

Year 2—London's Burning



Subject Knowledge:

- To know about significant national events beyond living memory
- Understand the different ways the past is represented
- To ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events

Engagement & Enrichment

Baking bread, link to PE (nutrition) and science (changing materials)/DT baking bread

Leeds class assembly

Monument trip/St Pauls/Museum of London

Nurturing Responsible Citizens

Fire safety past/present

PSHCE – what would you save in a fire?

Understanding fire brigade/architecture/buildings Cul-

Vocabulary

Sat Nav, Aerial view, perspective, field work, symbol. Key. Locate, location

Rights Respecting School Link



Article 29 (Goals of Education)

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Cross Curricular Links

Samuel Pepys diary writing- empathy and re- living the past

Maths challenge – making bread

Assessment Focus: AF2 – Knowledge, Skills and Understanding

Assessment Task: Using sources and information, children to write a diary extract from the time of 1666.

Assessment Outcomes

Working Below Expectations:

Children can:

-Recount events from the past

Working At Expectations

Children can:

-Suggest reasons why people acted in the way they did

-Identify some of the ways the past has been represented

Working Above Expectations:

Children can:

-Identify ways in which people have interpreted the past or people from the past