

# The Great Fire of London : Topic Bundle : Year 1/2



## History

### "The Great Fire of London"

1	Placing the Great Fire of London on a timeline and exploring ways in which London was different in 1666.
2	Exploring the events of the Great Fire and Samuel Pepys' experiences.
3	Considering how we know about the Great Fire, looking at sources including Pepys' diary, pictures, reports and artefacts.
4	Investigating some of the reasons the fire lasted so long, and measures that were put in place to ensure a fire on such a large scale didn't happen again.
5	Recalling key facts and exploring the effects and aftermath of the Great Fire.
Objectives:	<ul style="list-style-type: none"> <li>KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>



## Geography

### "Let's Explore London"

1	Locating London on a world map and a map of the UK, and starting to think about London's features.
2	Learning some facts and history about some of London's most famous landmarks.
3	Using directional language to navigate between London landmarks on a map, including using compass directions.
4	Using geographical clues to see if they think a photo shows London or not, then exploring some of London's key geographical features.
5	Identifying the four seasons and considering what London is like in each season.
6	Consolidating understanding to plan a trip to London.
Objectives:	<ul style="list-style-type: none"> <li>KS1 - name and locate the world's seven continents and five oceans.</li> <li>KS1 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>KS1 - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>



## Art

### "Sparks and Flames"

1	Exploring light and dark, and using chalk to create flames.
2	Thinking about shapes and colours in flames, and using collage to create a depiction of the Great Fire of London using tissue paper.
3	Creating 3-D pictures of a London landmark destroyed in the Great Fire of London.
4	Looking at a painting of the Great Fire through the arches of a bridge and recreating in a 3-D picture.
5	Using mixed media to create dioramas of fire scenes.
Objectives:	<ul style="list-style-type: none"> <li>KS1 - to use a range of materials creatively to design and make products</li> <li>KS1 - to use drawing to develop and share their ideas, experiences and imagination</li> <li>KS1 - to use painting to develop and share their ideas, experiences and imagination</li> <li>KS1 - to use sculpture to develop and share their ideas, experiences and imagination</li> <li>KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>



## DT

### "Making Fire Engines"

1	Identifying the features of modern fire engines.
2	Investigating wheels, axles and chassis as the base of a fire engine.
3	Investigating ways of creating the body of a fire engine.
4	Designing a fire engine drawing on what the work they have done so far.
5	Following their designs to make a fire engine.
6	Evaluating their finished fire engines against design criteria.
Objectives:	<ul style="list-style-type: none"> <li>KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>KS1 - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</li> <li>KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>KS1 - explore and evaluate a range of existing products</li> <li>KS1 - evaluate their ideas and products against design criteria</li> <li>KS1 - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>

# The Great Fire of London

## Teacher's Topic Planner

Maths

English

Science

Computing

History

PlanBee 

"The Great Fire of London"

Geography

PlanBee 

"Let's Explore London"

RE

Art

"Sparks and Flames"

PlanBee 

DT

"Making Fire Engines"

PlanBee 

Languages

Music

# The Great Fire of London : Topic Bundle : Year 1/2

## Teacher's notes:

**Year 1/2 History**  
**The Great Fire of London**



**History**

**"The Great Fire of London"**

**5-lesson pack**  
Buy as individual lessons or a complete scheme of work

**Year 1/2 Art**  
**Sparks and Flames**



**Art**

**"Sparks and Flames"**

**5-lesson pack**  
Buy as individual lessons or a complete scheme of work

**Year 1/2 Geography**  
**Let's Explore London**



**Geography**

**"Let's Explore London"**

**6-lesson pack**  
Buy as individual lessons or a complete scheme of work



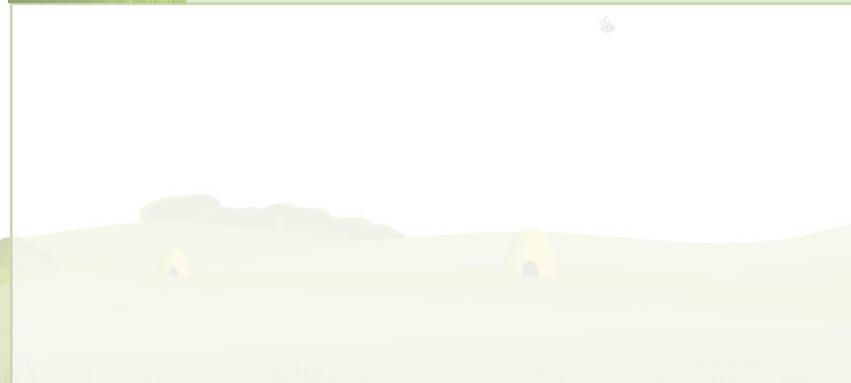
**Year 1/2 DT**  
**Making Fire Engines**



