

Year 2 HISTORY Topic 1: Firefighters (5 Weeks)

Key Assessment Questions

What does chronological mean? How was London different in 1666 from today? How are the fire services different? How do we know about the Great Fire? Can you name some sources? What do historians say about how the fire started?

SCHOOL VALUES (Autumn 1): Service and Friendship

Children will explore ways that the fire service now serves communities and the need for a fire service was highlighted in 1666 by the Great Fire of London. Understand how Christopher Wren and Samuel Pepys served the city of London.

	KNOW	DO	UNDERSTAND
	<p>Know that history is about learning about the past.</p> <p>Know that when looking at the past in Sparkhill in Year 1 is looking at the past within living memory because people can remember it.</p> <p>Know that the Great Fire of London happened beyond living memory because no one is still alive who remembers it.</p>	<p>VOCABULARY</p> <p>Connect learning to and build on understanding of past and present and chronological frameworks from Early Learning Goals in Nursery, Reception and in Year 1. An awareness of the past should be deepening in Y2.</p> <p>Explain with some support the terms (revisit): history, history within living memory, history beyond living memory, chronological, timeline, source.</p> <p>New vocabulary introduced: source, eyewitness, Samuel Pepys, Tudor, plague</p>	
Chronological Understanding	<p>Know what the word chronological means where events are put in the correct time order.</p> <p>I know that Tudor means time of history in England when a family called Tudors were Kings and Queens of England.</p>	<p>Plot events of the Great Fire of London on a timeline (from Sunday 2nd September 1666 to Thursday 6th September 1666).</p> <p>Place the Great Fire of London on a timeline along with other known events from Year 1 (see school timeline).</p>	<p>Make the connection between the Gunpowder Plot (Year 1) and the Great Fire of London – same period of history.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that a source is a thing or a person that gives us information. Know that an eyewitness account means someone who was there explaining what happened. Know that reliable means that we can depend on it being true. 	<p>What happened during the Great Fire and how do we know?*</p> <p><i>(understand that historians use a range of sources, including: eyewitness account by John Morgan, Pepys' Diary, London Gazette, Jan Griffner's painting, artefacts found like leather buckets to build a picture of what actually happened)</i></p>	<p>Literacy Link: Diaries</p> <p>As historical enquiry skills are developed, children should now be asking more questions about how we know about the past.</p> <p>Begin to understand that historians use sources to begin to understand what happened in the past.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference Significance	<ul style="list-style-type: none"> Know that baker Thomas Farriner forgot to put out his fire one night. Know that there was not a proper fire service in England in 1666. I know that rats carried the plague and it killed lots of people. The fire was good for wiping many out. Christopher Wren was a famous architect and designer and helped to rebuild better buildings in London e.g. the new St Paul's Cathedral. 	<p>Why did the Great Fire of 1666 burn down so many more houses than other fires in London at that time?*</p> <p>(Explore how historians describe the causes of GFL – Look at excerpt from famous GFL historian Adrian Tinniswood. What does he argue the main causes were?)</p> <p>What happened to London as a result of the GFL (gave us the modern-day fire services and shaped better building and architecture - Christopher Wren)?</p> <p>Describe differences between London now and London in Stuart times (especially buildings and houses).</p> <p>Compare the fire service in Stuart times and the fire service now.</p>	<p>Moths Link – information handling and sorting skills to present similarities and differences (Carroll diagram).</p> <p>Children will make connections between the Great Fire with wider Firefighter unit. As they explore the cause and effect of events in 1666, they will also explore how to keep themselves safe.</p>

