

Year Group: 2	Term: Spring	Topic: The Great Fire of London
Historical strands		
Civilisation and Technology; Monarchy		
NC Links		
Significant national events		
Other Curriculum Links		
English - narratives, recounts, reading comprehension; Geography - looking at London and comparing with Newcastle / Gateshead		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a detective / crime scene investigator / fireman Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit teaches children about the key events of the Great Fire of London, helping them develop an understanding of the ways in which we can find out about the past through discussing primary sources, particularly the diary of Samuel Pepys. Pupils will make comparisons between 17th century and present-day London (as well as with the Great Fire of Gateshead), to explain why the fire spread so rapidly. Pupils will continue to learn specific historical vocabulary, and develop the idea of chronology through discussion and by sequencing events and describing key events of the Great Fire of London. Pupils will also continue to develop their understanding of historical sources, by looking at the reliability of some of the sources of the Great Fire of London.</p>		
Possible Visits/Visitors		
Fireman - to explain how fire can spread and the importance of firefighters.		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between 17th century and present-day London and / or Victorian Gateshead <p>Cause and Consequence</p> <ul style="list-style-type: none"> Causes of The Great Fire of London. Consequences -fire brigades, insurance, stone buildings <p>Similarity and Difference - within a period / situation (diversity)</p> <p>N/A</p> <p>Significance - of events / people</p> <ul style="list-style-type: none"> Recognise the importance of the Great Fire of London - how it changed the city 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map - What is History? Why study History? What do we mean about history? What do we know about the cause of the Great Fire of Gateshead? (Aut 1 recap) Explore chronology to develop understanding of time, e.g. decades and centuries. To discuss, explore and describe London in 17th century (e.g. King Charles II, buildings - wood, very close together, no fire brigade, no insurance, no regulations about fires etc) To use and begin to evaluate sources / artefacts to describe the events of the Great Fire of London (accounts, including Samuel Pepys' diary) To discuss, explore and describe in different ways The Great Fire of London To continue to develop an understanding of the concept of cause and effect. 		

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Essential skills to be covered and possible activities		
Historical Knowledge		
<ul style="list-style-type: none"> • Build on Aut 1. Mind map: what is history? Begin discussion about studying the past, what is the past? What do we mean by history? What do we know about causes of Great Fire of Gateshead? • Discuss London and famous London landmarks, e.g. St Paul's Cathedral, Wembley, O2 arena. • Discuss the Restoration period (1660-1688) - briefly look at Charles II and recap idea of monarchy. • Discuss differences between 17th-century and present-day London - particularly in context of Great Fire (buildings wooden, very close together, no fire regulation etc) • Discuss the causes of the Great Fire of London • Discuss effects of Great Fire (insurance, fire brigade, stone buildings) • Look at the development of fire brigade - compare fire engines / other equipment with today 		
Chronological understanding		
<ul style="list-style-type: none"> • Explore chronology by using blocks / toilet paper / objects to represent time, e.g. 1 block/piece for 10 years. Use this to develop understanding of, e.g. a century / how long ago was the Great Fire of London • Sequence events / create a timeline of the Great Fire of London • Describe memories of key events in people's lives (e.g. Great Fire of Gateshead) 		
Historical vocabulary		
<ul style="list-style-type: none"> • Explicitly teach vocabulary relating to passing and measuring of time (e.g. before, after, past, present, then, now, older, newer, a long time ago / decade, century, millennium) • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, 17th-century, historical, evidence). Use knowledge organiser 		
Interpretations of history		
<ul style="list-style-type: none"> • Discuss similarities and differences between images of events in the past • Compare two versions of the Great Fire of London • Revisit historical sources - how do we know about what happened in the past? Look at the various accounts of the Great Fire of London • Discuss the reliability of sources through drama / role-play 		
Historical enquiry		
<ul style="list-style-type: none"> • Get pupils to stick a picture of a person, place or object from the past and ask questions about them - then discuss the picture and get the pupils to answer the question/s • Observe or handle sources to answer questions about the past based on simple observations 		
Organisation and communication		
<ul style="list-style-type: none"> • Using blocks / objects / toilet roll to explore chronology • Sticking down / writing / drawing events relating to Great Fire of London as a sequence. • Drama / role-play, e.g. hot-seating a witness / Samuel Pepys; be news reporters interviewing witnesses to Great Fire of London • Writing stories and /or simple sentences about the Great Fire of London • Work in groups to discuss and then present to the rest of the class • Create displays about the Great Fire of London. 		

- Using iPads / computers to create PowerPoints / Word presentations

Suggested Strategies for Recording Learning

- Practical activities where possible - drama / role-play / be journalists reporting on the Great Fire of London (recorded on iPads and linked to QI codes)
- Group work to discuss sources and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Stick down images (possibly drawn themselves) or written events in a sequence.
- Sorting activities to compare 17th-century and modern-day London.
- Write or dictate simple sentences about what they've learned.
- Write narratives / recounts / cartoons about Great Fire of London
- Create class displays about 17th-century London
- Reading comprehensions based on Pepys' diary
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from guided activities, observations, discussions, quizzes, questioning and work evidence.			
	2.1	2.2	2.3
Historical knowledge	<p>With support, identify some differences between 17th-century and present-day London.</p> <p>With support, begin to recognise some causes and effects of The Great Fire of London</p>	<p>Identify some differences between 17th-century and present-day London.</p> <p>Recognise some causes and effects of The Great Fire of London</p>	<p>Identify a number of differences between 17th-century and present-day London.</p> <p>Recognise and confidently describe causes and effects of The Great Fire of London.</p>
Chronological understanding	With support, sequence some key events of the Great Fire of London.	Pupils sequence some key events of the Great Fire of London.	Pupils confidently sequence key events of the Great Fire of London.
Historical vocabulary	With support, use common words and phrases relating to the passing of time, and some relevant historical terms.	Use common words and phrases relating to the passing of time and some relevant historical terms.	Confidently use a range of common words and phrases relating to the passing and measuring of time and relevant historical terms.
Interpretations of history	With support, compare two versions of the Great Fire of London (including Samuel Pepys' diary) and begin to discuss the reliability of historical accounts.	Compare two versions of the Great Fire of London (including Samuel Pepys' diary) and discuss the reliability of historical accounts.	Compare different versions of the Great Fire of London (including Samuel Pepys' diary) and discuss the reliability of a range of historical sources.
Historical enquiry	With support, observe or handle a historical source to answer a question about the past.	Observe or handle a historical source to answer a question about the past.	Observe or handle a range of historical sources to answer questions about the past.
Organisation and communication	With support, communicate knowledge through discussion, pictures, drama /role-play, writing and ICT.	Communicate knowledge through discussion, pictures, drama/role-play, writing and ICT.	Confidently and communicate knowledge through discussion, pictures, drama/role-play, writing and ICT