

Medium-Term Planning Format		
Cohort	Year 2	
Enquiry Question (QUESTIONING)	Who was to blame for the Great Fire of London?	
Enquiry Driver	History	
Enquiry Enhancer	D&T	
Main Enquiry Theme	Events beyond living memory (The Great Fire of London)	
National Curriculum Objective	<p><u>History</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. <p><u>Design and Technology</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and fishing). • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I place events or artefacts in order on a timeline? • Can I label timelines with pictures, words or phrases and give reasons for their order? • Can I show understanding of how evidence is collected and used to make historical facts? • Can I describe the events which took place in 1666 during the Great Fire of London? • Can I explain the causes of an historical event and what the consequences were? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> • Can I measure materials to use in a model or structure? • Can they join materials in different ways? • Can they use joining, folding or rolling to make materials stronger? • Can I make sensible choices as to which materials to use for my construction? • Can I develop my own ideas from my initial starting point? • Can I incorporate some type of movement into models? • Can I suggest ways to improve my construction? <p><i>(Children will construct buildings in the style of Tudor houses from the time of The Great Fire)</i></p>	

Knowledge Mat

Year 2 Knowledge Organiser (Summer 2): Who was to blame for the Great Fire of London?

Subject Specific Vocabulary		Exciting Books	Sticky Knowledge about the Great Fire of London
Bakery	A place where bread and cakes are made and sold.		The fire started on Sunday 2nd September 1666 in Thomas Nagpole's bakery on Pudding Lane!
London	The capital city of England and the United Kingdom.		The fire started because the fire used for heating had not been put out properly.
Diary	A personal record of life's events.		In 1666, the buildings in London were made of wood and straw and it is very easy to catch fire. Making it easy for the flames to spread. It had been a dry summer so the buildings were dry, strong winds were blowing, which helped the flames to spread too.
Eye witness	A person who has seen something and can give a factual description.		Leather buckets and water barrels were used to put the fire out, but these did not work.
Embers	Small pieces of glowing coal or wood in a dying fire.		King Charles II ordered buildings to be pulled down to stop the flames from spreading.
Fire hooks	Chain hooks used to pull houses down.		Samuel Pepys wrote a diary which detailed what happened during the fire.
Fire break	When buildings are destroyed/removed to make a gap so fire can't spread.	Who were these people and why are they so significant?	The fire was finally put out on Thursday 6th September 1666.
Flammable	When something burns easily.		Sir Christopher Wren was the architect who rebuilt St Paul's Cathedral in London.
King Thomas	The river which flows through London. People tried to lower the fire by sailing on boats down the Thames.		
Samuel Pepys	Samuel Pepys is famous due to his diary he kept during the Great Fire of London. His diary has helped us to learn about it.		
St Paul's Cathedral	St Paul's Cathedral was destroyed in the fire and then redesigned by Sir Christopher Wren.		
Sir Christopher Wren	An English architect who designed many of London's churches, including St Paul's Cathedral, after the fire.		
Thomas Nagpole	A baker and owner of the Pudding Lane bakery which was where the fire started.		

The Great Fire of London

Timeline of Events

- Monday 2nd September 1666** The fire gets very close to the Tower of London.
- Tuesday 3rd September 1666** The fire starts at 3 a.m. and morning. Samuel Pepys starts to write about the fire in his diary.
- Wednesday 4th September 1666** The wind dies down and the fire spreads more slowly.
- Thursday 5th September 1666** St Paul's Cathedral is destroyed by the fire.
- Thursday 6th September 1666** The fire is finally put out. Thousands of people are left homeless.

Learning Challenges:

- LC1 Why will September 1666 always be remembered?
- LC2 How did the Great Fire of London start?
- LC3 Why did the fire spread so quickly?
- LC4 Who was Samuel Pepys?
- LC5 How did people stop the Great Fire of London?
- LC6 Who rebuilt London in 1666 after the Great Fire?

Other curriculum areas which are to be taught discretely:

Religious Education

Who celebrates what? How and where?

- Can I recognise and explain simply what celebration means?
- Can I identify and name a Muslim festival and give three facts about it?
- Can I identify and name a Christian festival and give three facts about it?
- Can I give simple examples of the ways a festival makes a difference? (e.g. to emotions, to families)
- Can I talk about features in festival stories that made people feel happy or sad and compare them with my own experiences?
- Can I notice and suggest a meaning for some symbols used in the celebrations I learn about? (e.g. light, water, signs of togetherness)
- Can I think, talk and ask good questions about big days in different religions?
- Can I talk about links between how people celebrate today and old stories?
- Can I identify and compare simple similarities? (e.g. special or sacred food, music, stories, gatherings prayers or gifts)

PSHCE

Looking after me and Understanding me

- Am I safe online?
- What should I aim for?

(see Talking Points curriculum for the full programme breakdown)

Music

See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 6- Reflect, Rewind, Replay

Physical Education

Athletic Activities (run, jumping and throwing)

- Can I run at different speeds?
- Can I stop with good control?
- Can I jump from a standing position?

	<ul style="list-style-type: none"> • Can I throw a variety of sized objects with one hand? • Can I catch different objects with two hands? • Can I catch a variety of objects using one hand? 		
Computing	<p>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</p> <p>Unit 12: Programming and Control and Information Technology</p>		
Science	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Observe and describe how seeds and bulbs grow into mature plants.</i> • <i>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i> <ul style="list-style-type: none"> • Can I describe what plants need to survive? • Can I describe how seeds and bulbs grow into plants? • Can I describe what a plant needs to grow and stay healthy? • Can I explain that plants grow and reproduce? • Can I compare how plants grow in different conditions by making measurements? 		
Additional Links	British Values	Outdoor Learning	Community
	Learn about the vital role the fire service plays.	Children will observe how fast fire can spread using model houses. Create a timeline of events.	
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning
The children will learn about how to be safe when learning about fire safety.		The children will create a model of the houses from The Great Fire of London.	