

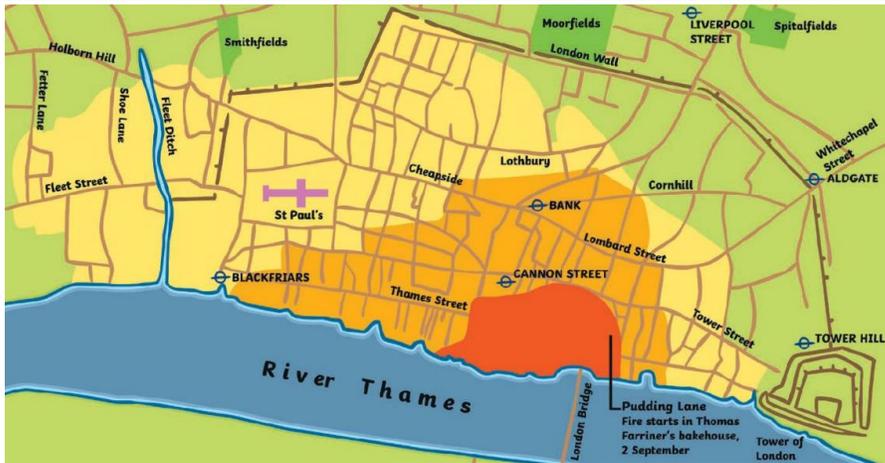


What can we learn from the Great Fire of London?

Year 2 Spring 1

The Great Fire of London

We will be using a variety of different artefacts and sources to ask and answer questions about The Great Fire of London. We will be able to explain what the 'past' means, and show an understanding of chronology by putting the events of the fire in order.



Timeline of Events

<p>Sunday 2nd September 1666 The fire starts at around 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his <i>diary</i>.</p>	<p>Monday 3rd September 1666 The fire gets very close to the Tower of London.</p>	<p>Tuesday 4th September 1666 St Paul's Cathedral is destroyed by the fire.</p>	<p>Wednesday 5th September 1666 The wind dies down and the fire spreads more slowly.</p>	<p>Thursday 6th September 1666 The fire is finally put out. Thousands of people are left homeless.</p>
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Significant Events and Knowledge

When and where did the fire start? The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. It lasted for 5 days.

Why did the fire spread so quickly? The weather was hot and it hadn't rained for months. Houses in London were mainly built from wood and straw which is flammable, especially when it is very dry. The houses were very close together, so fire could easily spread. Strong winds were blowing, which helped the flames to spread.

How did people try to put the fire out? There was no fire brigade so ordinary people used leather buckets and water squirts to try to put the fire out but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.

How many people died? 6 people died as a result of the fire.

What happened after the fire? 13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents. An organised fire brigade was established and water engines were designed that gave a continuous stream of water when pumped.

Key Vocabulary

Key Word	Definition
Bakery	a place that makes bread, cakes etc
Diary	a book people write about their lives in.
Eyewitness	a person who has seen something and can give a description of it
Firebreak	a gap that stops a fire spreading to nearby buildings
Fire hook	a giant hook used to pull down houses.
Leather bucket	leather was used to make buckets before plastic was invented
Flammable	when something burns easily.
Pudding Lane	the street where the fire started
St Paul's Cathedral	A very large church in London which burnt down during the fire. A new St. Paul's Cathedral was built after the fire.

Key People



Samuel Pepys



King Charles II



Thomas Farriner

Mesozoic Era	Stone Age	Bronze Age	Iron Age	Romans	Anglo-Saxons & Scots & Vikings	Anglo-Saxons & Vikings	Normans	Plantagenets	Tudors	Stuarts	Georgians	Victorians	Edwardians	WW1	WW2	Post-War	Modern Britain
245-65 mil BCE	15000 BCE - 2500 BCE	3000 BCE - 800 BCE	Celts 800 BCE - 43 CE	43 CE - 410 CE	410 - 793 CE	793 CE - 1066	1066 - 1154	1154 - 1485	1485 - 1603	1603-1714	1714 - 1837	1837 - 1901	1901 - 1910	1914 - 1918	1939 - 1945	1945 - 1980	1980 - Now

Science



Working Scientifically Skills

- Using research to find out what a particular animal needs to survive.



In this unit the children will be learning about Growth and Survival.

Know that all species of animals have babies, including humans, and that if they didn't the species would become extinct. They will be able to match offspring to their parents and understand they may not look like their parents. Children will explore the different way animals have offspring. They will know how animals keep their offspring safe away from predators. They will understand that growing from a baby to adult is a slow process and describe some of the changes bodies make. Children will list what we need to survive and how our environment plays an important role in this. They will also look at ways to stay healthy regarding diet and exercise.



Key Vocabulary

Key Word	Definition
Extinct	The permanent disappearance or elimination of a species.
Predators	An animal that hunts down other animals.
Offspring	Children or young ones who are born
Nutrition	Learning about how food works in your body.
Survival	To remain alive or continue to exist.
Food Types	Five healthy food groups- vegetables, fruit, grains, dairy and protein.
Hygiene	How to keep clean to avoid germs and avoid being unwell.

Design and Technology



In this unit the children will be learning about 'Cooking and Nutrition'. They will have opportunities to learn about the importance of a balanced diet and use that knowledge to design and make a tasty wrap. The children have planted vegetables during the Autumn term which they will use when they make their wraps at the end of the unit.

What we need to know

When teaching primary aged children to work with food, it is important that they learn how to use tools correctly. This is so they can work safely, efficiently and independently. The following photographs and notes help to show children a safe way to handle kitchen tools.

The bridge hold



The claw grip



Key Skills:

- Washing hands
- Cutting
- Grating
- Peeling



Key Word

Definition

Balanced diet	A balanced diet includes foods from all 5 food groups.
Carbohydrate	One of the three main nutrients in food. They can be found in two groups: sugars and starches.
Dairy	Milk from cows or other domestic animals like goats.
Protein	Builds, maintains and replaces the tissue in your body. They are found in foods like eggs and nuts.
Fruits	The part of a flowering plant that contains seeds.
Vegetables	The part of a plant that is edible.
Oils	Fats and oils help keep our bodies healthy and working well.
Sugar	A carbohydrate that is used to sweeten foods.
Ingredients	Different parts of a mixture.
Chop	To cut into pieces.
Grate	To rub or grind something into smaller pieces against something rough.
Peel	To remove skin or rind of a fruit or vegetable.
Cut	To slice food with a knife.