



Scheme of Work		
Years: 1&2	Title: London's Burning	Weeks: 5 weeks
<p>Rationale:</p> <p>This unit builds directly on pupils' early learning behaviours, classroom routines and prior experiences by using the theme of London's Burning as a meaningful vehicle for knowledge acquisition, communication and personal development. The unit is deliberately structured so that pupils encounter new vocabulary, practise early disciplinary thinking and apply knowledge through purposeful outcomes.</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • engage with explicit teaching and guided practice • use new vocabulary in spoken and practical contexts • ask and answer simple questions • apply knowledge through creative, practical and written outcomes • develop confidence, independence and positive participation • make links between lead subjects and wider application subjects • understand how significant historical events affected local communities and Britain over time • use historical sources to investigate past events <p>This unit demonstrates a broad and balanced integrated curriculum in which subject integrity is preserved. Each lead subject has clear core knowledge, disciplinary knowledge and secure end-points, while application subjects give pupils additional opportunities to revisit and apply what they know.</p> <p>For SEMH learners, the unit is delivered through predictable routines, clear modelling, scaffolded tasks, visual supports, vocabulary rehearsal, emotional check-ins and regulation-aware teaching. Adaptation supports access to ambitious learning rather than reducing the curriculum expectation.</p>		
<p>Adaptive Teaching</p> <p>Examples of adaptation within this unit include:</p> <ul style="list-style-type: none"> • visual timetables and now/next supports • vocabulary pre-teaching and rehearsal • sentence stems and modelling • chunked instructions and reduced cognitive load • oral rehearsal before recording ideas • alternative recording methods (drawing, practical outcomes, verbal responses) • sensory and movement opportunities where needed • emotional check-ins and regulation support <p>Challenge and Greater Depth Opportunities</p> <p>Pupils demonstrating secure understanding may be challenged through:</p> <ul style="list-style-type: none"> • increasingly independent application of learning • deeper questioning and higher-order thinking • interpretation and evaluation of evidence • more sophisticated use of disciplinary and subject-specific vocabulary • extended reasoning and justification of ideas • leadership, collaboration and peer-support opportunities 		



<ul style="list-style-type: none"> • greater complexity within written, practical and presentation outcomes • opportunities to make connections across subjects and contexts • explain how and why events changed people's lives • compare life in the past with life today • justify ideas using historical sources and vocabulary 	
<p>Hook Pupils are introduced to London's Burning through an immersive classroom experience using objects, images, story, discussion, sensory exploration or practical challenge. The hook is designed to build curiosity, reduce anxiety around new learning and give pupils an immediate reason to communicate, question and explore.</p> <p>Opening challenge Can you become a Year 1 expert and create something that helps other people understand what you have learned?</p>	<p>Writing Outcomes By the end of the unit pupils will:</p> <ul style="list-style-type: none"> • orally rehearse ideas before writing • write labels and captions linked to the Great Fire of London • sequence and write simple sentences about key events • create simple descriptions of people, places and events • compose a short recount linked to the Great Fire of London • edit and improve work with adult guidance
<p>Outcome By the end of the unit pupils produce:</p> <ul style="list-style-type: none"> • a living exhibition about the Great Fire of London for visitors such as families, community members or emergency service representatives. • a collection of spoken, practical and/or written learning evidence • vocabulary-rich classroom display work • a shared outcome that allows pupils to communicate their learning to an audience 	<p>Success Criteria By the end of the unit most pupils will be able to:</p> <ul style="list-style-type: none"> • use topic vocabulary within discussion and learning activities • sequence key events from the Great Fire of London • compose and record simple sentences with support • apply taught phonics within reading and writing activities • participate in oral storytelling and discussion • communicate learning confidently through a final outcome
<p>Secure End Point</p> <p>Pupils can:</p> <ul style="list-style-type: none"> • explain how life changed following the Great Fire of London • identify differences between past and present • use evidence from sources and historical vocabulary • communicate understanding independently 	
<p>Common Misconceptions</p> <ul style="list-style-type: none"> • the past looked exactly like today • people in the past lived the same way we do now • historical events happen in no particular order • old things are always inaccurate 	<p>Sticky Knowledge (Non-negotiable Learning)</p> <p>By the end of the unit pupils will know:</p> <ul style="list-style-type: none"> • the past is different from the present • events can be sequenced using time language • important events can change people's lives



