



# Fire Fire! – Term 2

Southville Primary School

Year 2

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Local fire service	Local fire service visit to school	Samuel Pepys	-Fire engine toy (DT) -Evaluation of primary and secondary sources
<b>Diversity, Equity and Inclusion</b>		<b>Linked Learning</b>	
		<b>Design and Technology:</b> Making with simple materials. Joining methods. Model-building techniques; <b>Science:</b> Material properties; <b>History:</b> Key historical events, Source analysis and reliability.	
<b>Driver 1: History</b> <b>Key Question: How do we know about the Great Fire of London?</b>		<b>Driver 2: Design Technology (including Science)</b> <b>Key Question: How can we build a fire engine?</b>	
<b>Driver 1 Objectives</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys)</li> </ul> <p><b>Substantive Historical Concept:</b> Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</p> <ul style="list-style-type: none"> <li>Community and culture</li> <li>Conflict and disaster</li> <li>Exploration and invention</li> <li>Hierarchy and power</li> </ul>		<b>Driver 2 Objectives</b> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul> <p><b>Additional Science</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses .</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	
<b>Driver 1 Disciplinary Knowledge and Skills ('Thinking like a Historian')</b> This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school. <ul style="list-style-type: none"> <li><b>Chronology</b> – having a secure overview of major developments and periods to contextualise new knowledge, as well as making connections within and throughout periods of time studied</li> </ul>		<b>Driver 2 Disciplinary Knowledge and Skills ('Thinking like a Designer')</b> <ul style="list-style-type: none"> <li><b>Investigate:</b> this includes researching and finding about existing products and designers.</li> <li><b>Design:</b> the art or process of deciding how something will look or work.</li> <li><b>Make:</b> create something by combining materials or putting parts together.</li> <li><b>Evaluate:</b> form an opinion of the value or quality of something after careful thought.</li> <li><b>Apply:</b> use something or make something work in a particular situation.</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Sources and Evidence</b> – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability</li> <li>● <b>Cause and Consequence</b> – the reason and result of the things that happened in history</li> <li>● <b>Change and Continuity</b> – how key people, places and events changed or stayed the same over time</li> <li>● <b>Similarity and Difference</b> – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?</li> <li>● <b>Historical significance</b> – why people, events and ideas are important in our studies</li> </ul>	<p>Additionally, we teach children that a designer:</p> <ul style="list-style-type: none"> <li>● Problem Solves</li> <li>● Uses tools safely</li> <li>● Tests, reworks, adapts and improves</li> <li>● Evaluates and uses feedback</li> <li>● Works as part of a team</li> <li>● Follows instructions carefully</li> <li>● Is technically accurate</li> </ul>
<p><b>Driver 1 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 1:</b> source, history, past, object, picture, book, portrait, date, time, event, fire, people, place, recreate, answer</li> <li>● <b>Tier 2:</b> primary source, secondary source, reliable, useful, evidence, corroborate, limitations, detect, clues, diary, impression, evaluate, document, fact, index, glossary</li> <li>● <b>Tier 3:</b> Great Fire of London, Samuel Pepys, fire hook, hearth tax, monument, CGI recreation, non-fiction, contents page, artist's impression, historical resource, historical source</li> </ul>	<p><b>Driver 2 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 1:</b> fire engine, build, make, design, test, evaluate, house, burn, fire, wood, group, partner, playground, watch, draw, wheel, share</li> <li>● <b>Tier 2:</b> investigate, research, materials, product, attach, join, explain, feedback, task, features, method, questions, technology, parts</li> <li>● <b>Tier 3:</b> 1666, The Great Fire of London, Tudor, reenactment, structure, vehicle, fire service, design brief, evaluation, axle</li> </ul>

<p><b>Driver 1 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> find out about the Great Fire of London through a Hook Day.</li> <li>2. <b>WALT:</b> explore how we find out about the past.</li> <li>3. <b>WALT:</b> compare and contrast historical sources to understand their differences.</li> <li>4. <b>WALT:</b> explore the limitations of historical sources and the importance of corroboration.</li> <li>5. <b>WALT:</b> investigate what we can find out about the fire from Samuel Pepys' diary.</li> <li>6. <b>WALT:</b> consider the usefulness and reliability of a portrait as a historical source.</li> <li>7. <b>WALT:</b> evaluate the usefulness of pictures as historical sources.</li> <li>8. <b>WALT:</b> understand what London was like before the Great Fire.</li> <li>9. <b>WALT:</b> investigate whether historians are like detectives using primary sources.</li> <li>10. <b>WALT:</b> identify what makes a good secondary source and how to use it effectively.</li> <li>11. <b>WALT:</b> examine the Monument in the City and understand why the Great Fire was remembered.</li> <li>12. <b>WALT:</b> evaluate a historical resource for reliability and usefulness.</li> </ol>	<p><b>Driver 2 Sequence</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> Visit from the fire service</li> <li>2. <b>WALT:</b> Introduce brief (research existing products)</li> <li>3. <b>WALT:</b> Research how to make the product (explore materials, parts, joining methods, and attaching wheels)</li> <li>4. <b>WALT:</b> Design the product in partners (draw and explain fire engine design)</li> <li>5. <b>WALT:</b> Make the product (build a fire engine using designs and research)</li> <li>6. <b>WALT:</b> Make the product (build a fire engine using designs and research)</li> <li>7. <b>WALT:</b> Make the product (build a fire engine using designs and research)</li> <li>8. <b>WALT:</b> Test the product (share with nursery/reception classes and gather feedback)</li> <li>9. <b>WALT:</b> Understand how houses were built in 1666 London (explore house features, technology, and reasoning)</li> <li>10. <b>WALT:</b> Make the houses (build houses in small groups)</li> <li>11. <b>WALT:</b> Watch the houses burn in a reenactment of The Great Fire of London (evaluate)</li> <li>12. <b>WALT:</b> Write a recount (recount the house building and burning task)</li> </ol>
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