



English
Launch Text - The Great Fire of London – Emma Adams, James Weston Lewis

Writing
 To know how to structure a chronological report such as a newspaper report, using apostrophes for contracted forms (don't, didn't, won't).
 To know how to read and perform a poem aloud;
 To know how to structure a poem using adjectives and verbs

Spelling
 To know how to add suffixes –ing and –ed to words with double consonants; adding –er, –est and –y to words with double consonants.

Reading
 To know how to answer and ask questions. To show understanding of both books that can already be read accurately and fluently and those that they listen to.

Art and Design
Sparks and Flames

To know how to use chalk to create the illusion of flames.
 To know how to create a collage of flames using mixed medias.
 To know what a silhouette is and create one of the London skyline.
 To know how to create a 3D picture of a London landmark destroyed during the fire using a variety of resources.

Physical Education
Dance – Great Fire of London

To know how to move confidently and safely within own space changing speed, direction and level.
 To know how to compose and perform a short dance with a clear beginning, middle and ending.

History
Events beyond living memory that are significant nationally or globally

To know what caused the Great Fire of London and how improvements were made to the Fire Service because of it.
 To know why people did things, why events happened and what happened as a result
 To identify differences between ways of life at different times (London in 1666 and present).


Mathematics

Statistics
 To know how to interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
 To know how to ask and answer questions by counting objects.

Position and Direction
 To know how to order and arrange combinations of objects into patterns and sequences.
 To know mathematical vocabulary to describe position, direction and movement including turns in clockwise and anti-clockwise.

Buttercup Class – Summer Term 2
 Who was to blame for the Great Fire of London?





WOW: Setting up our own Pudding Lane 3D houses

Personal, Social and Health Education
Jigsaw Piece – Relationships

To know that everyone's family is different and that families function well when there is trust, respect, care, love and co-operation.
 To know that there are lots of forms of physical contact within a family.
 To know how to stay stop if someone is hurting them.
 To know some reasons why friends have conflicts.
 To know that friendships have ups and downs and can change with time.

Computing
Units 2.7 – Making Music and 2.8 Presenting Ideas

To know how to organise data using 2investigate
 To know how to edit more complex digital data such as music compositions within 2sequence.

Religious Education
Is Shabbat important to Jewish children?

To know the Jewish Creation Story.
 To know the way Shabbat is commemorated.
 To know the words Shabbat, Kippah, Tenakh

Music
Charanga – Reflect, Rewind, Replay

To know how to listen and appraise Classical Music
 To know how voices and instruments are interrelated in music



Year 2 – Summer 2 Knowledge Organiser

Enquiry Question: Who was to blame for the Great Fire of London?



Subject Specific Vocabulary

bakery	A store in which baked goods, such as bread, cake, and pastry, are made or sold.
fire hooks	A long pole with a hook on the end to pull down buildings in the event of a fire.
fire squirts	A pump used to suck up water then squirt it at the fire.
ignite	To cause to begin burning; set on fire. <i>He ignited the paper with a match.</i>
King Charles II	King of England during the Great Fire.
leather buckets	Buckets, made from leather with a rope handle, only held a small amount of water and were passed along a line of people towards the fire.
Monument	A structure in London built on the site of St Margaret, the first church destroyed during the Great Fire.
River Thames	A very long river that runs through London.
Samuel Pepys	A member of parliament who wrote a famous diary during the 1600s.
Thomas Farriner	Owner of the bakery in Pudding Lane that caught fire

Key Knowledge

When was the Great Fire of London?

The Great Fire of London started on Sunday 2nd September 1666 and ended on Thursday 6th September 1666.

Where did the fire start?

The fire is reported to have started in the King's bakery on Pudding Lane during the early hours of the morning after a spark escaped.

Why did the fire spread so quickly?

In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.



Samuel Pepys



Sir Christopher Wren



King Charles II

Time Line and Map showing spread of fire

Spread of the Fire

- Sunday 2nd September 1666
- Monday 3rd September 1666
- Tuesday and Wednesday 4-5th September 1666



Timeline of Events

<p style="text-align: center;">Monday 3rd September 1666</p> <p>The fire gets very close to the Tower of London.</p>	<p style="text-align: center;">Tuesday 4th September 1666</p> <p>St Paul's Cathedral is destroyed by the fire.</p>	
<p style="text-align: center;">Sunday 2nd September 1666</p> <p>The fire starts at around 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his diary.</p>	<p style="text-align: center;">Wednesday 5th September 1666</p> <p>The wind dies down and the fire spreads more slowly.</p>	<p style="text-align: center;">Thursday 6th September 1666</p> <p>The fire is finally put out. Thousands of people are left homeless.</p>