<ul style="list-style-type: none"> • firefighters and emergency services have always been the same 	<ul style="list-style-type: none"> • historical sources help us understand the past • vocabulary helps explain historical events
<p>Retrieval Opportunities</p> <ul style="list-style-type: none"> • Recall sequencing and chronology from <i>The First Christmas</i> • Revisit past/present vocabulary <p>Week 1 - prior knowledge discussion Week 2 - recall key historical vocabulary Week 3 - sequence key events of the Great Fire Week 4 - compare past and present Week 5 - explain learning using topic vocabulary</p>	
<p>Prior Learning</p> <p>Pupils revisit and apply learning from Unit 7: Spring To Life</p> <p>Reading</p> <ul style="list-style-type: none"> • retrieve and discuss information from texts • identify signs of seasonal change and patterns • discuss themes and key ideas <p>Writing</p> <ul style="list-style-type: none"> • compose simple descriptions and responses • communicate observations and ideas • write for a purposeful audience <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • organise ideas into linked sentences • use descriptive vocabulary with increasing precision <p>Spoken Language / Oracy</p> <ul style="list-style-type: none"> • explain ideas clearly • discuss observations and celebrations • communicate learning confidently 	
<p>Spelling Pupils apply:</p> <ul style="list-style-type: none"> • phonemes and graphemes taught through Read Write Inc. • common exception words appropriate to Year 1 	<p>Grammar and Punctuation Focus Pupils develop:</p> <ul style="list-style-type: none"> • capital letters and full stops (retrieval) • adjectives for describing people, places and historical events • conjunctions including <i>and</i>, <i>because</i>, <i>so</i> and <i>when</i>



<ul style="list-style-type: none"> • topic vocabulary linked to fire, London and historical events • oral segmenting and blending strategies • spelling through repeated reading and writing opportunities 	<ul style="list-style-type: none"> • time conjunctions including: <ul style="list-style-type: none"> • first • next • then • finally • expanded noun phrases • oral sentence rehearsal before recording ideas • consistent use of past tense verbs • suffixes -s, -es, -ed, -ing
<p>Computing Integration</p> <p>Pupils learn to:</p> <ul style="list-style-type: none"> • use technology to organise and present information • create simple digital outcomes <p>Computing NC coverage:</p> <ul style="list-style-type: none"> • digital creation • organise digital content 	
<p>Independence</p> <p>Pupils move from:</p> <ul style="list-style-type: none"> • adult-led exploration and heavily modelled responses • supported emotional regulation during new or unfamiliar learning • using vocabulary mainly through repetition and guided talk • needing support to organise materials, ideas and responses <p>To:</p> <ul style="list-style-type: none"> • increasingly independent participation in discussion and practical learning • using topic vocabulary with greater confidence • selecting resources and applying learning with reduced prompting • sharing outcomes with pride and beginning to reflect on progress <p>By the end of the unit pupils can:</p> <ul style="list-style-type: none"> • recall key vocabulary and simple sticky knowledge • explain what they have made, found out or learned • participate in a purposeful final outcome • show increased confidence, communication and independence 	<p>Thinking</p> <p>This unit develops:</p> <ul style="list-style-type: none"> • communication and listening • observation and noticing • comparison and classification • creative thinking • early reasoning and explanation • self-reflection and emotional awareness <p>Cognitive progression</p> <p>Week 1: Knowledge Launch - Pupils focus on introducing the topic, establishing prior knowledge, teaching key vocabulary and engaging pupils through practical exploration.</p> <p>Week 2: Knowledge Building - Pupils focus on developing core concepts through explicit teaching, modelling, guided practice and structured discussion.</p> <p>Week 3: Application - Pupils focus on applying new knowledge through practical, creative, spoken and written outcomes.</p> <p>Week 4: Deepening - Pupils focus on deepening understanding through comparison, questioning, collaboration and independent practice.</p>



Week 5: Outcome Preparation - Pupils focus on preparing final products through rehearsal, refinement, editing, making or presentation.

Building on Previous Learning

Pupils may draw upon:

- previous understanding of past and present
- experiences of stories about significant events
- sequencing language and chronological understanding
- discussion about communities and changes over time

3 Lead Subjects National Curriculum Links

Subject 1: History

Core Knowledge

- The past is different from the present.
- Events can be sequenced using time language.
- People, places and events can be significant.

Disciplinary Knowledge

- Sequence events using before, after, past and present.
- Ask and answer questions about the past.
- Use stories, photographs, objects and sources to find out information.
- Compare aspects of past and present
- Identify why events or people were important

Historical enquiry opportunities

- using photographs, artefacts, illustrations and simple source material to ask and answer questions about the past

Secure End Point

Pupils can sequence simple events and describe how life or events were different in the past.

Subject 2: English

Core Knowledge

- Sounds and letters combine to create words that carry meaning.
- Simple sentences communicate complete ideas.
- Stories, poems and information texts can be listened to, discussed and retold.
- Oral rehearsal supports writing and helps pupils organise ideas before recording them.

