

Year 2- The Great Fire of London



Term:	Spring 1
Subject focus:	History and Design Technology
Non-Fiction:	Recipe
Fiction:	Narrative in Role

Concepts	
History	Design Technology
Legacy/Perspective	Innovate/Technique/Evaluate
<p>Following their geography topic <i>Journeys Around London</i>, children will have a secure knowledge of place that can be used to identify where the Great Fire of London happened. Adding to their understanding of monarchy and leadership, the children will learn about King Charles II, the reigning monarch at this time. This topic gives children opportunities to learn about the past through a range of sources, including diary entries, paintings and accounts. The children will be able to discuss these sources and what it tells them about life at this time. Following on from the topic <i>Journeys Around London</i>, the children will learn about some of the landmarks in London at the time of the Great Fire, some of which will be studied in more depth during the topic <i>Southwark</i>.</p> <p>Children will be able to place the Great Fire on a timeline, recalling previous knowledge about the Victorians, placing that era on the timeline and then identify that the Great Fire happened a few hundred years before. The National Curriculum states that children should be taught about events beyond living memory that are significant nationally. Through learning about the Great Fire of London, children are able to identify the changes in London following that disaster, such as the rules for constructing houses and the materials used to make these houses, as well as the introduction of the Metropolitan Fire Brigade. In Year 5, children learn about the plague- this topic gives children a good understanding of what life was like at the time and children will be able to make links between what they have learnt in this topic and how that impacted upon the plague.</p> <p>In the EYFS, children followed a simple recipe to make bread. In this unit, the children return to these skills and develop them further. They learn about Edd Kimber and the range of bread recipes that he has written, discuss more about the process of making bread and the scientific reaction of yeast. Children then go on to write their recipes for how to make bread.</p>	

History		
National Curriculum		
History <ul style="list-style-type: none"> • I can show an awareness of the past, using common words and phrases relating to the passing • I can describe changes within living memory and aspects of change in national life • I can talk, draw or write about aspects of the past • I can ask and answer questions, choosing and using parts of stories and other sources to show a knowledge and understanding of key features and events • I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented 	Design Technology <ul style="list-style-type: none"> • I understand the need for a variety of food in a diet • I understand that all food has to be farmed, grown or caught • I can use a wider range of cookery techniques to prepare food safely 	Computing <ul style="list-style-type: none"> • I can use a search engine to find web pages • I understand that not all websites are as reliable as others • I can recognise acceptable and unacceptable behaviour online
Year 2 History The Great Fire of London		
Foundation Subject Knowledge and Skills		
When did this happen	<ul style="list-style-type: none"> • Know the Great Fire of London occurred in 1666 • Be able to place this time on a timeline of British history • Know that this time was around 200 years before the Victorians • Know the location of London on a map of the UK • Know how to identify London, Pudding Lane, River Thames and St Paul's Cathedral on a map from 1666 • Know the previous summer had been very hot and there had been very little rain. This means that the buildings would have caught fire very easily • Know that The Great Fire of London started on Sunday 2nd September 1666 • Know that on Wednesday 5th September The Duke of York (the future King James II) ordered that houses be destroyed using gunpowder ahead of the fire to stop the fire from spreading even further. This plan succeeded and by Thursday, the fire had been extinguished. 	
What was life like then?	<ul style="list-style-type: none"> • Use different sources to gain an understanding of what life was like at this time • Understand that we can find out about the past by using a range of sources, including things that have been left behind • Know that the buildings were mostly made out of wood, straw and pitch • Know that pitch is a tar like substance that protects the wood from water damage • Know that pitch is flammable • Know the buildings were very close together 	

	<ul style="list-style-type: none"> • Use paintings and picture sources to identify what London was like in 1666 • Know that people used fire to cook and for light • Know that Thomas Farriner’s bakery in Pudding Lane was the source of the fire because the oven fire was still burning overnight • Know that there was a strong wind which helped the fire to spread • Know that this is one of the most important sources about the fire • Know that they tried to stop the fire by pulling down the houses (called the firebreak) • Know that people tried to put out the fire with simple firefighting equipment, including buckets of water but the fire was too strong • Know that the River Thames stopped the fire spreading to the south • Know the fire went on for four days • Create a timeline of events before, during and after the Great Fire of London • Know that the fire destroyed many homes and St Paul’s Cathedral • Know what a cathedral is and what St Paul’s Cathedral looks like now • Know that during the same time as the fire, there was a plague caused by fleas on rats • Know that the plague made many people very unwell and they often died because there was no medicine to help • Know that the fire helped to end the plague from spreading by killing the rats
Who were the significant people at the time	<ul style="list-style-type: none"> • Know that the monarch during the time of the fire was Charles II. He had been coronated in April 1661. This was an important event as England hadn’t had a king for a long time following the English Civil War • Know that Samuel Pepys was a man living in London at the time • Know that he had gone to Cambridge University after he finished school • Know that he was a Member of Parliament in 1673 • Know that Pepys decided to start writing a diary on 1st January 1660 to keep a record of events. His first diary entry talked about problems there were with the people ruling England, how he had been to church, what he had eaten and that his wife Elizabeth had burnt her hand while she was cooking. • Know that Samuel write his diary in a special code so that no one could read it, not even his wife • Know that Samuel Pepys had been at the coronation of Charles II and recorded the events in his diary • Know that other events Pepys wrote about included information about the plague-a disease that spread around Europe making many people very ill. (Children will learn more about the plague in Year 5) • Know that he recorded events of the Great Fire of London in his diary
How did this period of time effect today’s world	<ul style="list-style-type: none"> • Know about fire safety now and how to keep yourself safe from fire • Know that after the fire, the materials which buildings were made from changed • Know that we have buildings made of brick as they will not burn as quickly as wood • Know that St Paul’s Cathedral was rebuilt after the fire of London and in London • Know that the Monument was built to commemorate the Great Fire of London and celebrate the rebuilding of the city
Design Technology	
Year 2	

Design Technology: Food

Year 2

- Understand that bread has been a stable food for thousands of years
- Understand where the ingredients come from and they are able to be grown around the world
- Understand that bakers make and sell bread
- Historical links to Great Fire of London
- Try different types of bread, made from a range of flours
- Evaluate likes and dislikes
- Discuss a healthy diet and which food group bread is in
- Research Nadiya Hussain and discuss the ingredients and techniques she uses in bread making
- Follow recipe to bake bread
- Use techniques such as kneading and proving
- Discuss changes which occur when making bread
- Evaluate final product

Writing Outcomes

Non-Fiction

Write a recipe for bread

Fiction

Write in the role of someone who witnessed the Great Fire of London