



RATIONALE:
 In Year 1 we stepped back in time to scenes from the Crimean War as we studied an internationally significant female, Florence Nightingale. During our last learning journey we have continued to expand our knowledge of other international female pioneers, such as Amelia Earhart. Building on this learning, we will continue to develop skills and knowledge required for historical study as we immerse ourselves in a time beyond living memory and a nationally significant event, The Great Fire of London. After looking at primary sources of evidence, we will inspire curiosity to know more as we develop skills in asking perceptive questions, critical thinking, weighing up evidence, sifting arguments, and developing judgement on how the fire spread. This learning journey will conclude in an authentic courtroom scenario as we debate and declare, by the verdict of a jury, who was to blame for the Great Fire.

English
History
Science

We VALUE Creativity
 We will use previous knowledge to make connections as we begin to understand the chronology of our historical studies so far. We will need to look at the real life problems they faced in the fire and think creatively as to what contributed to the spread of the fire. We will conduct detailed research so we can construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing. We will need to suspend our judgement and think objectively with an open mind, appreciating the different factors that influence the activities of groups and individuals in society during the Great Fire.

We VALUE Respect
 We will develop empathy as we learn what it was like to live through the Great Fire. Using role play, hot seating, drama and reading primary sources we will develop a social conscience by responding to events with a sympathetic eye and showing concern for others. We will take action to help others learn from the terrible event as we listen respectfully to the mistakes made back then. We will put our findings to good use within our community as we compare fire safety today and write as if we were the fire crew of 1666 advising and making recommendations to the King and the town planners to make the city safer.

We VALUE Independence
 We will strive to understand the facts about The Great Fire by being self motivated to gain knowledge ourselves to contribute to whole class discussions. We want learners to justify and believe in their own opinions. They will learn to identify what they need to do next to improve learning outcomes. Exploring for themselves as historians is at the very core of this topic. They will make discoveries from the challenge set and they will be genuinely interested in feeling the gains from self-direction, which is wonderfully rewarding for learners as well as an incredible life skill.

CHALLENGE: Can Year 2 assist Terry Deary write his next Horrible History book ensuring all is factually correct?

OUTCOME: Courtroom trial of the main suspects.

- STEPS TO SUCCESS**
- ✓ Accept the challenge from Terry Deary (Horrible Histories). Share the story and clips from the Great Fire.
 - ✓ Empathise with the different feelings and emotions that people experienced at that time. Burn our model of Pudding Lane to see how fire started and to grab expanded noun phrases to describe real fire.
 - ✓ Develop an understanding of chronology of previous history taught as well as the timeline of events of the Great Fire itself.
 - ✓ Begin to think about and ask questions to lead us into research. Science around materials.
 - ✓ Identify the main suspects and the cause and effect of the Great Fire of London. Who's who and what was fire used for in 1666.
 - ✓ Use diary extracts to extend knowledge about the Great Fire of London through Samuel Pepys's diary
 - ✓ Use drama to find answers to questions and increase knowledge of the Great Fire of London by research and 'hot-seating'. Meet Samuel Pepys and Jane the Maid and understand their diaries give us information about life in their times, including the Great Fire of London. Look at good examples of diary writing. Write their own.
 - ✓ Understand that what happened changed the city of London . What was life like after the fire?
 - ✓ Look at good examples of letter writing. Write a letter of recommendations to King and the city planners.
 - ✓ Begin to realise things have not always been the same as today.
 - ✓ Find out more about how we fight fires today compared with the 17th century.
 - ✓ Visit from fire safety expert. Recognise how fires start. Role-play an emergency call.
 - ✓ Experience our modern day health and safety based approach to the dangers of fire.
 - ✓ Create an information leaflet that describes fire safety tips.
 - ✓ Persuasive language.
 - ✓ Prepare for the debate. Courtroom trial – sending the outcome to Terry Deary

EVALUATION:

PROCESS	Blue Hat - Process Thinking about thinking. What thinking is needed? Organizing the thinking. Planning for action.	CREATIVITY	Green Hat - Creativity Ideas, alternatives, possibilities. Solutions to black hat problems.
FACTS	White Hat - Facts Information and data. Neutral and objective. What do I know? What do I need to find out? How will I get the information I need?	BENEFITS	Yellow Hat - Benefits Positives, plus points. Why an idea is useful. Logical reasons are given.
FEELINGS	Red Hat - Feelings Intuition, hunches, gut instinct. My feelings right now. Feelings can change. No reasons are given.	CAUTIONS	Black Hat - Cautions Difficulties, weaknesses, dangers. Spotting the risks. Logical reasons are given.