Disciplinary Knowledge

- Apply phonic knowledge to decode and spell simple words.
- Compose sentences orally before writing.
- Sequence simple ideas to create short narratives or explanations.
- Use talk to clarify thinking, ask questions and share responses.

Secure End Point



Pupils can use phonics, spoken language and simple sentence writing to communicate ideas clearly

Area	Coverage within this unit
Reading	historical reading; chronology and sequencing; retrieval; discussion; simple inference; source interpretation; shared reading of anchor texts
Writing	oral rehearsal; sentence composition; recount writing; chronological sequencing; historical responses; shared writing
Spelling	application of phonics taught through Read Write Inc.; common exception words; topic vocabulary
Grammar and Punctuation	capital letters and full stops; adjectives for description; conjunctions including <i>and</i> , <i>because</i> , <i>so</i> and <i>when</i> ; expanded noun phrases; time conjunctions
Spoken Language / Oracy	discussion; questioning; storytelling; performance; turn-taking

Subject 3: Art

Core Knowledge

- Art communicates ideas, feelings and experiences visually.
- Artists use line, colour, shape, pattern, texture and form.
- Materials can be explored and selected for different creative purposes.

Disciplinary Knowledge

- Use drawing, painting and making techniques with increasing control.
- Explore materials and describe choices.
- Respond to the work of artists, craft makers and designers.

Secure End Point

Pupils can create purposeful artwork and talk about the materials, colours and choices they used.

Application Subjects

ICT

- Use simple digital tools with support.
- Recognise that technology can help create, record or share learning.
- Practise safe and respectful use of devices.

PDL

- Reinforce emotional literacy, belonging and positive participation
- Practise cooperation, turn-taking and reflection
- Connect learning to personal confidence and relationships

English Progression and National Curriculum Links

This mixed Year 1/2 curriculum follows a spiral progression model. Knowledge and skills are revisited and developed with increasing complexity. Year 1 pupils secure foundational knowledge while Year 2 pupils deepen learning through greater independence, vocabulary and challenge.

Reading

- retrieve information from stories and historical sources
- identify and sequence historical events
- discuss themes and key events



Writing

- write simple recounts of historical events
- communicate ideas in chronological order
- describe people, places and events

Grammar and Punctuation

- organise ideas into linked sentences
- use time language and increasingly precise vocabulary

Spoken Language / Oracy

- retell events confidently
- discuss ideas using historical vocabulary
- explain findings and observations

Mixed-age Challenge (Year 2 depth)

Reading

- explain why events happened and their significance
- make simple inferences using historical sources

Writing

- write three or more linked sentences independently
- include chronological and descriptive detail

Grammar

- apply expanded noun phrases independently
- use conjunctions including *and*, *because*, *so* and *when*

Future Learning (English)

Pupils are preparing for **Unit 9**, where they will move from recounting historical events towards comparing beliefs, viewpoints and experiences.

Reading

- identify similarities and differences between beliefs, ideas and experiences
- retrieve information from stories and texts

Writing

- compare ideas and experiences
- communicate opinions and responses



Grammar and Punctuation

- use conjunctions with increasing independence
- extend descriptions using precise vocabulary

Spoken Language / Oracy

- discuss ideas respectfully
- explain opinions using topic vocabulary

Curriculum Progression and National Curriculum Links

History

Year 1

- identify and sequence events from the past

Year 2 extension

- compare past and present
- explain significance

Disciplinary progression

- sequence → compare → interpret

Future learning

Pupils will use comparative thinking in Unit 9.

Application Subject Progression and National Curriculum Links

DT

Year 1

- construct simple models

Year 2 extension

- improve designs after testing

Disciplinary progression

- make → evaluate → improve

Computing

Year 1

- record information digitally



Year 2 extension

- organise and present information

Disciplinary progression

- collect → organise → communicate

Cross-curricular links

Subject	Application
English	recount writing, vocabulary development, sentence composition
History	sequencing events, historical enquiry and evidence
Art	creating artwork inspired by the Great Fire of London
ICT	recording and presenting learning
PDL	emotional literacy, confidence and reflection

National Curriculum Coverage Audit

Subject	Coverage within this unit
History	chronology, historical events and comparison
English	recounts, sequencing and description
Art	historical interpretation and creative outcomes
Spoken Language	discussion and historical storytelling

Anchor Texts:

- The Great Fire of London
- Vlad and the Great Fire of London

Supporting texts/recommended reads

- simple non-fiction texts about the Great Fire of London
- historical picture books
- diary extracts adapted for KS1
- poems linked to fire and London

Reading Focus:

- historical reading and chronology
- retrieval and simple inference
- interpreting historical sources
- vocabulary linked to historical events
- identifying cause and consequence

Disciplinary Reading Opportunities

Pupils engage in discussion, retrieval, vocabulary exploration, prediction, sequencing and inference activities linked directly to the wider curriculum topic.

