



Great Fire of London
Year 1
By the end of this unit children will know...
<ul style="list-style-type: none"> • The cause and effects of the Great fire of London • Who Samuel Pepys was and why he is significant during this time • The timeline of the fire and how it spread • The changes made after the Great fire • The importance of primary resources over secondary

Intent	Implementation	Impact	Celebrate
<p>The children will explore where the Great fire of London was using maps</p> <p>The children will investigate the causes and effects of the fire</p> <p>The children will use the diary of Samuel Pepys to help understand what was happening at the time of the fire</p>	<p>Use of maps to understand where the fire started and how far it spread</p> <p>Use various resources to investigate the causes and effects of the fire</p> <p>Use of a primary resource – diary, to help understand life at the time of the fire</p>	<p>Children will begin to understand where the Great fire of London was and where it is in relation to us in Chiseldon</p> <p>Children will be able to identify what caused the great fire and effects if left behind</p> <p>Children will be able to begin to use both primary and secondary resources to find information</p>	<p>The children will have an understanding of where the Great fire of London was and what happened – is significance in history</p> <p>Children will have an opportunity to make there own version of the 'Great fire' and discuss its timeline</p>

Core Subjects: Links to theme
English
Book Talk: The tiger who came to tea Write Stuff: Persuasive leaflet
Mathematics
Use the language of: equal to, more than, less than, most, least up to 20. Add & Subtract within 20 Comparison and difference. Represent and use number bonds; read, write, interpret and solve onestep problems. Compare, describe, measure, record and solve practical problems
Science
Seasonal changes: keeping a weather chart of the weather daily at school. Plants
Computing
understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs

Title of Topic: Great fire of London Yr: Year1	
Personal Development	Foundation Subjects
Spiritual	History & Geography
Is Shabbat important to Jewish children?	<ul style="list-style-type: none"> • Where is London? • What were living conditions like back in 1600's? • How did the fire start and why did it spread so quickly? • Who was Samuel Pepys? • Why is Samuel Peptys diary important to us today?
Moral	Art & Design and Design Technology
Know how to keep myself safe	<ul style="list-style-type: none"> • Design and create their own Fire of London scene
Social	Music and Languages
Feel good about myself when I make healthy choices	<u>Music</u> <ul style="list-style-type: none"> • Use a sequence of long and short sounds and a mixture of different sounds to create a composition <u>German</u> <ul style="list-style-type: none"> • Animals, Colours and Sizes
Cultural	Physical Education
Identify some of the different ways the past has been represented	<ul style="list-style-type: none"> • Practise basic striking, sending and receiving

Core Subjects:
English
See below
Mathematics
Use the language of: equal to, more than, less than, most, least up to 20. Add & Subtract within 20 Comparison and difference. Represent and use number bonds; read, write, interpret and solve onestep problems. Compare, describe, measure, record and solve practical problems
Science
Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies. Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees
Computing
I can use a computer to write. I can add and remove text on a computer. I can identify that the look of text can be changed on a computer. I can make careful choices when changing text. I can explain why I chose the tools that I chose. I can compare typing on a computer to writing on paper.

Title of Topic: Great fire of London Year: 1 Links to National Curriculum Framework Skills
Foundation Subjects
History & Geography
<ul style="list-style-type: none"> • I can understand how people responded to The Great Fire • I can use Samuel Pepys diary to investigate The Great Fire • I can explore the causes of The Great Fire • I can identify the effects of The Great Fire • I can understand the timeline of The Great Fire • I can recognise the changes brought by The Great Fire
Art & Design and Design Technology
<ul style="list-style-type: none"> • Design a house that would not catch fire so quick
Music and Languages
<u>Music:</u> <ul style="list-style-type: none"> • Composition - Sequence of long and short sounds. Mixture of different sounds <u>German:</u> <ul style="list-style-type: none"> • Food and drink, talking about food and drink
Physical Education
<u>P.E:</u> <ul style="list-style-type: none"> • Use rolling skills in a game • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency • Pass the ball to another player in a game • Begin to use space in a game

Core Subjects:
English
Children will complete weekly assessed writes in topic and mystery box writes. Children will complete an assessed write of a persuasive leaflet. Children will read weekly and will answer assessment based questions.
Mathematics
Children will use discreet end of unit assessment sheets.
Science
Children will use the discreet Science End of unit Science Assessments sheet.
Computing
I can use a computer to write. I can add and remove text on a computer. I can identify that the look of text can be changed on a computer. I can make careful choices when changing text. I can explain why I chose the tools that I chose. I can compare typing on a computer to writing on paper.

Title of Topic: Great fire of London Year: 1 Core Skills/Assessment Opportunities
Foundation Subjects
History & Geography
<p><u>History</u></p> <ul style="list-style-type: none"> • Children will understand how people responded to The Great Fire • Children will use Samuel Pepys diary to investigate The Great Fire • Explore the causes of The Great Fire • Identify the effects of The Great Fire • Understand the timeline of The Great Fire • Recognise the changes brought by The Great Fire
Art & Design and Design Technology
<p><u>Art & Design</u></p> <ul style="list-style-type: none"> • Children will design and create their own fire proof house
Music and Languages
<p><u>Music:</u></p> <ul style="list-style-type: none"> • Children can keep a steady beat on the drums <p><u>German</u></p> <ul style="list-style-type: none"> • Languagenut units: 6 Food and Drink
Physical Education
<ul style="list-style-type: none"> • Use rolling skills in a game • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency • Pass the ball to another player in a game • Begin to use space in a game

English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	
Persuasive Leaflet	Ideas are grouped together for similarity. Writes in first person.	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	It was Brilliant Best Exciting The most Super Fantastic Great It will Now you can Try	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.

Mathematics

Number

Calculation

Fractions

Shape & Measure

Data

