

DQ

Term	Topic Question Was the Great fire of London great?	Year 2020/21	Date						
		What will the children learn?	What will they do?						
<p><u>National Curriculum Links</u></p> <table border="1" data-bbox="152 359 772 582"> <tr> <td>Subject</td> <td>NC Statements</td> </tr> <tr> <td>History</td> <td>Events beyond living memory.</td> </tr> <tr> <td>DT</td> <td>To make and evaluate a product (making bread)</td> </tr> </table>		Subject	NC Statements	History	Events beyond living memory.	DT	To make and evaluate a product (making bread)	<p>Week 1 - what is a bakery? How do you bake bread?</p> <p>Stunning start—children to bake bread</p> <p>Homework task—when you go shopping, visit the bakery. What do you find there?</p>	<p>Come out side you tube—bakery.</p> <p>Children to bake bread.</p> <p>Uses senses to describe.</p>
Subject	NC Statements								
History	Events beyond living memory.								
DT	To make and evaluate a product (making bread)								
<p><u>Skills focus year 1:</u></p> <p>DT—B,B2,B3,B4 (baking bread)</p> <p>History— A1,A2 B1,B2 C1 D1,D2</p> <p><u>Skills Focus Year 2</u></p> <p>DT— B1,B2,B3,B4 (baking bread)</p> <p>History—A1 A2 A3 B1,B2,B3 C1,C2 D1,D2</p>		<p>Week 2—How did the Great Fire of London start?</p> <p>Who was the king at the time?</p> <p>Read Samuel Pepys diary.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt">https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt</a></p>	<p>children to order key events of the fire on a time line.</p> <p>Children to hot seat Samuel Peyps. Record interviews.</p>						
<p><u>Links to previous knowledge</u></p> <p>Knowledge of London from the previous topic.</p> <p>What the fire service is.</p>		<p>Week 3—why did the fire spread so quickly?</p> <p>What were most buildings made of?</p> <p>How did people cook and light their homes?</p> <p>How did the hot weather help the fire spread?</p> <p>Where did the fire fighters get water from?</p>	<p>Water race—children to work in teams to fill buckets of water, pass down the line and put on a house. Children to understand time restraints.</p> <p>Use a map to see how far it spread. What do you notice?</p>						
<p><u>Literacy Links</u></p> <p>Samuel Peyps diary</p>		<p>Week 4— How did London change after the fire and why?</p> <p>Explain to children that only 10 people died in the Great Fire of London, but 80,000 people were left homeless. How would you feel if you lost your homes and possessions?</p>	<p>Children to look at paintings of London past and present. What changes can you see?</p> <p>Photos to include equipment for fire safety.</p>						
<p><u>First Hand Experiences</u></p> <p>Baking</p> <p>Fire service—what to do if you find a fire. 999</p>									

New Vocabulary

Bakery  
Knead  
Prove

Time line  
Chronological  
bakery  
servant  
extinguish  
devastated

homeless  
destruction  
architect

Ruins  
Destruction  
Savage

What will the children learn?	What will they do?	New Vocabulary
<p>Week 5—How has the fire service improved?</p> <p>Children to know what to do if they find a fire. <a href="#">Fire station visit, role play with dress up.</a></p> <p><a href="#">What happens when we call 999?</a></p>	<p>Children to look at pictures from past and present fire service.</p>	<p>fire brigade emergency prevention</p>
<p>Week 6— Fantastic finish</p>		
<p><b>Home work</b>—Children to create a silhouette picture of the Great fire of London using warm colours</p> <p>Children to make a 3D house from London 1666.</p> <p>Children to write their own diary about the fire in London.</p> <p>Research what London was like in the past. 1066 focus.</p>	<p>Investigate different types of bread and what else is baked in a bakery.</p> <p>Follow a recipe and bake bread at home.</p>	