



No Limits
To Learning!

Topic Title: Great Fire Of London – Oops it’s on fire!

Year Group: 2

Academic Year: 2022 -2023

KS1 History Intent:

To understand about The Great Fire of London and to be able to answer questions on how and why it started.

<p>Prior Historical Learning/Linked Topics: The children have developed an awareness of the past and some significant events.</p>	<p>Literacy Links (including texts/media used): Toby and The Great Fire Magic Grandad – The Great Fire of London Episode</p>	<p>Maths Links: None</p>
<p>Historical Knowledge</p>		
<p>Significant Events</p>	<p>Lives of significant individuals</p>	
<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally - the Great Fire of London. • changes within living memory. 	<ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Focus on Samuel Pepys 	
<p>Historical Skills</p>		
<p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 	<p>Organisation and communication</p> <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	



No Limits
To Learning!

<p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. 	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Use information to describe the past. • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history.
<p>Historical enquiry</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask questions about the past. • Use a wide range of information to answer questions. 	<p>Key Questions:</p> <p>What did Tudor houses look like? When did the Great Fire of London start? How do we know about the GFoL? Why did the GFoL start? What made it spread so quickly? What happened to London after the GFoL?</p>
<p>Content:</p> <ul style="list-style-type: none"> • Tudor Houses – what they looked like Chn to find out what Tudor houses looked like – what were they made off? Chn to make a Tudor house 2D first and the 3D (DT link) and then set fire to them to show them what happened in The Great Fire of London in 1666 – how do they think the people in the houses would have felt? (English Link). • Sequence events of the Great Fire of London Children to know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started. Chn to find out about the Great Fire of London – How do we find out about the past? - Magic Grandad, books, Samuel Pepys Diaries, internet. Children to sequence the main events of the Great Fire of London – timeline. • How we find out about the past – Who was Samuel Pepys? Children to understand some of the ways in which we find out about the past and identify different ways in which it is represented through discovering the primary sources depicting the Great Fire of London. What is an eyewitness? How can an eyewitness help to explain what happened in the past? Look at a painting of the Great Fire; children to look closely and imagine this is the scene they can see when they look out of the classroom window. How do you feel? What will you do? Samuel Pepys was an eyewitness; children to read through information about him and his 	



No Limits
To Learning!

diary extract. Objects that helps historians to find out facts about the past is called a source. Which of these items/sources helps us to know how the fire started? Explain reasons why the other sources are not helpful: the portrait of King Charles does not help because it does not tell us about what happened in London; the drawing tells us what parts of London were affected, but not where it started. Chn to find out about Samuel Pepys and why he was significant in the Great Fire of London. Chn to write a fact file about him.

- **The fire brigade in the past**

Chn to find out about how the Fire brigade has changed over time. Chn to identify the differences between the Fire brigade in 1666 and 2020. Why has it changed? What are the differences? How has London changed since 1666 and why?

- **How has London changed?**

Children to understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire. (link to Science Materials). How was London different. Chidlnren to compare 2 pictures before and after. What was different? What did they build houses with after the Great Fire and why?

Key Vocabulary:

Timeline, order, event, past, years, before, after, previous, source, evidence, diary, eyewitness, Samuel Pepys, 1666, King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Pauls Cathedral, Monument.

Stunning Start/Marvellous Middle/Fabulous Finish:

3D Tudor Houses – burn

Make bread rolls

Fire brigade to come in to talk about fire safety

OAA/Trips/Visits/Visitors:

Fire brigade visit