At Broadstone First School, our curriculum is irresistible and learning is infectious.

VISION FOR QUALITY:

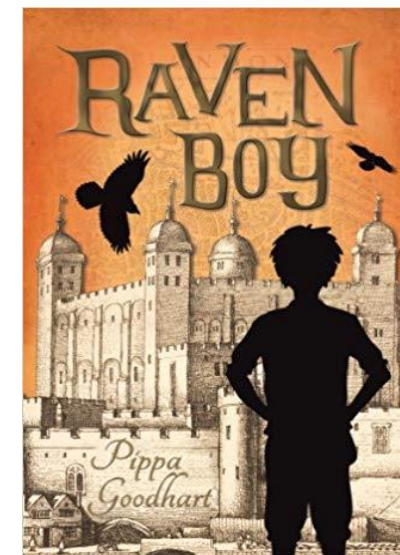
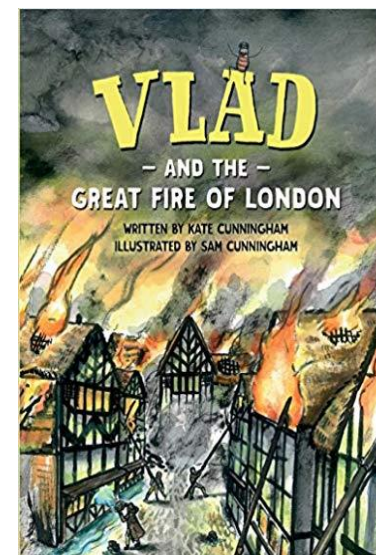
We will ensure learners use high quality language and expression throughout their writing by immersing them in drama. Demonstrating a rich and varied vocabulary will influence their writing. Children will have the chance to look at, and explore excellent examples of texts, similar to the ones they will be writing. This will help them to aim for high quality. We want the experiences we give the children help to take them back in time to the Fire of London.

Expert Consultation:

With a visit from a legal professional (Nicola Reece) we will be able to ask questions and find out more about the court system and the roles within it. This will help us to transfer it to our own courtroom.

We will ask the Fire Brigade to come in and discuss the dangers associated with Fire and how we can ensure we stay safe.

QUALITY TEXTS:



REHEARSAL FOR LIFE

As this is a longer learning journey than most, we will have two roles play areas. One will be an authentic recreation of Thomas Farriner's bakery and the other will be a dedicated fire investigation centre where they will examine how fire spreads and make recommendations for the future.

COMMUNITY IMPACT:

As the children apply their learning in a meaningful context we will listen to their recommendations they have for improving fire safety in a number of community buildings including our school and their own homes as they become experts on fire prevention.



LEARNING BEYOND SCHOOL:



At the time of the Great Fire, sports such as skittles, fishing, archery and tennis were popular past times. We would love to see the children try something new that they haven't taken part in before. Maybe a group of you could get together and dress as Tudors and Stuarts as they try out a new sport – we would love to hear about their new experiences!

DISCRETE LEARNING:

P.E - Perform dances using simple movement patterns.

PSHE – British values and the rule of law.

Maths – fractions, measurements, position, problem solving and reasoning.

RE - Easter

OBJECTIVES

The National Curriculum 2014 objectives can be found on our website <http://fluencycontent2-schoolwebsite.netdnassl.com/FileCluster/BroadstoneMiddleSchool/MainFolder/first-school/Curriculum/KS1-OVERVIEW-OF-OBJECTIVES-YEAR-2.pdf>

COMPUTING: we will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions □ create and debug simple programs □ use logical reasoning to predict the behaviour of simple programs