


<p>Year Group: 2 Name of project: London's Burning Term: Spring 1</p> <p>This term, children are learning about the Great Fire of London and how it changed life in London in 1666. They explore how buildings and streets were improved after the fire and learn why a fire service was introduced. The children also discover who Samuel Pepys was and how his diaries help us understand what happened during the Great Fire of London.</p>	<p>Summary of current hook:</p> <p>Children look at pictures of GFoL – discuss the reasons the fire spread so quickly. Watch video clip about GFoL Children make paper houses – spread them out and put some close together – set fire to show how quickly the fire can spread when they are close.</p>	<p>Summary of current celebration:</p> <p>Children to become the planners of London – they will receive a letter from King Charles 2nd instructing them to plan a new London following the Great Fire. Can they use what they have learnt to avoid this happening again?</p>  <p>(In class celebration – celebration with parents will be in Spring 2)</p>
<p>Learning Journey</p> <p>History Use historical language to describe events from the past</p> <ul style="list-style-type: none"> To use enquiry skills to look at a range of sources and understand that different sources tell you different things to enable you to build a conclusion of what occurred To understand that people can have different views of the past. Learn about the events beyond living memory that are significant nationally and globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. <p>Art - to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> to use drawing and painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, <p>DT – Design and make a fire truck (winding mechanism for the hose)</p> <ul style="list-style-type: none"> Design purposeful products; generate and develop ideas by using templates; Explore and use mechanisms; Select and use a range of tools; Evaluate ideas and products 		
<p>What are the current curriculum links to maths and English?</p> <p>English – Children write scripts as a museum tour guide to explain pictures of the Great Fire of London to their peers.</p>		<p>Curriculum Facilities...</p> <p>Art Studio – creating GFoL print art.</p>
<p>Integrity</p> <p><i>What opportunities are there for children to develop integrity and moral principles within the project?</i></p> <p>Realise their role in keeping themselves and the school safe. Work together to learn about keeping safe and learn from each other. We are honest and reflect on our actions. We learn from mistakes.</p>	<p>Ambition</p> <p><i>How are all children encouraged to struggle? Question? Make discoveries? Have a voice?</i></p> <p>We take every opportunity to learn and improve. We learn from each other and help each other. We try our best in everything we do.</p>	<p>Respect</p> <p><i>How does the project currently address wider world matters and celebrate differences?</i></p> <p>Listen to each other and respect each other's views. Consider different people's view points and reflect if this affects their views. Realise their role in keeping themselves and the school safe.</p>
<p>Growth Mindset</p> <p><i>How does the project currently encourage children to have growth mindset?</i></p> <p>Realise we learn from our mistakes and are honest about these. We try our best and know we practise to learn new skills. We see the success of others positively.</p>	<p>Critical Thinking</p> <p>Why did the Great Fire of London cause so much damage to people's homes?</p> <p>How does your idea differ from? Do you agree/disagree with anyone's views? Can you build on their thinking?</p> <p>What have we learnt from the GFoL? What is different now? Why is that?</p>	<p>A school within a garden</p> <p><i>How are the school gardens being used effectively and meaningfully within your project?</i></p> <p>Use the school ground to test how the fire spread so quickly by burning paper houses that are close together and further apart. Use the fire pit to draw fire from observation.</p>