

Year 2 - Autumn 1 - History – The Great Fire of London



Composite Knowledge	To secure my knowledge, I will...	Knowledge I need to know and remember
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally 		<p>⇒To know that The Great Fire of London started on Sunday 2nd September 1666.</p> <p>⇒To know the fire lasted 4 days.</p> <p>⇒To know that the Great Fire of London occurred in 1666.</p> <p>⇒To know that London is in the south of the UK and is the capital city of England.</p> <p>⇒To know that people used fire to cook and for light.</p> <p>⇒To know that Thomas Farriner's bakery in Pudding Lane was probably the source of the fire as the oven was still burning overnight.</p> <p>⇒To know that buildings were mostly made from wood, straw and pitch.</p> <p>⇒To know that pitch is a tar-like substance that protects the wood from water damage.</p> <p>⇒To know that pitch is flammable.</p> <p>⇒To know that buildings were very close together to save space.</p> <p>⇒To know that the previous summer had been very hot and there had been little rain. This meant the buildings could easily catch fire.</p> <p>⇒To know that there was no real trained firefighting service in London at the time.</p> <p>⇒To know that strong winds helped the fire to spread.</p> <p>⇒To know that the fire burned to a temperature of 1,700 °C.</p> <p>⇒To know that people tried to stop the fire spreading by pulling down houses (called a firebreak).</p> <p>⇒To know that the Navy blew up houses to make space between each home.</p> <p>⇒To know that as they did not have a fire service - people tried to put out the fire using simple equipment including buckets of water, but the fire was too strong.</p> <p>⇒To know that the River Thames stopped the fire from spreading to the south of London.</p> <p>⇒To know that by Thursday 6th September 1666, all fires had been put out.</p> <p>⇒To know that the fire destroyed many homes and famous buildings including St. Paul's Cathedral.</p> <p>⇒To know that a cathedral is a large, important church.</p> <p>⇒To know that 6 people died as a consequence of the fire.</p> <p>⇒To know that King Charles II was the monarch at the time and he wanted to rebuild London and improve it with widened streets, beautiful parks and no overcrowding.</p> <p>⇒To know that rules were put in place that buildings had to be made of stone and brick to prevent a similar fire happening again.</p> <p>⇒To know that after the fire, The London Fire Brigade was set up to prevent this happening again.</p> <p>⇒To know that Samuel Pepys was a man living in London at the time and he wrote a diary describing the fire.</p> <p>⇒To know that Samuel Pepys was an admiral for the Navy despite no maritime experience.</p> <p>⇒To know that Samuel Pepys diary has been a valuable source of information about the fire.</p> <p>⇒To know that there is a monument which was built to remember the important event.</p> <p>⇒To know businessmen started insurance companies and made sure that another fire wouldn't start by setting up their own fire brigade.</p>
<p>Examples of disciplinary questioning:</p> <p>Chronology: In what order did the events of the Great Fire of London occur?</p> <p>Change: What changed in London after the fire?</p> <p>Cause: What caused the fire to spread further?</p> <p>Significance: What was the biggest contributing factor to the fire spreading?</p> <p>Similarities and differences: What is the same and what is different about houses in the modern age?</p> <p>Evidence: How does the painting 'The Great Fire of London 1666' portray the fire? Is it reliable?</p>		
<ul style="list-style-type: none"> • Locate London on a map of the UK. • Explore the dynamics of London as a settlement in 1666. • Compare the similarities and differences between types of buildings today and those at the time, including what they are made of. • Use common words and phrases relating to the passing of time. • Ask and answer questions about a range of sources. • Use other sources to show what I know and understand about events. • Map the spread of the fire across London including the River Thames. • Sequence the events of the Great Fire of London. • Use a range of sources to investigate why the fire spread out of control. • Evaluate which factor was most influential in the fire spreading. • Evaluate the different building materials available in 1666 compared to now. • Explore how advances in building processes have changed the materials used in houses today. • Compare how fires are fought today and why there were so many problems in 1666. • Explore how people would have felt during and after the event. • Explore the impact of the significant event and the changes implemented following it. • Learn songs and chants related to the Great Fire of London. • Study Samuel Pepys' diary to learn more about what happened from his point of view. 		
<p>Writing Opportunity</p>		
<p>'Key Vocab' is identified in red</p>		