**DT**

**"Making Fire Engines"**

**6-lesson pack**  
Buy as individual lessons or a complete scheme of work



# The Great Fire of London : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand where and when the Great Fire of London started.	This first lesson begins by developing children's understanding of when the Great Fire of London took place by using different timelines. In their independent activities, children use picture cards to identify similarities and differences between London then, and London now. In the alternative activity, children decide whether given statements about the Great Fire of London are true or false.	<ul style="list-style-type: none"> <li>• Can the children say where the Great Fire took place?</li> <li>• Can the children recall when, and how long ago, it took place?</li> <li>• Can children explain how London was different in the 17th century to London today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards</li> <li>• Worksheet 1A/1B/1C</li> <li>• True or False? Posters (FSD? activity only)</li> <li>• True or False? Record Sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To understand the order of events of the Great Fire of London.	Children will be told the story of the Great Fire of London. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. They will also find out about Pepys' experience of the fire and consider how different people might have been feeling.	<ul style="list-style-type: none"> <li>• Can children describe the key events of the Great Fire of London?</li> <li>• Can children retell the events of the Great Fire of London in chronological order?</li> <li>• Can children use the past tense to talk about the Great Fire of London, and use vocabulary such as 'first', 'next' and 'finally' to sequence events?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Event Cards 2A/2B</li> <li>• Challenge Cards (FSD? activity only)</li> <li>• Costumes and props - optional (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore how we know about the Great Fire of London.	Children will think about how we know about the Great Fire of London, focusing first on the diary of Samuel Pepys. In their independent activities, children will look at other sources, such as pictures, artefacts and newspapers. They will be encouraged to consider what information we can find out from each source.	<ul style="list-style-type: none"> <li>• Can children explain how we know about the Great Fire of London from sources and stories?</li> <li>• Do children know what an eyewitness is?</li> <li>• Can children use sources to find out and infer information about the Great Fire of London?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Heading Cards</li> <li>• A3 paper</li> <li>• Worksheet 3A/3B</li> <li>• Source Cards</li> <li>• Pepys' Diary Extracts (FSD? activity only)</li> <li>• Question Sheet 3A/3B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out why the fire spread so quickly and stayed alight for so long.	Children will investigate some of the reasons why the Great Fire lasted so long, such as the materials that houses were made from, the lack of an organised fire service, and the weather. Children will also compare some of these aspects of life in 1666 to that of modern-day life.	<ul style="list-style-type: none"> <li>• Can children explain some of the reasons why the fire spread so quickly, and why it lasted so long?</li> <li>• Do children understand that news was communicated differently in the past?</li> <li>• Can children compare and contrast the buildings in 1666 with modern buildings?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Now and Then Cards</li> <li>• Worksheet 4A/4B/4C</li> <li>• Brown and white play-doh or similar, lolly sticks, clean straw, building blocks, mosaic tiles, etc. (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore how the Great Fire of London affected the city and the lives of those who experienced it.	Children will begin by recalling key information about the Great Fire. They will then look at how London was changed by the fire, including the rebuilding of the city and the development of the first fire engines. In their independent activities, children will focus on how the fire affected the people who experienced it.	<ul style="list-style-type: none"> <li>• Can children use sources and stories to infer how people who experienced the fire might have felt?</li> <li>• Can children discuss the changes that happened as a result of the Great Fire of London?</li> <li>• Can children suggest why the Great Fire of London is still remembered today?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 5A/5B/5C</li> <li>• Picture Cards</li> <li>• Word Bank</li> <li>• Character Badges (FSD? activity only)</li> <li>• Question Sets (FSD? activity only)</li> </ul>

# The Great Fire of London : History : Year 1/2

## KS1 Aims and Objectives:

### Objectives

- events beyond living memory that are significant nationally or globally

### Aims

- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer historical questions, using stories and other sources to show knowledge and understanding
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

