



Time Detectives

A study of the Great Fire of London
and its impact



Overview of theme:

This term has a historical focus, which will look at a significant event in the past: the Great Fire of London. This unit will build on the historical enquiry work in Year 1, when the children looked at Henry VIII and significant events in his life, as well as building on the enquiry skills learnt in the previous Year 2 unit, Historical Heroes. The children will progress next year when they will continue using primary and secondary sources when studying Ancient Egypt and Polar Explorers.

The main intent of this theme is to introduce the children to a significant event in the past: why and how the fire started, what the reaction was to the fire from significant people at the time, and the lasting impact of the fire on London today.

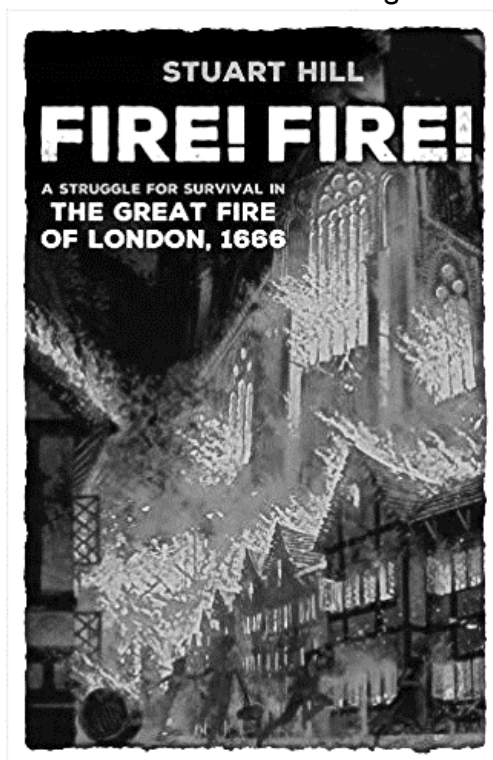
By the end of the topic, the children will know more about life in London in the 17th Century and some of the significant people who lived at that time. They will understand the sequence of events of the fire, what caused it and what its impact was. The children will be exploring eyewitness accounts and looking at primary and secondary sources to find out information.

Planned visits and school workshops:

A visit from the London Fire Brigade – date TBC
A visit to Richmond Synagogue – Friday 28th February 2020, parent helpers please. (First week in the 2nd spring half term)

Useful information and reference for parents:

- Talk to your child about fire safety. Discuss that fire is not ‘bad’ as it helps us in many different ways, but that it can be dangerous if not used safely.
- Visit the Museum of London: they have lots of information on the Great Fire of London, as well as lots of other history about London.
- Visit the Monument and Pudding Lane



Curriculum overview for the half-term & cross-curricular links to main theme:

Subject focus of the theme: History**Core text:** Fire! Fire! by Stuart Hill

English	Diary writing – children writing as though they are in the fire Story writing – children will write their own story where they have lost something (like the character in Fire! Fire!)
Mathematics	Multiplication and division - 5, 10 times tables Fact families Reasoning/problem solving Data Handling 2D and 3D shapes
Science	Lifecycles of humans and other animals
Computing	Coding – using beebots and floor turtles Coding – using a game for simple coding
Design and Technology	Making bread Making 17 th Century house
History	Learning about a significant event from the past Chronology of the event Comparing sources of information
Drama and Dance	Role play, Freeze framing
Physical Education	This term, the children will focus on object control, the principles of attacking and defending as well as gymnastics.
Music	Exploring instruments and rhythm
Personal, Social, Health Education	Personal safety
Religious Education	Judaism – stories and significant festivals from the Jewish faith Synagogue visit – Friday 28 th February

Sequence and structure to curriculum theme

1. What is fire?	The children will begin this topic by looking at how fire starts and what are its affects? We will use the fire pit to demonstrate how starting a fire and ask children to use their senses: e.g. What does it feel like? What can they see? The children will be introduced to the beginning of the Great Fire of London; including how and where it started. We will make bread to signify where the fire started. The children will begin reading Fire! Fire! They will begin to think about what life would have been like for the main character in 17 th century London.
2. The chronology of the Great Fire of London	The children will continue this theme by looking at the events of the fire over the three days it burned. They will use their knowledge of constructing a timeline in previous topics to make a timeline of these events from information they are given. They will have to use dates and times to help them do this. The children will continue reading Fire! Fire! They will consider life for people during this period and how they would have felt and behaved at outbreak of the fire. They will write a diary entry in first person as though they were there at the time.
3. The significant people involved	The children will look at some of the significant people involved in the fire: Samuel Pepys (who kept a diary), Thomas Bloodworth (Lord Mayor of London), Thomas Farriner (the owner of the bakery where the fire started) and King Charles II. They will compare the things these people did during the fire and ask whether they were helpful in it ending. They will write a further diary entry as though they were in the fire, describing what they could see, what was happening and who was helping.
4. How do we know what happened?	The children will compare different sources of information about the fire, and decide why some might be more reliable than others. Do the sources of information agree with each other? Do they tell us different things? Why might this be? The children will design and make period style houses. These will be made from paper and cardboard but the children will consider what the real house were made from and why the might have contributed to the fire.
5. What was the impact? How did the house burn so easily?	At the end of the unit children will burn the house that they have made. They will be able to think about how it feels to lose something in a fire, what happens to the fire as it spreads across the houses and why this happened so easily in 1666. They will then look at the impact the fire had on London: for the people who lived through it and for the construction of a 'new London'

Children's learning

By the end of this topic the children will:

- Be able to chronologically order a significant event
- Use different methods of research to find out about the people involved in an event
- Write a diary, imagining they were there at the time of a significant event
- Consider how fire helps us but why it can also be dangerous
- Know how to treat fire with care and attention
- Have learnt the following key vocabulary: chronology, timeline, fire, London, compare, similar, difference, evidence, source, impact,