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| **Year 2****Great Fire of London***Events beyond living memory that are significant nationally or globally*  |
| **Links made with other subjects** | EnglishArt |
| **The BIG Question** | What happened on the night of 2nd September 1666? |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt within this unit, writing a short explanation answering the BIG question. This could also include a story board type activity explaining what happened on the night of 2nd September 1666.  |
| **History objectives**(link to NC)  | * Develop an awareness of the past, using common words and phrases relating to the passing of time.
* Know where the people and events they study fit within a chronological framework.
* Use a wide vocabulary of everyday historical terms.
* Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* Understand some of the ways in which we found out about the past and identify different ways in which it is represented.
* Events beyond living memory that are significant nationally or globally.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?   | Children already know:* Reception – People and communities – people who help us
* Year 1 – Changes within living memory – houses
* Year 1 – Changes within living memory – jobs
* Year 1 – Science – Compare and identifying materials
* Year 2 – Science – Uses of materials
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:* Year 3 – A local history study – The Industrial Revolution in Bradford
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| **Historical strands** | Historical enquiry/ skills* Ask questions and find answers posed in the unit.
* Ask questions such as: what was it like for people during the Great Fire of London? What happened? What did they change after the fire? Etc.
* Use artefacts, pictures, stories, visits, online sources to find out about the Great Fire of London.
* Sources – photographs, written accounts, comparing old and new photographs

Continuity, change, cause and effect* Recognise what changed as a result of the fire
* Empathise with people of the time.

Governance/ Rulership* King Charles II

Chronology * Place key events on a timeline
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| **Vocabulary/ Glossary** | Material, drought, bakery, wood, stone, artefacts, fire brigade |
| **Knowledge** (see italics for knowledge to remember) | The knowledge that children will learn and remember:1. Identify when the Great Fire of London took place and place it on a timeline. Using different sources, identify ways in which London was different in 1666 to London today.
2. To know the story of the Great Fire of London including how the fire started, where it spread, how much of London was affected and how the fire ended.

*The Great Fire of London happened between 2nd and 5th September in 1666 and began in a bakery in Pudding Lane owned by a man called Thomas Farriner. He’d forgotten to put out the fire in his oven the night before. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry.**Materials of houses. In*[*1666*](https://www.theschoolrun.com/homework-help/london-1660s)*, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together.The fire burnt down a lot of buildings – over 13,000 houses, 87 churches and even St. Paul’s Cathedral! Around 70,000 people lost their homes in the fire. These people had to set up tends in the fields around London so they had a place to stay.**To fight fires during this time, people would have used leather buckets, metal hooks and water squirts. Lots of people went to St. Paul’s Cathedral to escape from the fire because it was made from stone – stone does not burn. But some of the roof was made of wood, so this didn’t turn out to be a very good plan!It is recorded that only six people died in the fire, but this may not be true – sometimes when poor people died their deaths weren’t recorded.*1. To know some of the reasons why the fire last so long focusing on the actions of the king and other officials.

*There was a big argument about how to fight the Great Fire. The fire fighters wanted to tear down houses that might get burned so the fire wouldn’t spread so quickly, but the Lord Mayor of London disagreed. In the end,*[*King Charles II*](https://www.theschoolrun.com/homework-help/king-charles-ii)*had to ask for the houses to be pulled down, but by then the fire had already grown very big.*1. To know that we can use artefacts to tell us about the fire. We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary. Also consider other sources such as pictures, objects and newspaper reports and encourage children to think about what kind of information we can get from each source.
2. Changes after the fire: When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren’t built so close together.
3. The first proper London Fire Brigade was created in 1866, 200 years after the Great Fire.
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| **SEND expectations** | 1. Identify when the Great Fire of London took place and place it on a timeline.
2. To know the story of the Great Fire of London including how the fire started, where it spread, how much of London was affected and how the fire ended.

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*There was a big argument about how to fight the Great Fire. The fire fighters wanted to tear down houses that might get burned so the fire wouldn’t spread so quickly. The King decided to tear down the houses.* 1. To know that we can use artefacts to tell us about the fire. We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary.
2. Changes after the fire: When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren’t built so close together.
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