

YEAR 2 UNIT 1 – BONFIRE NIGHT AND THE GREAT FIRE OF LONDON:

Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?

Related units: *Year 1 Unit 3: Great Inventions: Transport*

Unit overview

In this unit, the children will explore two very different events within the Stuart period. Each event offers three weeks' teaching and learning. First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable. You may decide to incorporate a visit to a museum into the unit, and some ideas have been included on potential locations.

Due to there being two opportunities for assessment within the unit, there is no Big Finish, however you may choose to include a Big Finish as part of your cross-curricular work.

Key vocabulary

Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.

Knowledge, skills and concepts

In this unit, the children will:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- choose and use parts of stories and other sources that they know and understand key features of events
- understand some of the ways in which we find out about the past
- identify different ways in which it is represented
- use a wide vocabulary of everyday historical terms
- know where events they study fit within a chronological framework.

Cross-curricular links

- **Art:** paintings scenes related to both events, collage
- **DT:** making model houses from the Stuart period, comparisons with modern fire fighting
- **English:** debating issues, reciting poetry, writing poems, non-fiction on the role of a modern fire fighter, descriptions related to the experience of people in the fire
- **Geography:** map work
- **PSHE:** treating people fairly, sharing differences and being positive and tolerant about them
- **RE:** different forms of religion
- **Science:** heat and light

YEAR 2 UNIT 1 – BONFIRE NIGHT AND THE GREAT FIRE OF LONDON:

Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse

Related books for wider reading

- *The Great Fire of London* by Emma Adams

Places to visit

- The Houses of Parliament
- Museum of London
- The Monument, London

Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. Children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. Two areas of the Rising Stars Progression Framework are assessed within this unit:

Assessment 1 focuses on: *constructing the past; know where people and events fit within a chronological framework. This should be undertaken within week 1.* Assessment 2 focuses on: *Cause and effect; choose and use parts of stories and other sources to show they know and understand the key features of events. This should be undertaken within weeks 5 and 6. Detailed information on the tasks can be found on the key assessment opportunity sheets.*

Subject knowledge and teaching guidance

The emphasis of this unit is placed on Bonfire Night rather than the plot, as it is considered more appropriate at Key Stage 1. The reasons for the plot relate to the treatment of the Catholics and the religious disagreements within this period. To over-simplify these issues for this age group would risk trivialising them. The emphasis on Bonfire Night should be much more easily relatable for this age group, while also offering opportunities for families to become involved, with recounts of Bonfire Night in the past. There is an opportunity to make a link to terrorism if you feel this is appropriate or if it is something that the children comment upon, but this is very dependent on the level of maturity of the children and their background.

Within the unit, the study of Bonfire Night precedes that of the Great Fire so that it coincides with Bonfire Night on 5th November. You may wish to reverse the order. If so, ensure the timelining activities take place to make a connection between the two events. Both events focus very strongly on London. To counteract a possible misconception of any children believing that history only takes place in London, make links to any local events that happened at the time. You may even be able to make a connection with the Gunpowder Plot, as one of the plotters may come from your local area.

The unit contains two opportunities for assessment within the Rising Stars Progression Framework. As a result of covering these opportunities, and with the amount of learning within the unit, the unit does not include a planned learning showcase/Big Finish. You may however include such an opportunity as part of your cross-curricular work (ideas below). Some schools have very successfully made models of houses from the Stuart period and then, with support from the local fire brigade, re-enacted the Great Fire. Both topics provide many opportunities for creative work, and you may wish to exhibit artwork, or perform music or dance related to the events.