### Teacher notes

### Vocabulary

past, present, long ago, modern, today, timeline, time period, events, order, chronological order, 17th century, King, Charles II, Stuart, reign, monarch, government, fire, weather, buildings, rebuilding, safety, materials, timber, thatch, brick, stone, concrete, glass, fire-resistant, flammable, firebreak, bakery, homes, settlement, city, London, River Thames, daily life, communication, smart phones, internet, social media, news, same, different, Thomas Farriner, Samuel Pepys, Lord Mayor, stories, sources, artefacts, diary, eyewitness, record, maps, monuments, paintings, order, interpret.

# Sparks and Flames : Art : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To use chalk to create flames.	Your children will explore light and dark as they use chalk to create flames. They will develop their fine motor skills by using scissors to cut out silhouettes of buildings. They will begin to use the language of foreground and background to describe different areas of a picture.	<ul style="list-style-type: none"> <li>• Can children identify areas of light and dark?</li> <li>• Can children blend with chalks?</li> <li>• Can children use scissors safely and accurately?</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Card 1A</li> <li>• Instruction Sheet 1A</li> <li>• Challenge Cards 1A/1B/1C</li> <li>• Black paper, blue paper, scissors, glue and chalks</li> <li>• Picture Cards 1A (FSD...? activity only)</li> <li>• Playground Chalks (FSD...? activity only)</li> <li>• Natural materials (FSD...? activity only)</li> </ul>
<b>Lesson 2</b>	To use collage to create flames.	Your children will think about the shapes and colours they can see in the flames in the painting by Rita Greer. They will hear a description of a fire and use it as inspiration when creating their own representations of The Great Fire of London using tissue paper. They will evaluate their own work, thinking about how they can improve it.	<ul style="list-style-type: none"> <li>• Can children describe colours and shapes?</li> <li>• Can children manipulate tissue paper to create a collage?</li> <li>• Can children use layering in their pictures?</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Cards 2A/2B/2C</li> <li>• Skyline Card 2A/2B/2C</li> <li>• Tissue paper: red, orange, yellow</li> <li>• Glue</li> <li>• A4 paper</li> <li>• Worksheet 2A (FSD...? activity only)</li> <li>• Black paper (FSD...? activity only)</li> <li>• Tissue paper: black, red, orange, yellow (FSD...? activity only)</li> </ul>
<b>Lesson 3</b>	To use a variety of resources to create a 3-D picture.	Your children will create 3-D pictures of a London landmark that was destroyed in The Great Fire. They will use a variety of materials and techniques to make their buildings before adding 3-D flames to them.	<ul style="list-style-type: none"> <li>• Can children describe colour, texture, shape and form?</li> <li>• Can children use materials to create effects?</li> <li>• Can children follow instructions to build 3-D pictures?</li> </ul>	<ul style="list-style-type: none"> <li>• Picture Card 3A/3B/3C</li> <li>• Template Sheet 3A</li> <li>• Instruction Sheet 3A</li> <li>• Building Card 3A/3B/3C</li> <li>• Craft materials, card, paper, scissors, glue</li> <li>• Picture Card 3A/3D (FSD...? activity only)</li> <li>• Evaluation Cards (Plenary only)</li> </ul>
<b>Lesson 4</b>	To create 3-D scenes.	Your children will look at a painting of the Great Fire of London through the arches of a bridge. They will think about the foreground, middle ground and background of the painting. Then they will create layered 3-D scenes using paper.	<ul style="list-style-type: none"> <li>• Can children navigate around pictures?</li> <li>• Can children say what is in different sections of the pictures?</li> <li>• Can children use paper to create 3-D models?</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction Sheet 4A 🐝</li> <li>• Template Sheet 4A/4B/4C/4D</li> <li>• Photo Sheet 4A</li> <li>• Paint, sponges, paper, scissors, glue</li> <li>• Photo Cards A/B/C (FSD...? activity only)</li> <li>• Instruction Sheet 4B (FSD...? activity only)</li> </ul>
<b>Lesson 5</b>	To use mixed media to create scenes.	Your children will have the opportunity to create dioramas of fire scenes. They can use their imagination to create buildings, people and flames to depict events and scenarios.	<ul style="list-style-type: none"> <li>• Can children make choices about appropriate materials to use?</li> <li>• Can children make choices about appropriate methods to use?</li> <li>• Can children talk about what they want to create?</li> </ul>	<ul style="list-style-type: none"> <li>• Photo Cards 5A/5B/5C/5D</li> <li>• Photo Cards 5E (FSD...? activity only)</li> <li>• Challenge Cards 5A (FSD...? activity only)</li> <li>• Variety of materials: boxes, containers, tubes, paper</li> <li>• Glue, scissors, paints, pens</li> <li>• Wooden peg dolls, plastic people</li> </ul>

