

# Year 2 – History – Great Fire of London

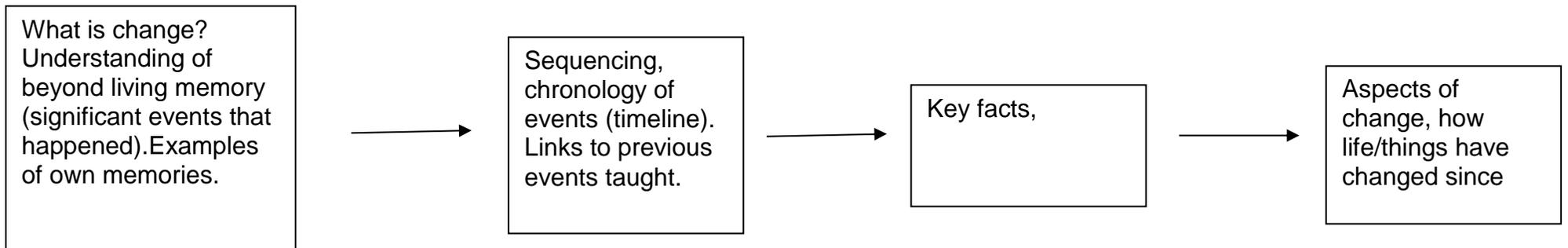
## National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.
- Pupils should be taught about changes beyond living memory that are significant nationally.

## Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, London, fire, The Thames, wooden houses, thatched roof, bakery, baker, narrow streets, Pudding Lane, Samuel Pepys, diary, Thomas Farriner, spark, spreading, bury cheese and wine, fire hook, pumps, buckets, Christopher Wrens, strong winds, collapsed, King Charles II, fire-break, gunpowder, St Paul's Cathedral, destroyed, died, disease, overcrowded,

## Snapshot overview



# Year 2 – History – Great Fire of London

## History Medium Term Planning

Year Group:  
History

Year 2

Term: Great Fire of London

Topic:

	<b>Learning Objective</b>	<b>Input (including key questions and vocabulary)</b>
Session 1	I can explain what a memory is.	What is change? Show children video of change (from a person as a baby to an adult, life cycle of a butterfly). Discuss what has changed, can you think of things in your own life that has changed? Share ideas. Think of definition of change together. Children work in talk partners to discuss memories from the past, share. What can we do to remember? (Photos, videos). Think of list of ways people remember things.
Session 2	I can ask questions to retrieve information on the Great Fire of London.	Show pictures of Great Fire of London – burning buildings. Discuss what they see in the pictures without giving any clues. Explain to children there is a special visitor (Samuel Pepys) coming in to answer questions that they have because he was there at the time. Children generate questions they would like to ask. Hot seat Samuel Pepys. Re-cap in classes what they have learnt (TA to record on sugar paper for WW). Add event to school timeline.

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Session 3	<p>I can find out information about the Great Fire of London from a variety of different sources.</p>	<p>Show video clip of Magic Grandad and the Great Fire of London. Give children 'News Reporter' stickers and put into groups of 4 (in tables). Teacher to give a question to each table and children have to research answer, using a range of different sources, and note on sugar paper for WW ready to present to whole class.</p> <p><b><u>Key Questions:</u></b>          How did the fire start?          How did the fire spread?          How did they stop the fire?          Who was Samuel Pepys?</p>
Session 4	<p>I can generate questions.          I can recall facts about the GFoL.</p> <p>I can use my senses to investigate what life was like during the GFoL.</p>	<p>Recap information already learnt about GFoL. Teacher have questions and answers in zippy wallets. Use pictures of timeline of key events. Children to sequence these as a living timeline (each one holds different part of event) – discuss. Stick first part of timeline on board and give children post it notes to write something they can feel, hear, see, smell etc and stick on board with event. Once finished act out using vocab from post it notes. Repeat for all.</p>
Session 5 and 6	<p>I can write a diary entry.</p>	<p>Discuss what a diary is, ensure children understand what first person is and features of a diary. Using sequencing pictures from previous day write a diary entry as Samuel Pepys.</p>

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Session 7	<p>I can talk about features of a recount.</p> <p>I can talk about features of a newspaper report.</p>	<p>Support: Discuss recounts. What features do they have? Different sentence starters, facts, description, information, sequence. Recap key events and as a class generate a timeline and word bank.</p> <p>Core/Extension: Discuss newspapers. What features do they have? Show examples, real and online. Talk about features: Titles, headings, dates, facts, speech marks, quotes, past, summary/conclusion, photographs. Children given pro-forma to plan own.</p>
Session 8 and 9	<p>I can write a recount of the GFoL.</p> <p>I can create a newspaper report about GFoL.</p>	<p>Using word banks and plans/discussions from yesterday children to write a recount/newspaper report.</p>
Session 10	<p>I can compare and contrast houses and fire equipment from 1666 and now.</p>	<p>Ask children what they suggest could be changed to make sure the GFoL doesn't happen again.</p> <p>Use interactive Magic Grandad and GFoL websites and photos to compare how buildings and the fire service has changed. Discuss.</p>

## **Year 2 – History – Great Fire of London**

### **Impact:**

All children to be able to find out about the past, from different sources of information i.e. books, photos, videos, paintings, internet, Samuel Pepy's diary.

All children to be able to recount the 4 main events of the Great Fire of London. 1. It started in a bakery in Pudding Lane. 2. It spread quickly because the houses were close together and made of wood. 3. It burned for 5 days. 4. Samuel Pepys and his diary.

All children to be able to say how houses have changed since the Great fire of London. Houses are now made from brick rather than wood. Houses are now further apart. Thatched roofs are now less common.