Year 2 Geography

Fire Fighters

Assessment Questions		
<p>- Name the 4 countries that make up the UK. What are their capital cities? In which continent is the UK?</p> <p>- What are the surrounding seas of the UK called? Can you show me where they are on a map?</p> <p>- What is a map? What does it tell us? What is a landmark? Can you tell me the names of some famous landmarks in London?</p>		
Know	Do	Understand
<p><u>Place Knowledge</u></p> <p>I know that London is the capital city of the UK.</p> <p>I know where Birmingham and London are on a map of the UK.</p> <p>I know London is in the South of England and Birmingham is near the centre.</p> <p>I know that London and Birmingham are cities and that cities are found within countries.</p> <p>I know continents contain many countries and I know some of the names of continents.</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Locate the capital cities of the United Kingdom and the surrounding seas. Find and label Birmingham and London on a map of the UK. Use world maps to identify the UK in its position in the world and say which continent UK is in.</p> <p><u>Human and physical geography</u></p> <p>NC: use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Describe the difference between physical and human geography. Describe some human features of London (houses, roads, shops, city, town, crowded).</p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Draw basic maps, including appropriate symbols and pictures to represent places or features, use photographs and maps to identify features. (Children to draw a simple map of London's most famous landmarks)</p> <p>Use simple compass directions and locational/directional language to show where 4 UK capital cities are in relation to one another.</p>	<p>In this topic the children will study locations in the UK in more depth. They will become more familiar with key cities, such as Birmingham, London and their location on a map of the UK.</p> <p>They will become more familiar with the position of the 7 continents of the world and with support will know their names and positions on a world map.</p> <p>The children will find out about many famous landmarks in London and they will begin to make their own maps of the capital city, marking on some famous landmarks.</p>
<p><u>Vocabulary</u></p> <p>city, country, continent Birmingham, London Capital city, UK World map landmark key symbols Physical features, human features</p> <p>Geography Core Concepts: Landmarks Settlement Population</p>		

Year 2 ART Topic 1: Fire Fighters (5 Weeks)

Assessment Questions

Why have you chosen those colours? What do they show? Tell me how you used your colours?
 What is a background?

KNOW	DO	UNDERSTAND
<p>Know how to select colours purposefully.</p> <p>Know how to blend colours (paint or pastel).</p> <p>Know how to create a background and a silhouette.</p> <p>Key vocabulary: Select Fire colours Colour mixingTone Blend Technique Background Silhouette</p>	<p>Children create line drawings of London, focusing on buildings/architectural structure/skyline.</p> <p>Children make Great Fire of London scenes on black-out London using crayon.</p> <p>Children create a blacked out skyline on a wash of "fire" colours. Children explore mixing colours, creating a skyline (black sugar paper). Children to be shown artists who use skylines/blacked out sections for impact.</p> <p><i>If time, children then to outline their skyline with string/straws glued on, and use these to create prints of their skyline. Children to print these skylines on material, creating a "burning" sky background by dropping ink onto their fabric square.</i></p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, and other art and design techniques <p>NC Content:</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>This unit is all about the Great Fire of London. Children learn about where London is and what it is like there now, comparing to other places including Birmingham. The children learn about the plague and what happened in large cities, and discover about the main events of the Great Fire, considering sources of evidence. They link the plague to the Great Fire and create visual responses.</p>

Year 2 MUSIC Topic 1: Fire Fighters

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • Vocal sounds can be used to express feelings and moods • Music can be used to express things without the need for words (in this case, a conversation) • Pitch shape and duration can be shown using simple line graphics • songs can have a structure known as ‘call and response’ <p>Vocabulary:</p> <p>pitch</p> <p>duration</p> <p>structure</p> <p>call and response</p> <p>notation (also, graphic notation)</p> <p>round</p>	<p>Music express: Ouselves (3)</p> <p>This unit will be taught in the first couple of weeks of term as a PSHE Ink and a ‘getting to know you’ activity. The children will explore what vocal sounds they can make –thinking about how the sounds show their feelings. They will look at how changes in pitch can show mood. They will learn the song ‘If you’re feeling blue’ responding to the contrasting verses. They will listen to ‘duet for two cats’ looking at how the pitch changes and how the music conveys a conversation. The children will experiment with visual representations of pitch change (beginning to look at phrasing). The children will then learn the song ;’John Kanaka and the ghosties’, looking at the structure of call and response. They will perform the song in 3 groups: call, response and instrumental accompaniment.</p> <p>Cross curricular links: Children learn to sing</p> <p>‘London’s burning’ as a round. _</p> <p>London's burning score</p> <p>London's burning in 2 part round</p> <p>London's burning 1666 version BBC</p> <p>There are also further resources on the BBC that can be used if required (Great fire of London is part 3, 4 and 5): BBC resources</p>	<p><i>In year 1, children will have played games and sung songs to explore pitch and know that they can change the pitch of their voice to make contrasting effects. In year 2, they are beginning to look at the structure of music and how this can be recorded graphically.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils learn to sing and to use their voices • Pupils use their voices expressively and creatively by singing songs and speaking rhymes • Pupils explore pitch, duration, and appropriate forms of notation • Pupils listen to, review, and evaluate music, including the works of the great composers