# Let's Explore London : Geography : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate London on a map and describe its location.	Children will start by looking at some clues to identify the location they will be studying, before learning to locate London on a world map and a map of the UK. They will identify London as the capital city of England and the UK, as well as identifying the other countries and capitals of the other three countries in the UK. They will also start to identify some features of London.	<ul style="list-style-type: none"> <li>Do children know that London is the capital city of England and the UK?</li> <li>Do children know that London is in Europe?</li> <li>Can children identify where London is on a world map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Clue Cards (teaching input)</li> <li>Fact Cards 1A/1B</li> <li>Worksheet 1A</li> <li>World Map</li> <li>UK Map</li> <li>Picture Cards</li> <li>London Board Game (FSD? activity only)</li> <li>Game Cards (FSD? activity only)</li> <li>Dice and counters (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to identify and describe landmarks of London.	Children will get a peek at part of a London landmark to see if they can identify what it is, before finding out some more information about some of London's most famous sights. They will learn some facts and history relating to these landmarks, and describe what they think of them.	<ul style="list-style-type: none"> <li>Can children identify some different London landmarks?</li> <li>Can children describe some London landmarks?</li> <li>Can children find landmarks within an aerial photo of London?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>London Landmark Cards</li> <li>Worksheet 2A/2B/2C</li> <li>Riddle Cards 2A/2B</li> <li>Picture Cards 2A/2B</li> <li>London Skyline sheet (plenary)</li> </ul>
<b>Lesson 3</b>	To be able to use compass points and directional language to navigate between London landmarks.	Children will recap some of London's most famous landmarks and identify them on a map. They will then learn how to use directional language to navigate between landmarks on a map, including using compass directions.	<ul style="list-style-type: none"> <li>Can children use a map to identify and locate various landmarks?</li> <li>Can children use compass points and positional language to navigate between points on a map?</li> <li>Can children use a key to identify landmarks on a map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>London Map 3A/3B/3C</li> <li>Direction Cards</li> <li>Worksheet 3A/3B/3C/3D/3E</li> <li>Counters (optional)</li> <li>Challenge Cards 3A/3B/3C/3D/3E/3F (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to identify and describe a variety of geographical features in London.	Children will start by using geographical clues to see if they think a photo shows London or not. They will then find out about some of London's key physical features, including hills, rivers, lakes, forests and parks.	<ul style="list-style-type: none"> <li>Can children identify a variety of geographical features?</li> <li>Can children use their knowledge of the features of London to identify if a photo is of London or not?</li> <li>Can children use and understand appropriate vocabulary to describe the geographical features of London?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Yes and No Cards (teaching input)</li> <li>Question Cards</li> <li>Picture Cards</li> <li>Word Mat</li> <li>Feature Photos (FSD? activity only)</li> <li>Features Question Sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore seasonal weather patterns in London.	Children will start by using appropriate vocabulary to describe the weather, before finding out about the four seasons and the differences between them. Children will then consider what London is like in each season and how weather patterns affect human activity.	<ul style="list-style-type: none"> <li>Can children name the four seasons?</li> <li>Can children describe the four seasons?</li> <li>Can children suggest activities and events that might take place in London in each of the four seasons?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Picture Cards</li> <li>London Seasons sheet (FSD? activity only)</li> <li>Seasons Cards (plenary)</li> </ul>
