



Year 2 Topic: Fire! Fire!

Term: Autumn 2

Topic Length: 7 weeks

INTENT	Vision	Together we all discover, learn, grow and succeed					
	Values	W	A	R	M	T	H
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
		Learning Behaviours		Disciplinary Knowledge		Substantive knowledge	
Attitudes and attributes for learning and life		<u>Know How</u> – subject specific thinking and problem solving		<u>Know What</u> – deep learning of the key knowledge			

IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge
	Topic Purpose	To learn about a major historical event, the people associated with it and the lessons learned from the people who lived through this and wrote about it.									
		Hook: ‘Meet’ Samuel Pepys at school and role play the drama of him sharing his diary with the children about the Great Fire of London.					Celebration: To re-enact the events of The Great Fire of London.				
	Main Subjects	Design and Technology		Outdoor Learning			History				
	Key Performance Indicators	Know the vocabulary: lever, slider, hinge. Make a functioning example of each mechanism and be able to talk about how it works.		To know the three elements of the fire triangle and use this to help keep a fire burning. To know and demonstrate how to stay safe around fire. To explain and explore the purposes fire (warmth, light and cooking).			To identify changes in building materials over time. To know the key figure in history (Samuel Pepys) and the significant event (The Great Fire of London). To discuss how the Great Fire impacted the future.				
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency			



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Internet Safety <ul style="list-style-type: none"> • To list different uses of IT • To talk about different rules for using IT • To say how rules keep us safe online
PE	Dance <ul style="list-style-type: none"> • Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance. • Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. • Recognise and describe how different dance activities make them feel. • Understand the importance of warming up and cooling down. • Watch and describe dance phrases and dances and use what they learn to improve their own work. Net & Ball <ul style="list-style-type: none"> • Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. • Watch, copy and describe what others are doing. • Describe what they are doing. • Know that being active is good for them and fun. • Choose and use skills effectively for particular games. • Know that being active is good for them and fun.
Music	Fire of London <ul style="list-style-type: none"> • Identify long and short sounds for 6 fireworks (duration) • Perform Fireworks Soundscape using a variety of untuned percussion (tempo, dynamics) • Listen to a variety of historical songs (BBC Fire of London) • Learn to play 'London's Burning' melody following notation using chime bars (Green sets)
RE	Why do Christians believe God gave Jesus to the world? <ul style="list-style-type: none"> • I can say how I could help solve a problem by showing love. • I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. • I can tell you why Christians think God gave Jesus to the world.



Key Objective Progression

Prior Knowledge	Year 2 – Fire! Fire! Key Objectives	Future Learning
ELG: Safely use and explore techniques, experimenting with colour, design, texture and form.	DT: Know the vocabulary: lever, slider, hinge.	Year 3 Our World: Understand and use mechanical systems in their products – levers and linkages
ELG: Share their creations, explaining the process they have used.	DT: Make a functioning example of each mechanism and be able to talk about how it works.	Year 3 Our World: Understand and use mechanical systems in their products – levers and linkages
ELG: Explore the natural world around them.	Outdoor learning: To know the three elements of the fire triangle and use this to help keep a fire burning.	TBC
ELG: Explain the reason for rules, know right from wrong and try to behave accordingly.	Outdoor learning: To know and demonstrate how to stay safe around fire.	TBC
ELG: Explore the natural world around them.	Outdoor learning: To explain and explore the purposes fire (warmth, light and cooking).	TBC
ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	History: To identify changes in building materials over time.	Year 3 What Lies Beneath: To know changes in Britain from the Stone Age, including late Neolithic hunter-gatherers and early farmers.
ELG: Talk about the lives of the people around them and their roles in society.	History: To know the key figure Samuel Pepys and the significant event of the Great Fire of London.	Year 3 What Lies Beneath: Develop a chronologically secure knowledge and understanding. (Moves from being about individual people, to entire time periods).
ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	History: To discuss how the Great Fire impacted the future.	Year 3 Marauding Vikings: To evaluate evidence from historical sources and use comparisons to hypothesise and predict.

