



SOUTH DARLEY C.E. PRIMARY SCHOOL THEME OVERVIEW

London's Burning (KS1)



Living as Children of Light: Our 'Shine' Curriculum

History	Geography	Art	DT	Science	Literacy
<p>Use a range of modern and historical documents and pictures to learn about the events that led up to the Great Fire, how it progressed and the changes that were made to building designs, including houses and St Paul's Cathedral, and firefighting in the aftermath. Compare with the fire at Notre Dame. Watch Magic Grandad's Samuel Pepys episode. Consider which sources are likely to be more or less reliable. What were the positives and negatives of the effects of the fire for the people of London? Were there really only a handful of deaths? Why might more not have been reported? Would that happen now</p>	<p>Look at the geography of London. Look at the main features and buildings that make up the London skyline. Talk about other cities in the UK and discuss why London is the capital. When the children have done work on London give them pictures and see if they can pick out the pictures that are of buildings and landmarks of London. Compare London, a city, with the country. Discuss the differences and similarities. Get the children to think of where they would rather live, and why. Use a Map of where the Great Fire blazed to find what landmarks were affected then, and which ones would be affected now if the fire happened in the same place today</p>	<p>Following the accessart tutorial with artist Lancelot Richardson, use charcoal to create tones, patterns, lines and shapes and discuss how it is made. Enlarge and create a grid over our picture of St Paul's Cathedral. Give each child a square of the grid to recreate using charcoal and the techniques we have learned. Individually our pieces look abstract but are like pieces of a jigsaw and will be out together to make a picture. Use potato printing to create art work on the GFofL theme in the style of Paul Klee. Think about how colour can represent emotions. Use appropriate tissue paper colours to collage a background and add black outlines to create buildings.</p>	<p>Look at the monument to the Fire and think about why people wanted it (link to war memorial). Design our own monument to the Fire, using a pattern the same size as our baking sheet for the pieces. Bake gingerbread in the correct sizes and use icing to join them. Decorate. Evaluate the constructions- were they strong enough? What was difficult about the designs and joining the pieces? What went well? ...Why would this not be so good as a permanent monument?</p>	<p>Go outside and look at the weather, observe the temperature, wind etc Suggest how to dress a teddy or doll appropriately for different weather conditions. (Exploring, problem solving) ☑ Year 1 -Look at weather forecasts and the symbols used by forecasters. Year 2 - Write phrases, using typical words used by weather forecasters, to present the weather they have observed.. Understand how the weather they have observed outside is typical (or not) of the weather for the season. Listen to Vivaldi's Four Seasons and create collage of the current season. (Pattern seeking) ☑ Year 1 - Record weather observations in the classroom and discuss the changes. Year 2 Take the temperature outside in the morning and afternoon and discuss how to do this accurately. ☑ Understand day length changes each day and varies from season to season. Look at shadows (or create them in the classroom) and look at how they change. ☑ Year 1 -Photograph them and draw around them on the playground in pairs with chalk. Year 2 Track a shadow by observing and measuring over time and record the results. ☑ Consider what effect rain has on us and our daily lives. Set up rainfall gauges , record rainfall and make predictions. (Pattern seeking) ☑ Year 1 - Begin to look at how to record the results of the rain gauge in a clear way and use results to generate questions . Year 2 Look at how to record the results of the rain gauge in a variety of ways. ☑ Make a wind sock to measure wind direction and a wind vane to measure the direction of the wind. Record the observations. (Observing over time, pattern seeking). ☑ Year 1 - Does the direction of the wind change from morning to afternoon? Year 2 - Observe wind direction over time; notice rainfall and wind patterns: is it always windy when it is raining? ☑ Consider warm and cold weather and measure the temperature inside and outside the classroom. Make a thermometer box. Year 1- Understand that air temperature changes with the seasons, and that usually summer is hotter than winter. Year 2 - Begin to understand how a thermometer box works</p>	<p>Fiction: tales from a variety of cultures Key texts: 'The Dragon Machine'- Helen Ward -Comparing a British and Chinese legend and planning our own story about a dragon Non-fiction: recounts Key texts: "Oh No, George" – Chris Haughton - Telling our own stories of times we have got ourselves into mischief and writing them as recounts with punctuation Poetry: the sound collector Key texts: 'The Sound Collectors', Roger McGough; Five Little Senses, Andrew Fusek Peters -Enjoying listening to and performing poems -Adding our own lines to existing poems.</p>

Key Vocabulary

Diary
 Firebreak
 Source
 Samuel Pepys
 Architect
 Christopher Wren
 Monument

Printing
 Silhouette
 Paul Klee
 Charcoal
 Lancelot Richardson

Genesis
 Creation

Maths	Music	Computing	PSHE	PE	RE
<p>White Rose Maths Units: Y1 Length and height, weight and volume Y2 Length and height, Mass, capacity and temperature</p>	<p>Charanga Units: 'Zoo Time'- exploring reggae music</p>	<p>Y2.6 Making Games (computer science) In this activity, the children will use Scratch Jr to create simple game programs. They will learn about logical reasoning, algorithms, repeat commands, programs and debugging.</p>	<p>Derbyshire PSHE Matters Units: 'Changes'- looking at how we change and grow</p>	<ul style="list-style-type: none"> Gymnastics <p>P.E provided by Qualitas.</p>	<p>"Who made the world?"</p>

Moral dilemma for discussion:

If you came across the first spark of the Great Fire of London, would you put it out?