Genre	Coverage
Historical narrative	Great Fire stories
Information	historical texts
Visual texts	timelines and historical images
Non-fiction	historical sources and evidence

Reading Spine Unit: London's Burning (KS1 Cycle 1)



Reading focus areas:

- historical reading and chronology
- retrieval and simple inference
- interpreting historical sources
- vocabulary linked to historical events
- identifying cause and consequence

Fluency approaches:

- echo reading
- oral storytelling
- repeated reading
- performance reading

Retrieval focus:

- recalling key events
- sequencing events chronologically
- identifying repeated language and historical vocabulary

Vocabulary Development

Key vocabulary is revisited through oral rehearsal, discussion, retrieval practice and repeated shared reading experiences.

Tiered Vocabulary:

Tier 1: fire, house, river, smoke, bakery

Tier 2: spread, destroy, rebuild, escape

Tier 3: timeline, Samuel Pepys, monument, historical

Oracy & Fluency

Pupils develop fluency, communication and confidence through:

- echo reading to model expression and language patterns
- repeated reading to develop fluency and familiarity with texts
- oral storytelling and retelling of key events and ideas
- partner discussion and structured talk opportunities
- vocabulary rehearsal through sentence stems and discussion
- opportunities to perform, present and communicate learning to others
- historical role-play and storytelling

SEMH Reading Approach

Texts are selected to provide emotional safety, opportunities for reflection, strong relational themes and meaningful discussion to support regulation, belonging and confidence.



Visits and Visitors:

- Topic-linked visitor, workshop or adult experts where appropriate.
- Use of local environment, school grounds or community links.
- Practical enrichment experience to deepen vocabulary, curiosity and real-world connection.

Home Learning:

- Family discussion prompt linked to the topic vocabulary.
- Simple creative or practical activity to reinforce retrieval.
- Optional object, photograph, drawing or spoken contribution to bring back into class.
- Short reading, talks or observation tasks to support confidence and home-school connection.

Home Reading Opportunities

Families are encouraged to revisit key texts together, practise repeated reading and discuss emotions, vocabulary and themes.

Assessment opportunities

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Area	Assessment opportunities
Vocabulary	Observation of accurate use of topic vocabulary during discussion, practical learning and final outcomes
Sticky Knowledge	Retrieval discussions, questioning and recall of key non-negotiable learning
Reading	Shared reading, questioning, retrieval, sequencing and discussion linked to anchor texts
Writing	Review of labels, captions, sentences and final written outcomes
Spoken Language / Oracy	Observation of discussion, storytelling, explanation and presentation opportunities
Practical Application	Observation of practical tasks, creative outcomes and application of knowledge
Independence	Observation of participation, confidence, regulation and increasing independence
History	Sequencing and explanation of events from the Great Fire
Final Outcome	Evaluation of pupils' ability to communicate and apply learning within the final outcome

Week	Assessment focus	Evidence
Week 1	prior knowledge and vocabulary	discussion and observation
Week 2	use of new vocabulary	oral responses
Week 3	sentence composition	written work
Week 4	sequencing and historical understanding	practical and written outcomes
Week 5	final outcome and communication	presentation, discussion and completed work

Assessment Checkpoints

Teachers monitor whether pupils can:

Knowledge

- identify key events linked to the Great Fire of London
- recall key historical vocabulary and important people
- explain why the Great Fire was significant



Disciplinary Thinking

- sequence events chronologically
- use historical sources and evidence to explain ideas
- compare life in the past with life today

Application

- communicate understanding through spoken, practical and written outcomes
- explain change using historical vocabulary
- apply learning independently within the final outcome

Leaders Monitor Impact Through

- pupil voice discussions linked to key learning and experiences
- work scrutiny of written, practical and creative outcomes
- observation of vocabulary used during discussion and learning activities
- retrieval opportunities and recall of sticky knowledge
- review of final outcomes and presentations
- reading discussions linked to anchor texts and reading experiences
- observation of communication, confidence and participation
- monitoring of independence, engagement and regulation needs
- assessment information and teacher observation
- observation of chronology and historical understanding

Links to Whole-School Policies

This unit should be delivered in line with:

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy



Appendix 1: Storyybrook Implementation Notes

Adults say

Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

Reflection

- “Has your thinking changed?”

Adults do

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

Adults look for

Knowledge

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

SEMH

- engagement
- regulation
- confidence
- participation

Independence

- reduced adult support
- ownership of learning
- increasing resilience