


Creative Curriculum - Year 2: Term 3

The Great Fire of London			Order of Teaching
Learning Links	Cross curricular, trips, visits, visitors and homework: Fire! Fire! Exhibition Museum of London Monument - Pudding Lane		
Geography Maps - Locating places using landmarks and reference points	<p>Chn investigate to find out why the fire was called the GFoL and map out what they learn.</p> <p>Chn look at objects (burnt cloth, newspaper, diary, candle stick, wood, old bucket) and decide where the objects came from (found in debris of GFoL).</p> <p>They watch clip <i>flying through Tudor London</i> to see what London looked like before the fire and list what they notice. See https://www.youtube.com/watch?v=SPY-hr-8-M0 (skip forward to 0:50).</p> <p>Chn watch basic story of GFoL and plot on their map what happened each day and the parts of London affected as they go. They could draw symbols to show important factors and events on their map as well as marking out the area affected, e.g. a sun to show it was a hot summer, wind coming from the East, a flame by the bakery in Pudding Lane, different coloured flames or shading to show which areas and buildings were affected when, barrels to show where gunpowder was used to stop the spread, arrows for change in wind direction and a black line to show where the fire was stopped. Switch between a modern and 17th Century map to help chn locate each site. Chn should be taught to Identify landmarks, e.g. St Pauls, Tower of London London Bridge and noticeable roads, to judge accurate location of significant places in the story on their map. See http://www.fireoflondon.org.uk/story/the-fire/ .</p>	LO: I can follow a line of enquiry to identify the spread of GFoL and highlight this on an aerial map	1 (Literacy Inspiration)
History Learning from different sources	<p>Chn learn about GFoL from a range of sources.</p> <p>Chn pretend it is 2nd September 1666 and interview a worried looking baker at his home. They find out he is Thomas Farriner, the King's baker, who works on Pudding Lane and can't sleep because he is worried he left the oven on at work. In Literacy they could pretend to be him lying awake at night and write a diary entry.</p> <p>The chn look at a mystery picture of Samuel Pepys and make suggestions about who the person in the picture is, what he is doing (wealthy, burying something, etc.), before learning that he wrote a famous diary and that he buried a cheese!</p> <p>They read extracts from his diary to discern important facts about the fire (found a live cat whose skin had been burned off, watched</p>	<p>I can sequence the events of the GFoL</p> <p>I can use books, pictures and historical sources to find out about the GFoL</p> <p>I can describe the main events of the GFoL using my writing skills</p>	2 (Literacy and Guided Reading)

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	<p>people escape in boats on Thames) before sequencing the events. They could act out scenes between the mayor and his wife who went back to bed after seeing the fire on the first night because he thought it was so small you could put it out by weeing on it. They could look at statement from the king and write their own, write newspaper headlines and articles and write their own diary recounts about the events of each day. Could use paintings and Scholastic scrollable image to help chn add more emotive and historical detail to their writing and collect ideas from information texts in Guided Reading, e.g. <i>You wouldn't be in the Great fire of London</i>.</p> <p>Chn could then evaluate which of the sources they looked at were the best.</p>		
<p>Art</p> <p>Fire collage - tessellation</p>	<p>Chn make a picture based on GFoL using collage to create flames and River Thames.</p> <p>Chn look at records of GFoL, e.g. Pepys diary, famous paintings and scrollable image (scholastic), as well as how fire is depicted in other forms of art – chn use as inspiration to make own collages.</p> <p>Chn experiment with mixing materials with contrasting textures, colours or patterns using tessellation, patterns and repeating patterns. They then use this technique to make their own art work.</p> <p>Chn could make a gallery to commemorate the GFoL or choose a day of the week from GFoL to depict – to give a purpose to their artwork.</p>	<p>LO: I can make a fire collage</p> <p>(See success criteria)</p>	<p>4</p> <p>(CC)</p>
<p>DT</p> <p>3d model of Tudor house</p>	<p>Chn make an accurate 3d model of Tudor house from cardboard boxes and paint.</p> <p>To investigate why the fire spread so badly chn make 3d models of Tudor houses. From pictures, film clips and reading they learn how they were built, what materials were used and how close together the buildings were in Tudor London. When they have finished their models they could use them to make a reconstruction of Pudding Lane or turn them in to dolls houses by cutting open back.</p> <p>Chn should select suitable strong, undamaged boxes (avoiding shoe boxes) and join with appropriate glue for each job. See http://blog.hobbycraft.co.uk/how-to-make-a-tudor-house/ http://londonist.com/2013/10/fly-through-17th-century-london</p> 	<p>LO: I can make a Tudor house</p> <p>(see success criteria)</p>	<p>3</p> <p>(CC)</p>
<p>Music & Dance</p>	<p>Music: London's burning.</p> <p>Chn learn and perform London's burning before writing extra verses and accompanying with music.</p>		

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Science	<i>Move It (See Switched on Science)</i>
Computing	<i>We are cooking: Interactive recipe books</i>