cathedrals/ structures.</p>	<p>DT is closely linked to art looking at freestanding structures in houses and homes. Children will explore the outside, looking at structures in our school environment and their home environment; for example, looking at playground equipment, furniture, walls, bridges, towers. They will learn the name for the structures and their purpose and the materials used. Children will draw and photograph the structures and begin to label with correct technical vocabulary. Children will build & explore a range of freestanding structures through construction kits and investigate ways to join frameworks and make them stronger. Using card, they will investigate folding in different ways to make structures and see if they can support</p>	<ul style="list-style-type: none"> • Children will learn to find the pulse through marching and acting in role as different animals • Children will recognise the pulse as the heartbeat of the music • Pupils will be able to copy back, and clap, rhythms • Children will rap and sing in time to music ('Hey You') • Developing an understanding of playing instrumental parts, composition and improvisation (C + G)

		objects on their structures. For their final design, children will design and make a bridge to go over 'The River Thames'.
Computing	Languages	Learning outdoors
<p>Technology Around Us: In this unit, children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.</p> <p>Digital Painting: During this unit, children develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital painting base on Wassily Kandinsky, while gaining inspiration from a range of artists' work.</p>	N/A	<p>Investigating and observing buildings and structures in our school environment.</p> <p>In Geography; practising and using compass points and directional language to navigate around our school environment.</p> <p>In DT: locating, observing, photographing and drawing the different structures in our school environment: the climbing frame, bridge, outdoor reading shed, allotment structures and our buildings.</p> <p>In Science: environment walk to identify the different materials around our school environment.</p>

Opportunities for writing	Opportunities for child-initiated learning and research	Key questions
<p>Writing diary entries based on Samuel Pepys</p> <p>Making a travel brochure for London City</p> <p>Fact file about the Wright brothers first flight</p> <p>Labelling different structures</p> <p>Mark making opportunities in art/DT</p>	<ul style="list-style-type: none"> Using construction kits/Lego to explore different structures linked to The Great Fire of London and different freestanding structures. Investigating and testing different materials through Continuous Provision challenges: which material is best to make a boat? Which material is best for keeping Samuel Pepys' cheese safe? What kind of houses are there around the world? Mark making, collage, line drawing. Photos of different houses from around the world for children to observe and discuss. Rubbings: graphite sticks & a range of objects to make rubbings to explore texture. Mark making challenge tasks. Collage: range of images (houses around the world) and 2D shapes - shape identification challenge in the buildings. Choose an image to work with to collage. Who was Samuel Pepys and why was he important? Opportunity to explore and research through paintings, non-fiction books, visit experience and access to short clips. What's it like to visit London? Non-fiction books on London, iPads with London maps, tours and key landmark information, photographs. Opportunities to explore and learn about key landmarks, maps and read non-fiction texts. Can you design a paper aeroplane that will fly a long way? Skills: designing, folding, planning, testing, evaluating. 	<p>Where and when did the Great Fire of London start?</p> <p>What happened during the Great Fire and how do we know?</p> <p>Why did the Great Fire burn down so many houses?</p> <p>Could more have been done to slow the spread of the fire?</p> <p>How was London rebuilt after the Great Fire?</p> <p>What was the impact of the Great Fire on the modern day?</p> <p>What is the capital city of England and the UK?</p> <p>Can you identify some famous London landmarks?</p> <p>Can you locate and identify landmarks on a map?</p> <p>Who designed St. Paul's Cathedral after it was burnt down in the Great Fire of London?</p> <p>How do you keep yourself safe online?</p>