



Knowledge Organiser

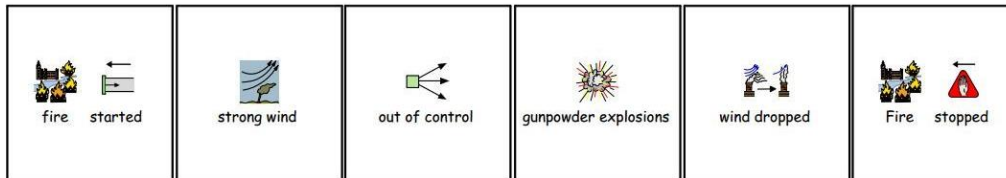


Year: 2

Autumn Term Theme: Great Fire of London

Key Golden Question: How and why did the fire spread?

Timeline



Sunday 2nd September 1666

A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.

Monday 3rd September 1666

Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.

Tuesday 4th September 1666

Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.

Wednesday 5th September 1666

The fire starts to burn more slowly as the wind dies down.

Thursday 6th September 1666

The fire is finally under control and put out. People are left homeless.

Vocabulary



Thomas Farriner

The man who owned the bakery where the fire started.



Samuel Pepys

A man who wrote diaries that tells us what happened.



King Charles II

The king of England at the time of the fire.



bakery

A place where bread and cakes are made or sold.



Christopher Wren

An architect who designed and rebuilt St Paul's and churches after the fire.



Sir Thomas Bludworth

A politician who was Lord Mayor of London during the Great Fire.



Pudding Lane

The street where the fire started.



fire hook

A wooden stick with a metal hook on the end.



River Thames

The river that runs through London.



spark

A tiny flame from a fire.



thatched roof

A roof made of straw.



The Great Plague A disease, which produced swollen lumps, caused by fleas.

SCIENCE

Materials and their properties

Children will be exploring the properties of different materials and looking at how to change materials. We will investigate how different materials react to heat and fire and if these changes can be reversed. We will explore the materials used to make Tudor Houses and how these contributed to the spreading of the Great Fire of London.



ENGLISH

Key Texts:

The Gigantic Turnip—Aleksai Tolstoy
The Great Fire of London—Emma Adams

Writing Outcomes:

- A retell of a repeated language story
- A repeated language story based on the Great Fire of London
- A diary entry in role as Samuel Pepys
- Poems based on the themes of Fire and Winter

Key Writing Skills:

- expanded noun phrases to describe
- range of conjunctions to extend sentences
- different sentence types
- exciting vocabulary choices



ART, DESIGN & TECHNOLOGY

Children will design and make their own Tudor Houses using a range of cutting and joining skills and selecting appropriate materials. We will also focus on the painting "The Great Fire" by Jan Griffier and explore with colour wheels and paint mixing to create our own Great Fire paintings.



GEOGRAPHY

Year 2 will learn where the Great Fire of London started (Pudding Lane) and find out which parts of London the fire spread to. Children will create their own maps using symbols to show the areas affected by the fire. We will study the human and physical features of London in Tudor times.



PSHE / SMSC

This term, we have welcomed the children back to school created a class charter and explored what makes a successful learner. We shall be talking and exploring our feeling about lockdown using the Jigsaw PSHE programme.



Curriculum Newsletter

AUTUMN TERM

Year: 2

Theme: Great Fire of London

Key Golden Question: How and why did the fire spread?

Hook: Baking Bread

PE is on: Wednesday Afternoon

Homework is due in: Wednesday

Reading: Books are changed on Monday and Thursday

Trip: No trips due to Covid-19

MUSIC

Our focus song is "Great Fire of London: September 1666" - which includes actions! Children will listen and appraise this song and other linked tunes. We will then learn to sing the song and make improvisations before finally adding instruments.



HISTORY

Year 2 will learn the key events of the Great Fire of London in 1666. We will order the events using a timeline and use a range of sources to find out about the people affected by the fire. We will ask our own questions and conduct research to find out the answers.



MATHEMATICS

Topics:

Number - Place Value; sequencing number correctly, representing numbers, comparing numbers and ordinal numbers, partitioning numbers into tens and ones, using a tens and ones frame and developing their understanding of the part, part, whole model.

Number - Addition and Subtraction; number bonds to 20, finding 10 more and 10 less, adding and subtracting two 2-digit numbers and adding three 1-digit numbers.



Mental Maths:

2, 5 and 10 times table and division
Number bonds to 20 and 100
Addition and Subtraction

