

## **Learning Theme Title: Battles, Burns and Bandages (Autumn Term)**

### **Overview**

The focus of this theme will be learning about 'The Great Fire of London', a significant national event beyond living memory. The children also learn about Florence Nightingale and Mary Seacole, significant individuals from the past who have contributed to national and international achievements. They will compare aspects of their lives and the impact they had during their lives and beyond. In **English** they will read a range of non-fiction books about the past. They will then go onto write factual information about 'The Great Fire of London' and a letter from Florence Nightingale to Mary Seacole. In **science** when learning about materials we will investigate into the materials houses were made from in 1666 during 'The Great Fire of London' and test their flammability. We will then compare this to modern day building materials. In **design and technology** children will design and make a bread product that can be sold in Thomas Farynor's bakery. During the Autumn Term the children will also visit the London Fire Brigade Museum and the Florence Nightingale Museum. Both of which will deepen their understanding of these periods of time.

### **Content**

- To discover and find out: When and where the fire started? Why the fire started? Why it spread so rapidly and far? Why it was difficult to put out the fire? How people escaped from the fire? When and how did the fire end?
- To discover and find out: Who was Florence Nightingale? Who was Mary Seacole? Why were they famous?
- Compare Florence Nightingale and Mary Seacole: looking at their background, parents, reasons for becoming a nurse, how they set up hospitals and locations of their hospitals.
- To design and make a bread product for Thomas Farynor to sell in his bakery.

### **Key areas of learning (knowledge and skills)**

#### **History**

- Develop a sense of awareness of the past using phrases such as before, after, a long time ago, past
- Place events in chronological order
- Recognise why people did things in the past
- Understand why events happened in the past and what happened as a result
- Identify similarities and differences between ways of life in different periods
- Ask and answer questions about the past
- Find out about the past using a range of sources of information
- Identify different ways in which the past is represented

#### **Design and Technology**

- Design an appealing product for themselves and other users based on a design criteria
- Generate and develop ideas through tasting and talking
- Model and communicate ideas through talking and drawing
- Prepare and cook bread products using basic cooking techniques
- Evaluate their ideas and products against a success criteria

Art – Lowry – 1887-1976 – alive for part of Nightgale's life – link in here? Painting a scene from the Great Fire of London in the style of Lowry – battle scene from the great Fire of London – he has a knighthood – honour

On art:

- *"You don't need brains to be a painter, just feelings."*
- *"I am not an artist. I am a man who paints."*
- *"This art is a terrible business."*

*Early paintings*

- 1906 *Still Life*
- 1910 *Clifton Junction Morning*
- 1912 *Portrait of the Artist's Mother*
- 1917 *Coming from the Mill* — early example of what has become known as the Lowry style
- 1919 *Frank Jopling Fletcher* — portrait demonstrating that Lowry's stylisation was a choice and not a consequence of any lack of skill
- 1922 *A Manufacturing Town* — archetypal Lowry industrial landscape
- 1922 *Regent Street, Lytham*