<b>Lesson 6</b>	To be able to plan a trip to London.	Children will consolidate their understanding of these lessons 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. They will then describe their imaginary visit in a variety of ways.	<ul style="list-style-type: none"> <li>Can children plan visits to key landmarks and features in London?</li> <li>Can children use knowledge of the seasons to plan clothing and activities suitable for the season?</li> <li>Can children describe what they think and feel about London?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C/6D/6E/6F</li> <li>Sightseeing Word Bank</li> <li>Interview Sheet (FSD? activity only)</li> <li>Cameras - optional (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# Making Fire Engines : DT : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore modern fire engines.	Children will explore modern fire engines and their features, looking at what features are common to all vehicles and which are specific to fire engines. There is also the opportunity to look at a 17th century fire engine to compare how they are similar and different to modern fire engines.	<ul style="list-style-type: none"> <li>Can children name the main features of a fire engine?</li> <li>Can children describe the functions of various parts of a fire engine?</li> <li>Can children label the main features of a fire engine?</li> </ul>	Slides Worksheet 1A/1B/1C/1D/1E Label Cards Picture Card 1A/1B (FSD? activity only)
<b>Lesson 2</b>	To investigate wheels, axles and chassis.	Children will explore how wheels, axles and chassis work together to create the base of a fire engine. They will explore different ways of attaching the chassis to the axles.	<ul style="list-style-type: none"> <li>Do children know what wheels, axles and chassis are?</li> <li>Do children know that there are two different ways of attaching wheels to axles?</li> <li>Can children experiment with a range of materials and techniques to combine wheels, axles and chassis?</li> </ul>	Slides Challenge Sheet Worksheet 2A/2B Wheels and axles (and/or materials that can be used as such) Card and cardboard boxes
<b>Lesson 3</b>	To be able to investigate ways of creating the body of a fire engine.	Children will investigate different ways of creating the body of a fire engine, using materials such as cardboard boxes, lolly sticks and other craft materials. They will explore how to create features such as ladders and fire hoses, considering which materials and tools are best suited for different tasks.	<ul style="list-style-type: none"> <li>Can children identify different ways of combining materials to create the body of a fire engine?</li> <li>Can children explore ways of making different parts of a fire engine, such as the ladder?</li> <li>Can children make decisions about appropriate materials and tools to use for different tasks?</li> </ul>	Slides Challenge Cards 3A/3B Worksheet 3A/3B/3C Variety of materials, e.g. cardboard boxes, card, wheels, lolly sticks, matchsticks, pipe cleaners, dowelling, etc. Variety of tools, e.g. scissors, sticky tape, glue, etc.
<b>Lesson 4</b>	To be able to design a fire engine.	Children will design their own fire engines, based on the learning they have undertaken so far. They will consider which materials and tools they will need, noting their design ideas using notes and diagrams. Children can design a modern or a 17th century fire engine to specific design criteria.	<ul style="list-style-type: none"> <li>Can children design a fire engine to include wheels, axles, chassis and bodies?</li> <li>Can children describe which materials and tools they will need to make their fire engines?</li> <li>Can children discuss their designs and say what they think and feel about them?</li> </ul>	Slides Worksheet 4A/4B/4C/4D/4E/4F Picture Card 4A Picture Card 4B (FSD? activity only)
<b>Lesson 5</b>	To be able to make a fire engine based on a design.	Children will follow their designs to create their fire engines, using a range of different materials, tools and techniques.	<ul style="list-style-type: none"> <li>Can children follow a design to create a fire engine?</li> <li>Can children use a variety of materials and tools safely and effectively to create a fire engine?</li> <li>Can children identify ways in which they could improve their products and amend accordingly?</li> </ul>	Slides Designs from lesson 4 Variety of materials dependent on designs, e.g. cardboard boxes, cartons, card, lolly sticks, paper, etc. Variety of tools e.g. scissors, masking tape, glue, etc. Materials for decoration, e.g. paint, crayons, scraps of shiny paper, etc.
<b>Lesson 6</b>	To be able to evaluate a finished product.	Children will evaluate their own fire engines, as well as fire engines made by their peers. They will consider what went well, what could be improved upon and what they could do differently if they were to make their fire engines again.	<ul style="list-style-type: none"> <li>Can children evaluate a finished product by identifying what they did well?</li> <li>Can children evaluate a finished product by identifying what could be improved?</li> <li>Can children identify ways in which they could improve their work in the future?</li> </ul>	Slides Completed fire engines Worksheet 6A/6B Digital cameras (FSD? activity only) A4 paper (FSD? activity only) Question Cards (FSD? activity only)