

Year 2 Knowledge Organiser: London's Burning

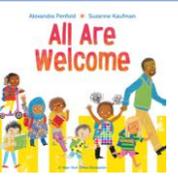
Cross-curricular subject links: English and Drama (speaking and listening)

Reading text - Toby and the Great Fire of London - Margaret Nash

Curriculum Driver: Awesome Memories, Discovery, Success

Trips/Enrichment: Partake Drama Workshop

GARP/GASP: All Are Welcome by Alexandra Penfold- Nottingham is a diverse city where people from all backgrounds live.



Subject/Conceptual knowledge/skills: History - Chronology, knowledge and understanding, historical interpretations, historical enquiry and organisation and communication

LEAPS:

- I can sequence objects, pictures, events and people in chronological order.
- I can use dates where appropriate.
- I can understand the main events and people I have studied.
- I can use information to describe the past.
- I can describe significant historical events and people from a significant time in history.
- I can use information to describe differences between then and now.
- I can ask questions and make predictions by handling and observing various sources and artefacts.
- I can answer questions by handling and observing various sources and artefacts.
- I can start to identify some of the different ways in which the past is represented (photos, artefacts, eye-witness accounts).
- I can use some historical terminology to describe objects, people and events of the past

Core Knowledge

Why did the fire spread so quickly?

The fire spread quickly because the buildings were very close together and were made of flammable materials. It had been a dry summer and it was very windy.

How did people put the fire out?

People used leather buckets and fire squirts to put the fire out. King Charles ordered buildings to be pulled down to create fire breaks.

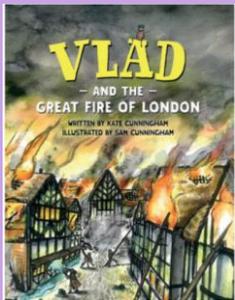
What were the positive impacts of the fire?

The fire killed London's rats and fleas which stopped the plague from spreading. After the fire, houses were built further apart and made from materials such as stone.

	Then	Now
Housing Materials	wood straw	brick stone slate
House Spacing	close together	spaced out
Firefighting	leather bucket fire squirt helmet	fire engine protective equipment hose

Vocabulary	
Words	Meaning
bakery	A shop where bread and cakes are made.
chronological	In time order.
diary	A personal record of life's events.
eyewitness	A person who saw an event and can describe it.
fire break	When buildings are destroyed to make a break so the fire cannot spread to the next building.
fire hooks	Giant hooks used to pull houses down.
flammable	Something which burns easily.
fire squirt	A pump used to suck up water and squirt it at fire.
leather bucket	A bucket made from leather. These were common before plastic was invented.
plague	A disease that affects humans and other animals. The plague was spread by fleas which lived on rats.

Books/associated reading:



Key Events

Sunday 2nd September 1666

A fire starts in Thomas Farriner's bakery on Pudding Lane because the fires used for baking weren't put out properly.

Monday 3rd September 1666

Fire-fighters begin to tackle the fire but it spreads quickly.

Tuesday 4th September 1666

Houses are pulled down using fire hooks to create a fire break and stop the fire spreading.

Wednesday 5th September 1666

The fire burns more slowly as the wind slows down.

Thursday 6th September 1666

The fire is finally under control and put out. 6 people died and thousands of people were left homeless.

Key Visuals

Samuel Pepys

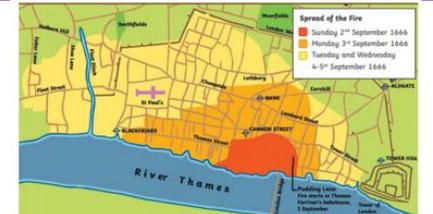


Samuel Pepys' was an eyewitness to the fire and his diary allows us to find out about the fire today.

King Charles II



Charles II was king of England at the time of the fire. After the fire, he rebuilt the City of London, making sure houses were built further apart and made from materials such as stone.



A map showing the spread of the fire across the City of London.

Thomas Farriner



The baker who was put in charge of the Pudding Lane bakery.



