

Hook:

Children to receive a letter from the queen talking about London with a link to the great fire of London.



Bright Lights, Big City

Focus: Geography and History



Knowledge:

- What are the four countries and capital cities in the UK?
- What continent can the UK be found?
- What are the key landmarks in London?
- Where is the UK on a map/ atlas?
- What is a city?
- What is a village?
- What human features can be found in London?
- What is the sea surrounds the United Kingdom?

- How did the fire start?
- What stopped the fire?
- How long did the fire go on for?
- Who was Samuel Pepys?
- When did the Great Fire of London happen?
- What famous London landmark got damaged?
- Why did the fire last so long?
- Did London change after the great fire of London? How?

Learning Journey:

Introduce an atlas/ map—where is the UK on a map? What continent can the UK be found? Children to find the UK using different maps and atlases. Introduce the four countries that create the UK. Can the children locate these on a map? What are the four countries that create the UK? What sea surrounds them?

Learning Journey:

Introduce capital cities—what is a city? What is a village? What is a capital city? Talk about the four capital cities of each country. Look at the flags of each country. Children to locate UK countries on a map and label it with the correct capital city and flag. Children to work in groups to create maps and flags for the UK.

Learning Journey:

London- Children to look at key landmarks in London? What ones do children already know? Children to re-search landmarks in groups and find key facts about them. Look at a London map and locate the different landmarks. Introduce the Great fire of London—what landmarks did it destroy? When did it happen? How did the fire start? Who is Samuel Pepys. Children to create a fact file about him

Vocabulary:

Continent, Capital city, Country, London, Cardiff, Edinburgh, Belfast, England, Scotland, Wales, Northern Ireland, Tower of London, Shakespeare's Globe, Big Ben, Buckingham Palace, St Pauls Cathedral, near, far, left, right, city, town, village, house
London. Fire. Samuel Pepys. St Pauls Cathedral, Bakery. King Charles II, Puddling Lane. England. 1666

Skills:

- Using a map
- Reading a map
- Use a globe
- How to keep safe on the road
- Use the internet to research safely and effectively.
- Order events in chronological order
- Use iPads and laptops safely and correctly.
- Compare two different events or time periods
- Articulate my ideas to others and discuss together.
- Work collaboratively in a group.
- Design a sketch of the model, label and evaluate finished piece.
- Compare finished model to others - what have you done well? What could be improved next time?
- Use locational and directional language to describe

Learning Journey:

Time line of the Great Fire of London- Children to chronologically order the events over four days of the great fire of London, including the event of St Pauls cathedral being burnt down. Talk about the differences between fire fighters then and now. How did London change from this?

Characteristic foci:
Creativity. Articulacy

Curriculum Coverage:

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different period
- o use a range of materials creatively to design and make product
- significant historical events, people and places in their own locality
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries

Learning Journey:

Children to recreate 17th Century Tudor building using materials like hay similar to the style in the 17th Century. Focus on how buildings changed once they were rebuilt. Talk about how technology is different and recordings of the event where from the diary and paintings. Are they reliable? Differences between building now and then

Trip / Visitor:

Display Plan:

Diary entry letters/ pictures of children's buildings

Outcome:

Year 1 to deliver an assembly to parents about the topic including buildings.



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Focus: Geography and History



What do they already know?

What are the seven continents?

What are the 5 oceans?

What is a map/ How to use one?

What is a significant event/ person?

What is a time line?

What does chronological order mean?

How will they remember it?

Recap previous lessons at the start of each lesson

Class quizzes at the end of lessons

Play KABOOM

Key vocabulary to be displayed around the classroom

Key vocabulary word mats to support those who need it with learning new vocabulary

Talk about prior learning linking to this topics

Which resources will I need?

World maps/ atlas

Ipads/ Computers

Junk modelling resources/ hay and white paper

Books about London.

Images of London/ London landmarks and any resources from there.