



'Love your neighbour as yourself' (Luke 10:27)

## St. Bridget's C of E Primary Autumn Term Knowledge Web

### Year 2 'Our World: The Great Fire of London'

*Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.*

#### Key Vocabulary & Information

parliament  
monarchy  
London- capital city  
Stuarts  
wattle and daub  
fire hooks  
landmarks  
fire buckets  
Pudding Lane  
Thomas Farriner  
Samuel Pepys  
River Thames

#### Reading Opportunities

Samuel Pepys' diary (Historical source)

#### Values explored

Global Goal 13 – Climate Action  
Global Goal 12 – Responsible consumption & production  
Global Goal 14 – Life below water  
Global Goal 15 – Life on Land  
Global Goal 11 – Sustainable cities & communities  
A PART – Appreciate; Protect; Awareness; Responsibility; Together.

#### Learning Opportunities *(Sequential week teaching points or explicit opportunities planned)*

Literacy- diary writing, descriptive writing using expanded noun phrases, report writing outlining how the fire progressed.

PE. - Dance- 'Fire of London' dance- BBC SCHOOLS RADIO

Music- 'Fire of London' – BBC SCHOOLS RADIO. Learning traditional songs about the Fire.

Drama- 'Fire of London' BBC SCHOOLS RADIO

History- looking at first and second hand sources including Samuel Pepys' diary. Ordering the timeline of events. Comparing differences between London now and then e.g. Fire Engines, fire equipment, housing material. Give reasons why the fire spread and why King Charles acted as he did.

Geography- Examining old maps of London and identifying key landmarks. Add compass directions or mark on grid references. Using a key correctly to explore how the fire spread.

Art- Sketching Stuart houses to make 'Fire of London' display.

#### Display Information/Questions

Identify when 1666 was in relation to other periods in history.

Examine London now and then.

#### Key Milestones

History: Observe or handle evidence to ask questions and find answers to questions about the past.  
Ask questions such as: What was it like for people? What happened? How long ago?  
Use artefacts, pictures, stories, online sources and databases to find out about the past.  
Describe historical events.  
Recognise that there are reasons why people in the past acted as they did. Timelines.  
Understand 'monarchy' 'parliament'.  
Use dates.

Geography: Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  
Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  
Use basic symbols in a key.