

Fire! Fire!

History

What we should already know...

- Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.
- Vocabulary - now, then, old, older, new, newer, today, yesterday, tomorrow, last week, last year
- Use physical sources from the past in relation to topics covered. E.g. toys in the past / ICT through the years - old cameras tape players etc.

As Historians, we will...

- Understand common words and phrases relating to the passing of time.
- Sequence people, events or objects taught so far.
- Ask simple questions about a significant event in history.
- Use a given source (e.g. diary entry, artefacts) to find facts about the past.

Vocabulary

year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory, ruin, monument, fire hook, escaping, River Thames, panic, explosion, rebuild, destroyed, Pudding Lane, profiteers, Samuel Pepys, King Charles II, source, artefacts, why? where? when? opinion, detective, historians, this source tells me..

Application of knowledge outcome: To write a newspaper report about the Great Fire of London

Fire! Fire!

Art

What we should already know...

- Work spontaneously and enjoy the act of making/creating
- Sustain concentration and control when experimenting with tools and materials
- Know that art is made by artists exhibiting care and skill and is valued for its qualities.
- Know how to explain what they are doing

As Artists, we will...

- Investigate a range of materials and media and recognise that they have different qualities.
- Experiment with different techniques
- Recognise and describe some simple characteristics of different kinds of art, craft and design
- Know the names of the tools, techniques and the formal elements (line, colours, shapes, tones texture, pattern, form.) that they use.
- Select and use appropriate techniques for joining materials (e.g. slip for clay, glue for card)
- Use tools and equipment safely and in the correct way.

Vocabulary

Landscape, portrait, line, colours, shapes, tones texture, pattern, form, background, foreground, join, construct

Application of knowledge outcome

To create a Great Fire of London collage

Fire! Fire!

Music

What we should already know...

Performing

- Sing songs, make music and dance, and experiment with ways of changing them.
- Perform movements to a steady beat

Composing and Notation

- Represent their own ideas, thoughts and feelings through music and dance.

As Musicians, we will...

Performing

- Explore the use of their voices creatively by singing simple songs and speaking chants and rhymes
- Simple echo singing and clapping
- Play tuned and untuned instruments to repeat and investigate simple beats and rhythms

Composing and Notation

- Experiment with different instruments and different sounds focusing on dynamic and pitch.
- Create a short sequence of long and short sounds with help
- Record own musical ideas through signs, symbols or pictures

Vocabulary

Dynamics: loud, quiet
Pitch: high, low
Pulse, beat, Dynamics: loud, quiet
Tempo: fast, slow
Pitch: high, low
Timbres: rough, smooth
Pulse, beat, rhythm, compose, mood

Application of knowledge outcome

We will work in groups to compose a short piece of music to reflect the panic during the Great Fire of London.

Fire! Fire!

School Drivers

Be Creative

We will experiment with different materials to create a Great Fire of London collage.

We will use photos to create observational drawings of Tudor houses
We will create a short piece of music and explore different instruments.



Be Resilient

Be World Wise

We will explore the Christian festival - Easter.
We will study the lives of Samuel Pepys and King Charles II.