

# Why is it the Great Fire of London?

## Year 2 Autumn term

**Linked texts:** The Boy who Grew Dragons, The Baker's Boy and the Great Fire of London, Vlad and the Great Fire of London.

**Topic composite:** Making a reconstruction of London in 1666 and setting it alight.

**Linked people of study:** Samuel Pepys, Christopher Wren, Zaha Hadid, Hundertwasser

**Trips and Experiences:** Visit to Tolvaddon Fire Station.



St. Meriadoc  
CE Infant Academy

### History/Geography

- **Intent:**  
Children will learn key details about this historically significant event that is beyond living memory and compare life then and now. They will explore how we learn about this event through a variety of sources.
- **Skills and Knowledge Focus:**
  - discuss significant events that are beyond living memory.
  - place events in chronological order.
  - answer questions about the past using different sources.
  - identify similarities and differences between then and now.
  - discuss how the event changed life in the past.
- **Sticky Knowledge:**
  - know that the Great Fire of London happened in 1666.
  - know the key places: Pudding Lane, River Thames, St Paul's Cathedral, Tower of London.
  - know why the fire spread so quickly.
  - know the effects of the fire: wider streets, houses built from bricks, new fire service.
- **Key Vocabulary:**  
bakery, diary, firefighter, St Paul's Cathedral, Tower of London, River Thames, flammable, rebuilt,
- **Subject Composite:**  
Using their knowledge of London and why the fire spread, as well as their skills from the Art topic, children will make a reconstruction of London in 1666 and set it alight.
- **Impact:**  
Children will have a good knowledge of the key places affected by the fire and what changed in London as a result. They will be able to link this when comparing life then and now. They will know that history is represented in a variety of ways after studying different sources, such as paintings and Pepys' diary.

### Science

- **Intent:**  
Children will explore the properties of a wide range of everyday materials and investigate their suitability for particular uses and find out how some materials can be changed. They will design and carry out experiments to test out their ideas.
- **Skills and Knowledge Focus:**
  - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
  - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- **Sticky Knowledge:**
  - Objects are made of materials chosen for their properties (eg. water bottles made plastic because it is waterproof).
  - Materials can be used for different purposes.
  - Objects made from some materials can have their shape changed by squashing, bending, twisting or stretching.
- **Key Vocabulary:**  
purpose, suitable, opaque, transparent, translucent, reflective, non-reflective, rigid, flexible, absorbent, squash, bend, twist, stretch,
- **Subject Composite:**  
Design, make and test a fireman's bucket.
- **Impact:**  
Children will have an understanding of which materials are suitable for particular tasks and why some would be unsuitable. They will be able to discuss and justify their reasons for choosing materials for the subject composite by talking about their properties.

### Art

- **Intent:**  
Children will learn about the discipline of architecture and the people who are architects and how architecture is purposeful and imaginative. They will create their own architectural model.
- **Skills and Knowledge Focus:**
  - learn about different artists, describing the similarities and differences and making links to own work.
  - use a range of materials to creatively design and and make products.
  - use sculpture to develop and share ideas, experiences and imagination.
- **Sticky Knowledge:**
  - architects design buildings.
  - architecture is the design and building of all buildings.
  - architects make models based on form, structure and balance.
- **Key Vocabulary:**  
architect, architecture, design, form, structure, balance.
- **Subject Composite:**  
Create 17th century-style houses to recreate Pudding Lane.
- **Impact:**  
Children will know what being an architect means and will design and build their own architectural model in a specific style. They will have an understanding of how to balance a structure so it can stand.

### Design and Technology

- **Intent:**  
Children will explore how bread is made and how the process is similar to bread making in the 17th century. They will explore techniques for making and shaping dough before making their own bread.
- **Skills and Knowledge Focus:**
  - understand where food comes from.
  - select from and use a range of tools to perform practical task (cooking utensils).
- **Sticky Knowledge:**
  - know the ingredients to make bread: flour, yeast, salt, water.
  - explain process: mixing, proving, baking, cooling.
- **Key Vocabulary:**  
flour, yeast, proving, baking, kneading, mould
- **Subject Composite:**  
Children will make their own loaf of bread.
- **Impact:**  
Children will know how to make bread and have a greater understanding of how the process has remained similar. They will know about the conditions of bakeries in 17th century London.

