

Beormund Creative Curriculum - Integrity Class

Autumn Term - 2022 - 2023

HOOK - WOW Day



Dress up as firefighters and find out about their job (could have firefighters come in and talk to classes)

TEXTS ENGLISH

- Ref: The Literacy Tree, The Literacy Shed, #Film for Learning



- Vlad and the Great Fire of London by Kate Cunningham
- Write a recount
- Diary entry
- Who was Samuel Pepys? By Paul Harrison
- Newspaper report
- Fact-file

Genres Covered
Fiction and Non-fiction

N.C. objectives
Children should write by
-organising paragraphs around a theme ✦ in narratives, creating settings, characters and plot
✦ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

MATHS- incl problem solving, real life contexts



- Word problems including how many times they had to fill up their buckets with water to put out the fire.
- How many houses were destroyed?
- Working out how long ago it happened and ordering years from earliest to latest
- The perimeter of a Tudor house.

N.C objectives
Pupils should be taught to: ✦ solve problems with addition and subtraction: ✦ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ✦ applying their increasing knowledge of mental and written methods

ENRICHMENT TRIPS/VISITS

- Visit the monument
- Visit pudding lane where the fire started
- Visit St Pauls Cathedral

Could it be achieved in a day? Yes
Would we need to book a session? No
How would you commute? Walk/train/ bus
Is there a cost? No

N.C objectives

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.

SCIENCE



- What causes a fire
- Materials (what houses were made from)

NC Objectives

- Identify and compare the suitability of a variety of everyday materials,

PE/Active Learning



- Cooking linked to bakery and safety when cooking

TOPIC:

The great fire of London
How did the great fire of London change London?

Science driver/History driver/Geography

HISTORY/GEOGRAPHY - inc cross cultural history

- The great fire of London 1666
 - Events beyond living memory that are significant nationally or globally
 - Significant landmarks in London
 - UK rivers (thames)
 - How people travelled in London
- N.C objectives
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

ART & DESIGN



- Design a tudor house on card
- Draw London before and after the fire

NC. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

COMPUTING/COMPUTER - iPad Apps, programmes



- Using the ipads to look at pictures of Tudor houses
- Create a presentation on P.P about London

N.C objectives
✦ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

RE



- Look at St Paul's cathedral and how it changed after the fire

Including possible visit to religious building

N.C objectives

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.

PSHE, CITIZENSHIP, BRITISH VALUES



- People leaving their homes, discussing feelings and thoughts at the time
- Jobs people did

NC to understand about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement

END OF TOPIC CELEBRATIONS - eg party, restaurant, cinema, re-enactment/own movie showing



- Afternoon tea style picnic party
- Re-enact the great fire of London through role play
- Visit a bakery

How do you signify the ending?
How do you celebrate success?