

Y2 The Great Fire of London

How did the Great Fire change London?



Overview Of Learning

In this history unit, the children will discover what London was like in 1666. They will make simple comparisons between then and the present day. The lessons will move on to discover what happened on the night of 2nd September 1666 when the Great Fire of London started. They will discuss why the fire spread quickly and how it was tackled. The children will be introduced to key historical individuals, such as Thomas Farriner, Samuel Pepys, King Charles II and Christopher Wren. The children will consider how we find out about the past. They will have the opportunity to study evidence, such as Samuel Pepys' diary and objects left behind after the fire, to help them form opinions about what happened over 350 years ago.

Knowledge And Understanding Objectives

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about the following:

- **Events beyond living memory that are significant nationally or globally.**

Key Vocabulary To Explain

evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline

Words in bold relate to the themes, concepts and skills throughout the history curriculum. Children will need to know the meanings of these words and have examples of them in context. These concepts will be built upon throughout the rest of the history curriculum.

Previous Learning

EYFS - Understanding the world:

- I can talk about the lives of people around me and their role in society.
- I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.
- I understand the past through settings, characters and events encountered in books and storytelling.

Year 1: I can look at sources and ask, "What was it like for people?", "What happened?", "What was this used for?", "How long ago?"

Future Learning

Y3 Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.

Y4 Children will explain the concept of change over time, represent this with evidence, and discuss the reliability of sources.

Y5 Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history.

Y6 Children will use sources of information to form conclusions about the past.

Themes and concepts

Themes & Concepts:

Conflict and Disaster

Substantive concepts explicitly taught:

Monarchy and Civilisation

Misconceptions

Children may believe that all houses and buildings were made of wood until after the Great Fire of London when they were ordered to be rebuilt. However, some buildings made of stone and brick did exist before the fire. The wooden houses just contributed to the spread of the fire.

Unit Overview

How did the Great Fire change London?

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Key question: What was London like in 1666?	Key question: What happened on 2 nd September 1666?	Key question: How did the fire spread, and how do we know?	Key question: What was left of London?	Key question: How was London rebuilt?	Key question: How did the fire impact the future?
Historical Skill: Evidence and Interpretation	Historical Skill: Cause and Consequence	Historical Skill: Historical Significance	Historical Skill: Evidence and Interpretation	Historical Skill: Similarity & Difference	Historical Skill: Chronology & Historical Significance
Substantive concepts build on: Civilisation	Substantive concepts build on: Civilisation	Substantive concepts build on: Civilisation and Monarchy	Substantive concepts build on: Civilisation and Monarchy	Substantive concepts build on: Civilisation and Monarchy	Substantive concepts build on: Civilisation and Monarchy

'Hands On' History

These lessons would benefit from being as practical as possible. Any opportunity for the children to look at images, watch video clips, talk to people about the past and ask questions would be a great experience and further enrich the planned lessons' content. Below are some practical ideas for each lesson of this unit

- Ask their grown-ups at home about the Great Fire of London. What do they know about it? Can they remember learning about it when they were at school?
- Watch a video clip of a simulation of the bakery burning down. This will help the children to understand how the fire spread so quickly.
- Learn the song 'London's Burning' and perform it to the rest of the school.
- Bury a time capsule - similar to Samuel Pepys burying his cheese and wine for safekeeping. What would the children want to keep safe?

Stretch and Challenge ideas across the unit

Children could:

- reason about the reliability of sources presented to them
- compare sources and evaluate them, coming up with their own historical interpretation
- compare different periods in time and say what is the same and what is different
- consider how the events of the past might impact the future
- make statements that are justified by historical evidence

Assessment

- The knowledge organiser can be used to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can assess the knowledge and understanding of objectives taught throughout the unit. This can be done independently or in small groups with a teacher. These are based on 'I can' statements.