1) What is History?

2) What does chronological mean?

3) What is an eyewitness?

4) Why did the fire spread quickly?

5) How did people try to put the fire out?

6) Nottingham is a diverse city. What does this mean?

Subject/Conceptual knowledge/skills:

Science - Everyday Materials
Working scientifically,
properties of materials

LEAPS:

I can find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.

I can use my local environment throughout the year to observe how different plants grow.

I can observe and record with some accuracy, the growth of a variety of plants as they change over time from seed or bulb.

I can observe and describe how seeds and bulbs grow into mature plants.

I can observe similar plants during different stages of growth.

Working scientifically:

I can use observations and ideas to suggest answers to questions.
I can gather and record data to answer questions.

Core Knowledge

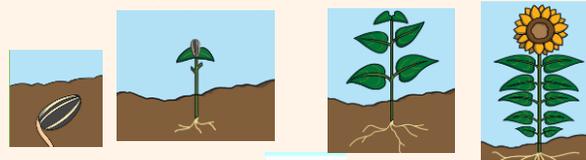


Plants grown from bulbs flower and die back each year. The bulb acts as an energy store.



Seeds can only germinate once. Lots of different plants can be grown from seed.

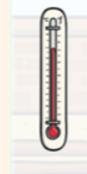
A plants' roots, leaves and appearance change overtime as it grows. Some plants may produce flowers or fruit.



Plants need:



water



correct temperature



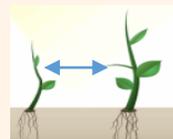
air



sunlight



soil



space

Key Vocabulary

Light, temperature, water, soil, nutrients, air, space, seed, bulb, germinate, seedlings, growth, roots, stem, leaf, petal

Subject/Conceptual knowledge/skills:

RE - Judaism - The Covenant - Promises

The Big Question

How special is the relationship that Jews have with God?

LEAPS:

I can explain why agreements are important and why they should be kept.

I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.

I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.

Core Knowledge

Mezuzah



Shema



Abraham is known as the father of Judaism. Jews believe he was chosen by God because he showed great faith in God.

Moses was chosen by God to lead his people out of Egypt. He was given the ten commandments to make the covenant stronger.

Key Vocabulary

Judaism, covenant, promise. Relationship, Jewish, mezuzah, shema, ten commandments, Moses, Abraham, Sarah

Subject/Conceptual knowledge/skills:

PSHE - SCARF

British Value - Individual liberty

LEAPS

I can identify and explain the stages of the learning process.

I can give examples of things I can choose for myself and things that others choose for me.

I can explain how germs can spread.

I can describe simple hygiene routines such as handwashing.

I know vaccinations help prevent illness.

I can describe simple dental hygiene routines and explain why they are important.

I understand that the body gets energy from food, water and oxygen.

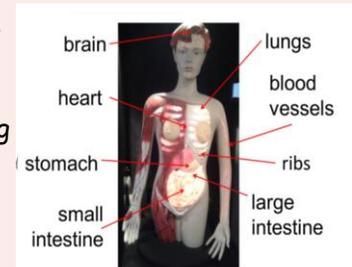
I know exercise and sleep are important to health.

I can name some major internal body parts.
I can describe how food, water, and air get into the body and blood.

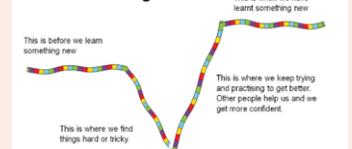
Core Knowledge

To look after our dental hygiene we need to brush our teeth twice a day with toothpaste.

- We can make healthy and unhealthy choices in our lives. Sometimes others make the choices for us.
- Washing hands, cooking food properly and getting vaccinations can help to keep us healthy.
- The body has different internal organs that help food, water and air get into our bodies and blood.



