



# Seamer and Irton CP School



## Knowledge Organiser



Year 2 – Summer Term		
<b><u>Topic</u></b>	The Great Fire of London	
<b><u>Enquiry question</u></b>	Why did the Great fire of London destroy so much of London?	
<b><u>National curriculum link</u></b>	Events beyond living memory that are significant nationally	
<b><u>Core knowledge</u></b>	<ul style="list-style-type: none"> <li>• The Fire started in Pudding Lane in 1666.</li> <li>• Most buildings were made of wood and straw and were very close together so the fire spread quickly.</li> <li>• People used leather buckets and water squirts to try to put the fire out, but these did not work.</li> <li>• King Charles II ordered buildings to be pulled down to stop the flames from spreading.</li> <li>• St Paul’s Cathedral Burned down.</li> <li>• Samuel Pepys is a famous eyewitness and diarist who wrote about the Great Fire of London.</li> <li>• King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.</li> </ul>	
<b><u>Knowledge linked to learning outcomes</u></b>	<p><b>1. How did the Great Fire of London begin?</b> I can explain how and where the Great Fire of London started.</p> <p><b>2. Why did the fire spread so quickly?</b> I can explain why the fire spread so quickly.</p> <p><b>3. What was life like in 1666?</b> I can describe what life was like during 1666.</p> <p><b>4. How did the fire stop?</b> I can explain how fire was eventually stopped.</p> <p><b>5. How do we know so much about the Great of London?</b> I can explain how we know so much about the great fire of London.</p> <p><b>6. How was London rebuilt after the event?</b> I can describe how the Great Fire of London changed the way in which London was rebuilt.</p>	
<b><u>Key vocabulary</u></b>	<b><u>Topic based</u></b> Bakery Oven	<b><u>Historical vocabulary</u></b> Decade, beyond living memory, past, present, generation



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	Leather bucket Fire hooks Fire break Flammable Eyewitness St Paul's Cathedral Tower of London	Discuss, historical event, impact, historically significant Identify, change over time, power, invasion  Effect, significant, explain
<b>Why this topic now?</b>	<ul style="list-style-type: none"> <li>To compare significant events to significant people</li> </ul>	
<b>Prior learning</b>	<b>What's next?</b>	
Year 2 - Changes within living memory - Toys and Books	Year 3 - Changes in Britain from the Stone Age to the Iron Age	

