

CYCLE B KS2	
Term 3- Who was to blame and who helped in the Great Fire of London?	
Overview- NATIONAL - Who was to blame and who helped in the Great Fire of London? Fire Safety Demonstration- how to best prevent a fire? The UK: Countries and Cities, island and coastline London during the time of the Great Fire of London Samuel Pepys, King Charles II Comparison Bristol/London	
Prior Knowledge	KS2 National Curriculum Objectives
History (KS1) - Developing an awareness of the past and using words such as before, after, past, present, old and new. - Understanding that people and events from the past can be studied through sources of evidence. - Learning about significant individuals and events beyond living memory. - Recognising that things change over time. Science (KS1) - That materials have different properties and are used for different purposes. - That some materials are more suitable than others depending on their properties. - That heat can cause changes to materials.	History - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Understand the chronology of significant events in British history. - Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Understand how the lives of people in the past were shaped by the events, beliefs and circumstances of their time. - Use evidence to ask and answer questions about the past. - Understand how our knowledge of the past is constructed from a range of sources. Science - Recognise that environments can change and that this can sometimes pose dangers to living things. - Identify and compare the suitability of a variety of everyday materials for particular uses. - Identify changes that occur when materials are heated or cooled. - Understand the conditions needed for fire to start and spread. - Investigate how different materials affect fire safety. - Explain why some materials are safer than others in buildings and homes. DT - Use research and develop design criteria to inform the design of innovative, functional and appealing products. - Generate, develop, model and communicate their ideas through discussion, sketches and prototypes.

	Evaluate their ideas and products against design criteria.	
Key Skills		
History - Ask and answer questions about the past. - Use a range of historical sources to investigate events. - Identify similarities and differences between life in 1666 and today. - Understand that historical accounts can have different viewpoints. - Use evidence to make conclusions about who was responsible and who helped. - Place events in chronological order Science - Make observations and ask questions about fire and materials. - Understand how different materials behave when heated. - Explain how fires start and spread. - Apply scientific knowledge to explain ways of reducing fire risks.		
PSHE Links	Key Vocabulary	Cross Curricular links (DT/RE)
Health and Wellbeing - Understand how to recognise, predict and assess risk in different situations. - Know how to keep physically safe and where to seek help in an emergency. - Develop strategies for making safe and responsible choices. Relationships - Recognise the importance of cooperation, kindness and helping others. - Understand how communities support people during difficult situations. Living in the Wider World - Understand the role of rules, laws and shared responsibilities in keeping people safe. - Explore how individuals can contribute positively to their communities.		Art- Collage: The Great Fire of London Artist: Paul Klee English/Drama- Role-play different viewpoints from 1666, such as residents, firefighters, officials or witnesses. Develop empathy by exploring how people experienced the event.
Quality Texts/Resources		



