



Christchurch Infant School – Year 2 Project Overview

London's Burning

Autumn 2 (7 weeks)



Rationale

What was London like in 1666? The children will delve into London's past through drama and history to learn about London in Stuart times and the events of the Great Fire. They will take part in a magical drama experience where the children will encounter a visit from Samuel Pepys and learn what life was like back in 1666 and what we have learnt as a result. The children will use a variety of sources of information to learn about London in the past, the Great Plague and The Great Fire of London, including books, paintings, photographs, online resources and diary extracts etc. They will be inspired to write their own diary extract and non-fiction fact file about the Great Fire.

Hook

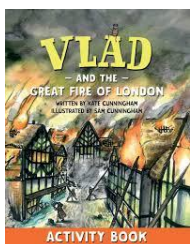
The children will take part in a Great Fire of London drama experience during the Great Fire of London led by class teachers in role as Samuel Pepys.

Outcome

The Year 2 children will invite the Year 3 children from the Junior school into their classrooms to share their London Learning.

Key Texts

VLAD and the Great Fire of London



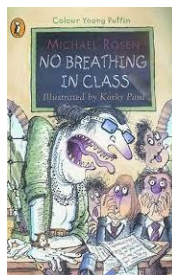
By Kate Cunningham

You wouldn't want to be in the Great Fire of London



By Jim Pipe

No Breathing in Class



By Michael Rosen

Toby and The Great Fire of London – Margaret Nash Whole Class Reader



Prior learning: Year 1 –

In Autumn 1 children started to learn to use expanded noun phrases and to write in the past tense. They also used conjunctions and question sentences.

Prior learning: Year 1 –

This is the first historical 'event' that students will have studied at KS1. In Y1 the children learned about what type of people lived in a castle.

Prior learning: from Year1 –

In Year 1 the children learned to use equipment including split pins to design and make a product using equipment.

Focus Subject – English

Focus Subject – History

Focus Subject – Design & Technology



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• ‘VLAD and the Great Fire of London’ - Children write a Dairy Entry from the point of view of the flea using the co-ordination conjunction and and but. • ‘You wouldn’t want to be in the Great Fire of London’ Children write a recount about the GFOL using the past tense. • ‘No Breathing in Class’ – Children are inspired by Michael Rosen’s poems to write their own poems about The Great Fire of London. Children will write statement sentences using the co-ordination conjunction because and use command sentences.	• Identify that changes throughout history have had important consequences e.g.: fire safety and building regulations in the GFOL • Understand that there are changes to monarchy, government and laws • By studying The Great Fire of London (knowing that it started in a bakery in Pudding Lane and spread very quickly because of wind and houses being close together), know that significant events in the past led to changes in the future such as town planning, firefighting equipment and house building • Know that Samuel Pepys wrote a diary which was of significant importance as a historical source of information about the past.	• Use simple <i>design</i> criteria to help develop their ideas • Use knowledge of existing <i>products</i> and their own experiences to help come up with ideas • Select from a range of tools and equipment (<i>masking tape, Sellotape, scissors, hole punches, split pins, treasury tags, needles</i>) and explain their choices • Assemble and <i>join</i> materials and components (<i>parts</i>) • Make simple judgements about their <i>products</i> explaining how and where they are meeting <i>design</i> criteria • Evaluate existing products for what they are, who they are for, how they work, how they are used
Science The children will continue their materials learning giving reasons explanations for why certain materials are used for and suitable for particular objects. They will use their knowledge of the properties of materials to determine its suitability for a particular use - hard, soft, float, sink, bendy, stiff, smooth, rough, shiny, dull, transparent, opaque, absorbent, not absorbent, flexible, rigid, reflective, non-reflective and identify and classify materials accordingly. They will also conduct a fair test to determine the best material for a particular purpose.		
Maths: The children will complete their learning on addition and subtraction by learning how to add and subtract any two-digit numbers, add and subtract crossing 10, explore missing number calculations to 100 and learn strategies to support them. They will also be learning about the properties of 2D and 3D shapes and learning to tell the time on an analogue clock, including o’clock, half-past, quarter past and quarter to the hour.		
Home Learning – Children will be asked to find out about one London landmark and either draw a picture of it, paint it, make a model or write a factsheet.		
Trips and Visitors – Drama day (Samuel Pepys), Year 3 children to visit.		