

## Year 2 Medium Term History Planner

### Great Fire of London

<b>NC link</b> Pupils should be taught about events beyond living memory that are significant nationally or globally.		<b>Key Vocabulary</b> Timeline, past, present, burning, bakery, Pudding Lane, Thomas Farriner, cart, destroyed, damaged, escape, precious, diaries, quills, possessions, monument, narrow, sound the alarm. thatch	
<b>Enquiry Question 1:</b> <b>What was life like in 17<sup>th</sup> century London?</b>	<b>Enquiry Question 2:</b> <b>What were the key events during the GFoL?</b>	<b>Enquiry Question 3:</b> <b>Who was Samuel Pepys and how does he help us understand what happened at the time of the GFoL?</b>	<b>Enquiry Question 4:</b> <b>Why were so many buildings destroyed by the Great Fire? Could more have been done to stop the fire spreading?</b>
<b>Key knowledge:</b> Life in 1666 was very different to our lives today. 1666 was almost 400 years ago. <b>Consider:</b> What is a timeline? How can we order events on a timeline? What do the terms past and present mean? How does life in the 1666 compare to today?  <b>Historical skills:</b> Chronological Understanding	<b>Key knowledge:</b> The fire broke out in Thomas Farriner's bakery on Pudding Lane and, during the first three days, was extremely destructive. <b>Consider:</b> What happened during days 1-3 of the fire? Sequence events.  <b>Historical skills:</b> Historical Enquiry Knowledge and understanding of events, people, and changes in the past.	<b>Key knowledge:</b> Samuel Pepys wrote a diary about the GFoL, and this helps us to understand what happened and how people felt at the time. <b>Consider:</b> How can we use artefacts to help us understand the facts – diaries, paintings... Samuel Pepys account.  <b>Historical skills:</b> Historical interpretation Organisation and Communication	<b>Key knowledge:</b> Wooden buildings, hot temperature, wind directions and strength, cramped streets and thatched roofs all contributed to why so many buildings were destroyed. <b>Consider:</b> What were the contributing factors to the devastating effects of this particular fire – long hot summer, wind direction and strength, wooden buildings, cramped streets, thatched roofs..  <b>Historical skills:</b> Knowledge and understanding of events, people, and changes in the past.
<b>Enquiry Question 5:</b> <b>How did London change following the events of the GFoL?</b>	<b>Enquiry Question 6:</b> <b>How has fire safety developed over time?</b>	<b>Notes:</b>  *Visit from the fire brigade  Opportunity for outdoor learning by designing our own Tudor houses with shoe boxes etc and setting fire to them in the fire pit.  *Wheels and mechanisms for DT could be making fire engines.	
<b>Key knowledge:</b> Many people were homeless after the GFoL and so struggled to survive. Christopher Wren was in charge of rebuilding London. <b>Consider:</b> Where did people go when they lost their home? How did people survive with no food, clothing or	<b>Key knowledge:</b> We have much more fire safety in place today than they did in 1666, such as fire extinguishers, smoke alarms, fire alarms and the fire brigade. What fire safety did they have in place? Which tools were they using to stop the fire? How do we		

<p>possessions? Who was Christopher Wren and what impact did he have on London?</p> <p><b>Historical skills:</b> Knowledge and understanding of events, people, and changes in the past.</p>	<p>stop fires today? What fire safety do we have in place today – fire extinguishers, smoke alarms, fire brigade, fire alarms. How has the fire service changed over time?</p> <p><b>Historical skills:</b> Chronological understanding Historical Enquiry</p>	
--	--	--