The Learning Line



Key Vocabulary

learning line, mind-set, positive, choice, healthy, unhealthy, health, germs, hygiene, vaccinations, illnesses, dental hygiene, energy, food, water, oxygen, exercise, sleep, body parts

Subject/Conceptual knowledge/skills:

LEAPS:

Ball skills:

I understand the importance of rules in games.
I can begin to develop my own games with peers.
I understand spatial awareness.
I can show control and accuracy when throwing and catching.
I can begin to control power when throwing.

Team games (cricket):

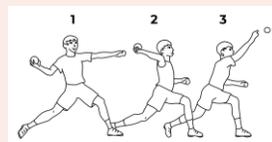
I am beginning to develop an understanding of attacking/ defending.
I can develop simple tactics and use them appropriately.
I understand the importance of rules in games.
I am beginning to apply and combine a variety of skills in a game situation.
I can discuss and make choices with team mates.
I can make simple decisions on where to send a ball in a game.

Core Knowledge

Throwing:



underarm



overarm

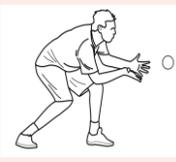
Catching and defending:



high catch



long barrier



low catch

Key Vocabulary:

Hit, catch, runs, wicket, bats, bowl, feed, throw, underarm, overarm, field, hitter, bowler, posts, stumps, rules, spatial awareness, control, defending

Subject/Conceptual knowledge/skills

French - speaking, listening and reading

LEAPS:

I can speak aloud familiar words or short phrases in chorus.
I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs).
I understand the sounds of individual letters and groups of letters (phonics).
I am able to read aloud familiar words or short phrases in chorus.

Core Knowledge & Key Vocabulary

Sunday - Dimanche
Lundi - Monday
Mardi - Tuesday
Mercredi - Wednesday
Jeudi - Thursday
Vendredi - Friday
Samedi - Saturday



Subject/Conceptual knowledge/skills: Computing

iProgram (algorithms and sequencing)

LEAPS:

I can understand that an algorithm is a process that consists of a series of steps to achieve a goal.
I know that algorithms are made up of steps.
I know that steps can be repeated.
I can use digital drawing tools (Scratch) to create images.
I can program a simple animation involving movement.
I can write a simple program that produces an output.
I can combine images and text to create a simple animation.

Core Knowledge

An algorithm is a set of instructions that must be sequenced in the correct order for a computer to understand them.
An animation is a sequence of still pictures that change quickly to make it appear that the object(s) in the picture are moving.



Key Vocabulary

algorithm, instructions, sequence, input, output, repeat, undo, copy, sprite, statement, duplicate, redo, animation

Subject/Conceptual knowledge/skills: Music - Classroom instruments and listening

LEAPS:

I can play instruments with control, getting louder/quieter, faster/slower and keeping a steady tempo.
I can perform to an audience in a small group.
I can identify which pitch (out of two) is being played.
I can use tuned instruments to perform a two-note repeated pattern to accompany a song.
I can follow hand signals from a conductor for pitch getting higher, lower or staying the same.
I can perform from a simple graphic score, interpreting visual representations for changes in duration and dynamics.
I can pick out and clap along with the pulse of music from a range of styles.
I can identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means.
I can listen with concentration to recorded or live music, recognising when musical ideas are repeated

Core Knowledge

Pitch can get higher, lower or stay the same. Different instruments can play different pitches.
Dynamics, tempo and pulse can change throughout a piece of music.
Different sounds can be created by technology, voices and hitting, blowing, plucking and bowing instruments.

mouthpiece



Pbuzz

	1	2	3	4
Tambourine	● ●	● ●		
Woodblock	■ ■	■ ■		
Drum			★	★
Triangle			▲	▲

Graphic score

Key Vocabulary

Rhythm is a sequence of sounds and silences of different durations.
Timbre is the quality/character of a sound (harsh, gentle, metallic, warm, bright, smooth, dark).
Ostinato is a repeated pattern.
Melody is a sequence of notes of different pitches and durations.
Louder, quieter, faster, slower, dynamics, tempo, audience, instruments, note, stave, score, pulse, plucking, blowing, repeat, conductor, pitch, mouthpiece.