

Year 1: Great Fire of London AND Enterprise
Term: Summer 1

Prime question: How did the Great Fire of London change history?

Subsidiary questions:

1. How did the Great Fire of London start?
2. What happened during the Great Fire of London?
3. How many people died in the Great Fire of London? Why?
4. What damage did the Great Fire of London cause?
5. What role did King Charles II play in the Great Fire of London?
6. How do we know about the Great Fire of London?
7. What happened to London after the Great Fire of London?

Science: plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

Geography

(No geography topic this half term)

History

- To understand when the Great Fire of London occurred on a timeline.
- To use secondary sources to find out about the Great Fire of London.
- To talk about which sources are most useful in finding out about the past.
- To talk about how London (and houses) were different in the 17th century compared to today.
- To be able to put the events of the Great Fire of London in chronological order.

Art

- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space (draw/paint a cityscape) discussing the features of landscape painting.
- To use drawing to develop and share their ideas, experiences and imagination (design a poster to advertise our enterprise topic).

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- Design and construct a 17th Century (Stuart) house based on houses from the time of the Great Fire of London.
- Use the basic principles of a healthy and varied diet to prepare dishes (make fruit kebabs/fruit pizza to sell for enterprise, following a recipe and picking healthy ingredients).

Music

- Use their voices expressively and creatively (learn how to sing a song e.g. rounds like London's Burning and London Bridge is falling down)
- Talk about pitch, timing, volume and tune.

Computing

We are TV chefs – linked to enterprise: make fruit kebabs/fruit pizzas and sell.

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Recognise common uses of information technology beyond school.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Use logical reasoning to predict the behaviour of simple programs.

