

Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	2	Great Fire of London	
Term	Spring		
National Curriculum	Events beyond living memory that are significant nationally or globally.		
Prior knowledge	Neil Armstrong and Christopher Columbus topic (significant individuals), children will know things that happened before we were born can impact on the way we live today. Children know London is the capital City of England.		
Links to other subjects	ENGLISH- explanation text		
Enrichment	Fire Station/ Fire Engine visit		
Skills progression	<u>Chronological Understanding</u>	<u>Historical knowledge of events of people and changes in the past</u>	<u>Historical enquiry</u>
	Recognise and make some distinctions between the past and present in my own and other people's lives. Know where some people and events fit into a chronological framework and begin to use common words and phrases to describe the passing of time.	Talk about significant individuals and events, beyond living memory, that are significant nationally or globally. Use evidence to explain reasons why people in the past acted as they did.	Look carefully at pictures or objects to find out information about the past and ask and answer questions such as: What was it like for a...? What happened in the past? How long ago did... happen?
	<u>Interpretations of History</u>		<u>Organisation and communication</u>
	Use a range of sources (books, eye witness accounts, photos, artefacts, buildings, visits, internet) to help me understand why some people or events happened in the past.		Describe objects, people and events. Write simple stories/ recounts about the past. Draw labelled diagrams about the past.
Topic specific (Sticky) vocabulary	Topic specific vocabulary – embers, firebreak, bakery, eye-witness, flammable, thatched roof, demolish, rebuild, Mayor, diary, timber, cathedral, King.		

End points	<p>Children can place the GFoL on a timeline.</p> <p>Children know how the GFoL started- In 1666 the GFoL started because a baker named Thomas Farriner left an oven on in Pudding Lane, London</p> <p>Children know why the GFoL spread - The fire spread very quickly because: houses were built so close together; they were made out of wood ; dry summer; no organised Fire Brigade. It lasted four days.</p> <p>Children know a large section of London was destroyed by the fire including St. Paul's Cathedral</p> <p>Children know as a result of the fire, changes were made to building regulations, buildings were built out of different materials brick not wood, fire insurance brigades were formed which led to the fire service we now know and London was rebuilt a lot of the new buildings we can still see today.</p> <p>Children know events can happen beyond living memory and understand this means nobody alive today can remember the event.</p> <p>Children understand we know about the event because of evidence from the past.</p> <p>Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened (evidence)</p> <p>Children know there are no photographs of the GFoL however there are paintings made at the time (evidence)</p> <p>Children can communicate their understanding of the GFoL in a variety of ways.</p>
Final Question	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>Would the GFoL (or the GFo any city) happen today?</p> <p>Possible follow up questions.</p> <p>Why?</p> <p>Are our towns/cities safer from fire?</p>