

Overbury First School
The Great Fire of London
Sheldon - Autumn 1 2025/2026

FACTUAL KNOWLEDGE:

History

I know The Great Fire of London was a long time ago
 I know that in 1666 houses were made of wood and straw and they were built close together. Strong winds were blowing which made it easy for the fire to spread.
 I know why the fire spread so quickly.
 I can compare **and contrast** what houses are made of today - would the fire spread so quickly today and why
 I can explain that people used leather buckets of water and water squirts Some buildings were pulled down to stop the flames from spreading - **what would be used today and how is this better?**
 I know who Samuel Pepys was and to study a primary source.
I can explain the impact the fire had on London and the consequences of the fire
 To be able to explain how people escaped the fire
 To give 2 problems the fire caused for people
 To explain how the Government helped to manage the disaster
 To understand how the Government rebuilt London

Design Technology

Key Concept: Structures - using materials

Problem/Challenge: How can we make the most flammable house?

In this topic, children will use the properties of materials to create a house that is flammable. They will use their knowledge from science and their understanding of different materials to support their designs. They will find out about how modern houses are built to prevent fires.

Key technique: Drawing

In The Great Fire of London, the children will look at how the children can use different drawing implements and techniques to draw still life and other images. The children will look at how to use a sketchbook and why this is a good skill to develop. In particular, the children will layer different media. They will draw for a sustained period from real life objects, including single and grouped objects and landscapes. ***The children will look at charcoal artworks by artists such as Dennis Creffield and Leon Kossoff as inspiration for a charcoal portrait of London during the Great Fire.***

KEY LANGUAGE AND VOCABULARY:

Samuel Pepys, Great Fire of London, 2nd September 1666, Fire hook, bakery, diary, rebuilt, fire engine

Christian Value of the Term:

Thankfulness

Global Citizenship -

Reading Buddies
 Writing to MP

SMSC

Picture News with British Values
 Writing to MP
 Outdoor Learning

ENRICHMENT & PUPIL LEADERSHIP

Outdoor Learning
 Class Presentation
 School Council
 Instrument assembly
 In class Assembly
 ERIS

KNOWLEDGE AND FACT SHEET

KEY QUESTIONS:

1. When did the Great Fire of London happen?
2. Where did the fire start?
3. Why did the fire spread so quickly?
4. What were houses made of in 1666?
5. Who was Samuel Pepys and why is he important?
6. How did people try to stop the fire?
7. What happened to St. Paul's Cathedral during the fire?
8. What changes were made to London after the fire?
9. How do we know what happened during the Great Fire of London?
10. What can we learn from the Great Fire to help keep us safe today?

Maths - Place Value and Addition and Subtraction.

Understanding that a digit's place effects its value and using this to construct numbers both with concrete objects and pictorially before moving onto abstract digits. Then looking at a variety of methods to add and subtract and how these two operations are related.

English - We will be looking at Vlad and the Great Fire of London as our narrative text before studying the

KEY PROCEDURAL KNOWLEDGE:

History (Year 2 & Year 3)

Chronological Understanding

- I can place the time studied on a timeline
- I can use dates and terms related to the study unit and passing of time

Historical Enquiry and interpretation

- I can begin to consider and ask questions about cause and effect
- I can use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- I can use a range of sources to find out about a period
- I can observe small details – artefacts, pictures
- I can select and record information relevant to the study
- I can begin to use the library and internet for research

Range & depth of historical knowledge

- I can identify differences between ways of life at different times
- I can recognise why people did things, why events happened and what happened as a result
- I can find out about everyday lives of people in time studied
- I can compare with our life today
- I can identify reasons for and results of people's actions
- I can understand why people may have wanted to do something

Interpretations of history

- I can compare 2 versions of a past event
- I can discuss reliability of photos/ accounts/stories
- I can identify and give reasons for different ways in which the past is represented
- I can distinguish between different sources –
- I can look at representations of the period – museum, cartoons etc

Geography

- Use NF books, stories, maps, pictures/photos and the internet as sources of information.
- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
- Use class agreed symbols to make a simple key
- Use an infant atlas to locate places
- Locate and name on UK map major features e.g. London, River Thames, home location, seas.
- Begin to ask/initiate geographical questions
- Know why a key is needed. Use standard symbols.
- Locate places on larger scale maps e.g. map of Europe
- Begin to identify points on maps A,B and C

Design Technology

- Generate ideas for an item, considering its purpose and the user/s
- Identify a purpose and establish criteria for a successful product
- Plan the order of their work before starting
- Select tools and techniques for making their product
- Measure, mark out, cut, score and assemble components with more accuracy
- Work safely and accurately with a range of simple tools
- Think about their ideas as they make progress and be willing change things if this helps them improve their work

Art – Drawing

- I can experiment with different grades of pencil and other implements.
- I can plan, refine and alter their drawings as necessary.
- I can draw for a sustained period of time at their own level.
- I can use different media to achieve variations in line, texture, tone, colour, shape and pattern.
- I can use named artists to inspire own work using styles in their own final pieces.

diaries of Samuel Pepys to create our own.

Science – we will be exploring Plants this term, looking at the different types of seeds that plants make, and tying this to our harvest festival preparations. We will also be visiting the Kitchen Gardens.

ICT/Computing – We will be looking at digital devices with a focus on networks and how these devices require and input, process and an output.

RE – This term in RE, children will explore the Christian belief that God created the world, using the story of Creation from the Bible. They will think about how Christians show thanks for the world and reflect on their own ideas about living in an amazing world. They'll also explore how artists express this story and consider its meaning today.

PSHE – Being in my world: This term, we'll explore hopes, fears, rights, and responsibilities to help build a safe, respectful classroom. We'll learn about rewards, consequences, and making good choices. Together, we'll create and follow our Learning Charter, helping everyone feel welcome, work well together, and make our school a better place.

French – Bonjour! We are learning basic greetings in French as well as how to introduce ourselves and address others.

PE – We will be using defending and attacking skills with a focus on netball and basketball.

Music – Children will explore how music can reflect their neighbourhood and community. They'll learn to recognise different sounds and instruments and discover how harmony is created. Through singing, listening, and performing, they'll build confidence and musical understanding. The unit encourages teamwork and creativity through fun, engaging activities.