Y1 London's Burning Learning Sequence

Synopsis: Children investigate the Great Fire of London. They learn about Samuel Pepys' diary and use this to write their own diary as if they were there. They could also sequence sentences to write a simple narrative of what happened.

In **Science**, children explore everyday materials and how this affected the spread of the fire.
In **History**, children ask and answer questions about this historical event and use simple sources of information.
In **Art**, children use painting with different brushes to recreate a picture of the fire.
In **D&T**, children design a simple product, such as a bucket, that could carry water.
In **Computing**, children use a search engine to input questions about the fire.

Curriculum areas: English, Science, History, Art, D&T and Computing
Length of theme: 6 weeks

English

Read and discuss diaries and write a diary entry as if they were experiencing the Great Fire of London.

English Objectives	English Learning Sequence
Comprehension • Retrieve and record information from non-fiction • Take turns in high-quality discussions about what they have heard/read **Word Reading** • Apply phonic knowledge to decode **Grammar & Punctuation** • Use punctuation for sentences • Use 'and' to join words and clauses • Leave spaces between words • Use capital letter for proper nouns such as names of people, places, days of week and pronoun I	• Share read simple diary extracts 'written' by well-known characters/people eg Cinderella. Can children work out who wrote them? Encourage application of phonic skills to decode where appropriate • Discuss what is meant by a diary – first person account recording thoughts and feelings of writer, dated entries, usually written in past tense • Share with children that a man called Samuel Pepys wrote a diary about what happened during the fire. What do you think he saw? etc. Read and discuss extracts from his diary. Ask children what they have learnt about the Great Fire of London from what they have heard. • Role play what it would have been like during the Great Fire of London using animations/videos/pictures hot seating • Encourage children to use senses – what can you see, hear, smell etc.?

Language & Vocabulary

- Understand how language can be used in narrative

Text Structure & Features

- Sequence sentences to form short narratives

Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write
- Compose sentences orally before writing
- Re-read what they have written to check it makes sense
- Discuss what they have written with teacher/pupils

In addition to the above, teachers should apply general spelling rules and guidance, as listed in **English Appendix 1** and ensure concepts and skills outlined in **English Appendix 2** are also addressed.

- Give children pictures of things like flames, smoke etc. and children scribe ideas for adjectives and verbs on these
- When recording ideas, model how to use and apply noun phrases and interesting verbs eg I saw bright, orange flames dancing. I could smell thick, black smoke.
- Model (orally and in writing) how to translate ideas into sentences

English

Write a simple poem about fire using appropriate adjectives and verbs.

English Objectives

Comprehension

- Discuss meanings of new words/vocab provided
- Recite some poems/rhymes by heart

Language & Vocabulary

- Understand how language can be used in narrative
- Use vocabulary from stories to increase vocabulary in their own writing
- Change meanings of adjectives/verbs using prefix un

Plan, Draft, Edit & Evaluate

- Say aloud what they are going to write
- Compose sentences orally before writing
- Re-read what they have written to check it makes sense

English Learning Sequence

- Gather adjectives and verbs that best describe the flames and fire using stimuli of videos, pictures and poems. Ensure all children understand and can use the words discussed
- Share a pattern for a poem eg I can see ... I can hear ... I can smell ... at the start of each line
- Use noun phrases and verbs to create a 3-line poem about the fire eg I can see wild, orange flames dancing.
- Children could expand this further with I can taste ... and I can feel ...
- Children also hear and learn the rhyme, *London's Burning*, and recite by heart

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- Discuss what they have written with teacher/pupils

In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.

Science

Explore everyday materials and how this affected the spread of the fire.

Science Objectives

Working Scientifically

- Start to ask and suggest answers to simple scientific questions
- Use first-hand practical experiences to find answers
- Start to observe closely
- Begin to gather and record data simply using pictures and words
- Start to discuss what they have found out
- Perform simple tests with support
- Begin to use simple equipment

Scientific Knowledge

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials including wood, glass, plastic, metal, water and rock
- Describe the simple properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

Science Learning Sequence

- Provide different materials for children to explore
- Name and sort these types of material, using first-hand experiences
- Using large hoops, classify, gather and record this data
- Using the materials in each hoop, describe their properties
- Discuss what these materials would be used for and give other examples
- Match the picture to the correct word for the material (eg wood given as the word and table as the image)
- Apply scientific understanding and discuss the impact of the houses during the time of Great Fire of London being made of wood

History

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Ask and answer questions about this historical event and use simple sources of information.	
History Objectives	**History Learning Sequence**
- Use artefacts, stories, pictures and online sources to find out about the past - Be introduced to different representations of the past and discuss similarities and differences - Ask some questions about the past - Use a timeline to develop chronological language - Describe and discuss historical events beyond living memory - Describe significant people from the past - Develop understanding of local history - Use historical vocabulary e.g. past, long, ago	- Recap purpose and meaning of a timeline - Using historical vocab (eg past, long ago), place key dates onto a timeline, using the last class timeline as a reminder (children's birth dates, teacher's birth date, monarchs etc.) - Provide images of Great Fire of London to generate questions about this event (eg When did it happen / why did it start?) - Use stories, videos and appropriate websites for children to find out answers - Create a separate timeline of events for Great Fire of London (chronology of the days) - Investigate significance of Samuel Pepys as significant person from the past and explore - Use these sources to discuss similarities/differences between life today and life in this period (eg focus on housing)

Art

Use painting with different brushes to recreate a picture of the fire.	
Art Objectives	**Art Learning Sequence**
- In painting, use thick and thin brushes to produce lines and shapes - In painting, mix colours to make secondary colours - Begin to develop artistic vocabulary eg primary colour, secondary colour, line, light and dark - Discuss their own and others' work - Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials	- Use different paintings of The Great Fire of London and observe common themes/colours (eg smoke, flames, houses) - Experiment with using paintbrushes to create different sized lines - Provide different sized images, some large and some small, and have children practise painting within and on the lines with different sized brushes - Recap the three primary colours - Mix primary colours to create a secondary colour wheel - Focus on using red and yellow to create different shades of orange for different flames - Create painting of flames - Discuss the final piece, taking note of what they liked/disliked etc.

D&T

Design a simple product, such as a bucket, that could carry water.

D&T Objectives

- Design simple products that work and look appealing
- Discuss and draw ideas and use ICT to communicate
- Use a range of materials and components
- Use a range of tools and equipment to perform practical tasks
- Explore existing products
- Discuss own ideas and designs

D&T Learning Sequence

- Discuss function and features of buckets (size, handle etc.)
- Discuss which materials would be best to use when making their own bucket (making link to science materials)
- Test a range of different materials to find out which material is best for own bucket (eg paper, plastic bag)
- Draw and discuss bucket using design criteria
- Create and test their bucket during class competition

Computing

Use a search engine to input questions about the fire.

Computing Objectives

- Begin to recognise common uses of information technology beyond school

Computing Learning Sequence

- Discuss different uses of technology outside of school and create a list (eg Xbox, mobile, iPads, Kindle, washing machine, remote control)
- Create a display of toys of the technologies that they have within their house
- Create something on computer/tablet as a class
- Connect this to other devices, such as printer, projector, Apple TV etc.
- Discuss the world wide web
- Share search engine with children (eg Google)
- Model how this works and how to type appropriately into search function