





Autumn 2: Where Are We in Place and Time?

Driver: History

Outcome: How Significant is the Great Fire of London on London's fire services?



Core Text: The Great Fire of London The Baker's Boy and the Great Fire of London	Writing Genres: Non-fiction Report (Great Fire of London) Narrative Plot (The Baker's Boy and the Great Fire of London)
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Key vocabulary	Historical source, eyewitness, Samuel Pepys, Pudding Lane, emergency, fire engine, durability, flammable, lever, chassis
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Subjects:	Learning Objectives:	Activities
Science: Materials 	I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Look at a range of materials Sort materials into manmade and natural objects Identify and sort objects with different material properties Look at wood, plastic, metal and card and discuss how we could test the rigidity of these materials. Test fabrics for their durability and toughness and consider the everyday usefulness of materials Consider the importance of material properties by wondering what life would be like without it
History 	Ask and answer simple historical questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Relate his/her own account of an event and understand that others may give a different version Describe significant historical events, people and places in his/her own locality Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past	To discuss and understand the significance of the Great Fire of London What was the GFoL and what happened? How did the fire start and why did London burn? How do we know what happened using different sources, paying particular attention to Samuel Pepys How did they try to stop the fire? Learn about the development of LFB and the importance of it- showcase this through a year group assembly [CT's to organise as one of KSI's assemblies for Au2] (Video of children speaking about why we should help the LFB)
Design and Technology: 	Safely measure, mark out, cut and shape materials and components using a range of tools Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products	Design a series of fire trucks over time. Using knowledge of materials which may be good to build a fire truck Adding wheels, ladders that slide and a hose.
PSHE 	Basic first aid: Understand what number to call if someone is in need of emergency services (999, 111)	Practise calling the emergency services in a role play style giving key information.

Action	Encourage the school to recognise the importance of the LFB through collecting donations
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Trip ideas	Go and see famous landmarks left by the Great Fire of London, Local fire station
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To be taught in a block and evidenced through floor books	 RE: Sacred texts: Islam- Why is Muhammad so important?  Computing: Programming A: Robot Algorithms
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