

Pilgrim Federation EYFS & KS1 Curriculum Coverage: Great Fire of London

Science	Art & Design	Computing	D&T	Geography	History	Other links/ideas	Music	PE
<p>Learning about different materials and the qualities they have.</p> <p>Understand how materials are used for different purposes based on their qualities.</p> <p>Investigate how materials can be changed and whether these changes can be reversed.</p> <p>Understand which materials burn easier than others.</p> <p>Use our knowledge of materials when we learn about the Great Fire of London.</p> <p>We will learn about how the building materials of the time helped the fire to spread.</p> <p>Understand how London was rebuilt after the fire and how the building materials used today are now very different.</p>	<p>To mix primary colours to make secondary. I can use a thick brush. I can mix colours to make new colours. I can create a colour wheel. I can identify primary colours. I can identify secondary colours. I can add white to a colour to make a tint.</p> <p>Lieve Verschuier's, The Great Fire of London investigate the artwork and create own work inspired by the piece.</p> <p>Camouflage artwork of Jack Zulli using hot and cold colours</p> <p>Working in the style of Nancy McCroskey. Children take inspiration from her work 'Suite in Black, Grey and White'.</p> <p>Children explore weaving techniques using paper strips (weft), weaving through card (warp)</p>	<p>Using different software to create artwork and animations of the Great Fire of London.</p> <p>Explore how different tools can be used to create different effects.</p> <p>Combine text and graphics to write newspaper reports and will also use microphones and videos to record our work about the fire.</p>	<p>Recreate Pudding Lane houses (Tudor houses)– Junk Modelling.</p> <p>Making a fire engine – exploring wheels and engines</p> <p>Making bread (based on where the fire started in the bakery)</p>	<p>Comparing physical and human geography.</p> <p>Name major capital cities (especially in UK)</p> <p>https://www.bbc.co.uk/bitesize/topics/zp8r4xs/year/zjpqqp3</p> <p>Locate London on a map.</p> <p>Find London in relation to where the school is.</p> <p>Compare London to Norwich/ local area.</p> <p>Find key areas associated with the Great Fire of London on a map.</p> <p>London https://teachers.thenational.academy/units/london-in-the-united-kingdom-shared-with-history-ey-transition-unit-b8a0</p>	<p>Oak Academy Resources: https://teachers.thenational.academy/units/the-great-fire-of-london-7a50</p> <p>Order the main events of the Great Fire of London. Use a variety of sources to find out about the event (paintings, diary extracts, information books, ICT). Develop an understanding of the limitations of sources as reliable evidence. Identify the cause of the Great Fire of London and how London changed as a result. Understand the significance of Samuel Pepys. To identify similarities and differences between the diary accounts of Samuel Pepys and John Evelyn regarding the Great Fire of London. Know about aspects of life in 1666 and compare to own life identifying similarities and differences. (focus- quilting, homes and food). Demonstrate empathy with the past by writing a diary extract from the view of an</p>	<p>Fire safety</p> <p>Keeping safe at home (in the kitchen)</p> <p>Literacy: Writing about the events in chronological order. Writing a diary.</p> <p>Visit to a fire station or get firemen to come to school with their fire engine – could put the fire of London out (if you choose to recreate it!)</p> <p>Drama - https://teachers.thenational.academy/lessons/living-through-the-great-fire-of-london-part-1-ccu3ar https://teachers.thenational.academy/lessons/living-through-the-great-fire-of-london-part-2-c5k34d</p>	<p>London's Burning</p> <p>Singing in rounds.</p> <p>Explore the beats and rhythms within pieces of music.</p> <p>Use percussion instruments to play simple rhythms and will explore how they can be used create effects.</p>	

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