

This term's Big Question

As geographers, can we prove that living in a city contributed to the Great Fire of London?

Overview

In this project, pupils will become architects, designing their own city based on the failures of the design of London in 1666. Their task will be to understand why London had a devastating fire and what contributed to the spread. They will plan, design and make their new city based on their understanding of the Great Fire of London and the architect's designs.

Trips, visits and events

Burning down cardboard models of the streets of London in forest school, creating a visual representation of the fire in Pudding Lane in 1666.

English

Key texts: Claude in the City, Vlad and the Great Fire of London.

Key facts: Full stops, exclamation marks and question marks demarcate the end of a sentence. Conjunctions are used to join clauses together. Capital letters are used for the start of a sentence and proper nouns.

Key spellings:

Fire
London
Vlad
Great

Key vocabulary:

Friendship
Adjective

Harriers Banbury Academy Year 2 knowledge organiser

Term 1

Aspiration:

Belonging and Confidence
to Take Action

Maths

Key facts:

When looking at more than one digit numbers, we look at the last number to decipher whether it is odd or even. We can see patterns when looking at number bonds making up 10 or 20. Paying attention to the symbol is crucial when using column addition or subtraction. We understand why we can halve even numbers but can't halve odds. We can find links between these concepts.

Key vocabulary:

Place Value
Odds/Evens
Number bonds
Column Addition
Column Subtraction

PE

PE will be on a Tuesday and a Friday and will focus on fundamental skills and ball skills.

RSE/ SMSC/ British Values:

We will be focusing on valuing difference this term.

We will look at what makes us who we are and how we can celebrate these differences.

Art and Design Technology

Key facts: architects design buildings and structures. Designs are created before a final project. Measurements are used to make accurate models.

Key vocabulary: architect, model, measure, design, buildings

Science

Key facts: Materials have different properties - these are the characteristics they have. A table is rigid, a cushion is soft.

Key vocabulary:

Properties
Waterproof
Materials
Squash
Bend
Change
Conclusion
Evaluation

Year 2 Geography

Towns and Cities- London.



Prior Learning-

Banbury is a town and we live in a town.

We know the features of a town.

We know the different homes, streets and facilities in our local area.

Key Knowledge-

By the end of this term-

I can explain the facilities that a village, town and city may need and give reasons.

I can name the capital city of England.

Key vocabulary-

Tier 1- High frequency vocabulary-

Town, city, village, capital city.

Tier 2- subject specific vocabulary-

Skyscraper- a very tall building of many stories

Facilities- a place, amenity or piece of equipment for a particular purpose.

Cathedral- the principal church of a diocese.

Landmark- a feature of a landmark that is easily recognized from a distance.

Population- all the inhabitants of a particular place.

Transportation- the action of transporting someone.

Key Concept Questions:

What is the difference between a town, city and village?

What facilities do towns and cities have?

What are the four capital cities of the UK?

Do we live in a town or a city? How do you know?

Year 2 History

The Great Fire of London



Prior Learning-

I can examine objects from the past.

I can begin to use a timeline to place important events

I can look at the lives of individuals.

I can use words and phrases like old and new.

Key Knowledge-

By the end of this term-

I can discuss, describe and compare important historical events, people, places both nationally and within my own locality.

I can accurately order events from furthest away to more recent and begin to place them on a timeline.

Key vocabulary-

Tier 1- High frequency vocabulary.

London, spread, changes, buildings, compare.

Tier 2- subject specific vocabulary-

Developed- advanced economically and socially.

Designed- planned or conceived in detail or for a specific purpose,

Prevent- to keep something from happening.

Response- reaction to something.

Key Concept Questions:

What was London like in 1666?

How is London different today?

How did the layout of London impact the Great fire of London?

How did the fire impact life in London?