

Europe (English)

- A: Write a list of adjectives to describe fire. Write a comma between each adjective.
- B: Write a comparison paragraph about the houses in 1666 and houses in 2022.
- C: Find out all about the Great Fire of London and then write a recount as though you were alive during the Great Fire of London.

North America (SMSC)

- A: Which cities are twinned with London?
- B: Imagine you were in London at the time of the Great Fire. Write and draw about how you would feel.
- C: St Paul's Cathedral was burnt down during the Great Fire. Find and draw a picture of the Cathedral.

Asia (Personal Development)

- A: Practise singing the song 'London's Burning'. See if you can make your own version of the song, changing the words.
- B: Use a paint software/program to create your own picture of the Great Fire of London.
- C: Find out about forest fires and the impact that this has on endangered animals.

Year 2

Fire Fire!

History + Design Technology

This half-term, the children will develop their historical knowledge of the Great fire of London. They will have the opportunity to explore wheel mechanisms in DT and using collage and texture to recreate scenes from the fire of London.

Remember to pick one from each subject box to 'travel around the world' on your topic passport.



Antarctica (Topic: Geography & DT)

- A: Research to find photos of famous landmarks in London and list the names of any you find.
- B: Plan a car journey from Solihull to Pudding Lane. Which roads would you use and how long it take to get there?
- C: Make a model of the bakery where the fire started. You can find videos on YouTube to inspire you.

Africa (Maths)

- A: Find out how long the Great Fire of London lasted for.
- B: Create number sentences showing how many houses were left, how many people escaped and any other interesting facts.
- C: Create a house which would have burnt using a net. Can the house be made with one net, or do you need to use more?

South America (Healthy Schools)

- A: Find out the conditions that are needed for a fire to be able to burn.
- B: Create a safety poster to help people know how they can minimise the risk of fire spreading.
- C: Firefighters need to be physically fit. Create a circuit of activities that a firefighter could complete to help keep them fit.

Australasia (Topic: Art & Design and History)

- A: Research the person who started the fire service after the Great Fire of London. Record your favourite fact.
- B: Paint a portrait of Samuel Pepys in the style of portraits at the time.
- C: Recreate the picture of the scene of the fire using your choice of drawing tools (pencil crayons, paint, chalk, etc.).