

Year 2 Medium Term Plan - History (The Great Fire of London) - Autumn



Knowledge

Know the significance of London.
Talk about some of the key events of the Great Fire of London.
Say why the Great Fire of London started, spread and eventually stopped.
Explain what we know about the Great Fire of London because of Samuel Pepys' diary.
Identify how London changed after the Great fire of London.

Curriculum

Know and understand key features of an event beyond living memory that is nationally significant.
Identify significant historical events, people and places.
Develop an awareness of the past.

Skills

Compare present day London and London in 1666.
Ask and answer questions about how the fire started and how it spread.
List key features of how London was rebuilt after the Great Fire.
Write a newspaper report about The Great Fire of London.
Be able to interpret Samuel Pepys diary.

Vocabulary

Past, present day, London, 1666, differences, similarities, Great Fire, started, spread, bakery, spark, candle, bread, Thomas Farriner, maid, Tudor houses, Pudding Lane, smoke, wood, wind, Samuel Pepys, diary, wine, cheese, River Thames, fire brigade, buckets, leather, rebuilt, report, plague, rats, impact, significant, danger, flammable

Aspirational Vocabulary

Fire hook, Christopher Wren, fire break, eye witness, King Charles II

Learning Objectives

1. To research The Great Fire of London.
2. To know how the fire started.
3. To know how the fire spread.
4. To know how the fire stopped. (JS son to visit)
5. To explain how we know it happened.

Questions

Where is London?
When was the Great Fire of London?
Where and how did the fire start?
How did the fire spread?
Why did the fire burn for a long time?
How was the fire put out?
How much damage did the fire cause?
Why did Samuel Pepys write a diary?
How was London rebuilt?

Elmtree historians will:

Be Curious – We will ask questions to expand our knowledge and challenge our ideas

Be Resilient – We will deepen our knowledge of history by continuing to challenge our understanding

Be Inclusive – We will ensure that everyone has the chance to share their knowledge and participate in discussions and activities

Be Ambitious – We will challenge ourselves to discover information and present our knowledge to inform and teach others

Be Respectful – We will ensure we respect others beliefs and engage in purposeful discussions of different views to develop our understanding and knowledge of the wider world