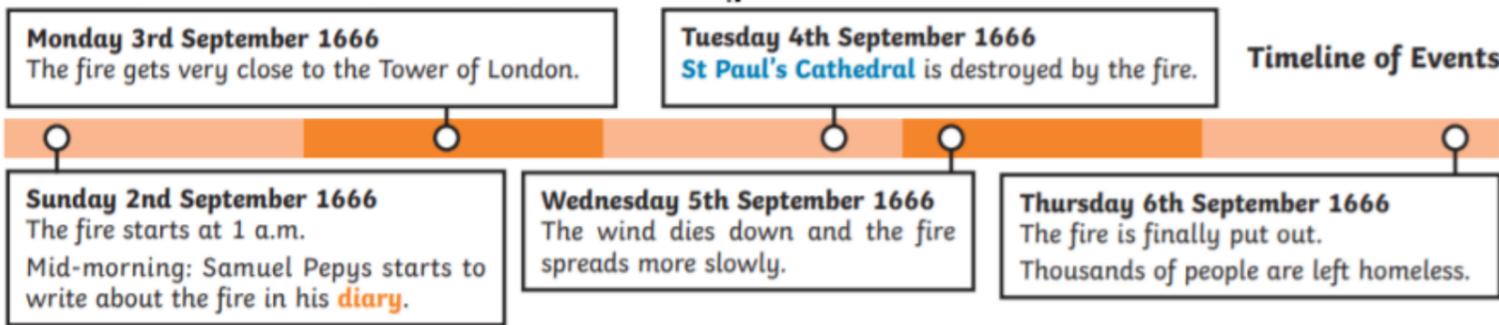


The Great Fire of London

Year 2 Autumn 2

	Prior Knowledge	New Knowledge	Future Knowledge
History	Significant historical events, people and places in their own locality – William Morris A short history of William Morris. Famous local landmarks including Red House. How the time in which Morris lived (Victorian period) differs to Modern life: e.g. homes, school. (Y1)	Events beyond living memory that are significant nationally or globally: The Great Fire of London: Life in 17th Century Events of the Great Fire of London How we know about the Great Fire (Samuel Pepys and others). Post-Great Fire rebuild and impact on modern London. London – past & present (including buildings, architecture and landmarks)	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WW1 as a significant turning point in British History. Ancient Greek Architecture & the impact upon later architects, including Christopher Wren. (Y6)
Design & Technology	Fold, tear and cut paper, card and textiles. Cut along lines, straight and curved. (Y1)	A New London Landmark: Join appropriately different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. See glue gun used by an adult (if necessary). Investigate strengthening sheet materials. Investigate joinings temporary, fixed and moving.	Make structures more stable by giving them a wide base. Prototype frame structures. Measure and mark accordingly to 1cm. Cut slots. Cut internal shapes (if necessary). (Y3)

Key Questions	Key Individuals	Key Vocabulary
What caused the Great Fire of London? What was the effect of the Great Fire of London? How do we know about the Great Fire of London? How did London change following the Great Fire of London? What are the four capital cities of the countries in the UK? How can we use aerial photographs to aid our geography skills?	Samuel Pepys (1633-1703) a naval official and also a prolific diarist, his diaries provide us with the most complete account of the tragedy. Thomas Farriner (1615-1670) the owner of the bakery on Pudding Lane where the fire started. King Charles II (1630-1685) King of England at the time, he had been unpopular amongst many Londoners but his close involvement during the Great Fire helped his reputation Thomas Bludworth (1620-1682) Lord Mayor of London at the time of the fire.	Diary - A personal record of life's events. Eye-witness - A person who has seen something and can give a description of it. Fire-hooks - Giant hooks used to pull down houses. Fire-break - When buildings are destroyed to make a gap so the fire can't spread. River Thames - A river that flows through southern England including London. St Paul's Cathedral - A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren



Curriculum Leaflet

Year 2 Autumn 2

Year 2 will be exploring the topic: 'The Great Fire of London'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in History.

Maths	English	Home
<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. <p><u>Shape</u></p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. 	<p>We will be studying: <i>The Great Fire of London: Anniversary Edition</i> by Emma Adams</p> <p>Genre</p> <p><u>Diary Writing</u></p> <ul style="list-style-type: none"> Using a text to learn about a character Recognising features of a diary entry applying time linking words, describing the setting and layout Writing narratives about real experiences and those of other Writing in the first person using I, me, my, we. Using expanded noun phrases to describe and specify <p><u>Information Texts</u></p> <ul style="list-style-type: none"> Recognising features of an information text Researching and retrieving information to use Writing key facts linked to real event Rereading to check their writing make sense Creating a leaflet of information. 	<p>Families can support learning in the following ways:</p> <ul style="list-style-type: none"> Find out about the history of our local area Visit Pudding Lane and the Monument Visit the Great Fire of London exhibit at the Museum of London Write a diary at home about events in the children's own life Go on a shape hunt in your home or local area Visit the local library and look at information texts and information leaflets Make a junk model using sellotape and glue Visit London landmarks Supporting the development of times tables skills via regular practice on Times Tables Rock Stars Reading daily at home Accessing MyMaths for weekly maths homework