

Year 2 Medium Term History Planner
Great Fire of London

<p>NC link Pupils should be taught about events beyond living memory that are significant nationally or globally.</p>		<p>Key Vocabulary Timeline, past, present, burning, bakery, Pudding Lane, Thomas Farriner, cart, destroyed, damaged, escape, precious, diaries, quills, possessions, monument, narrow, sound the alarm. thatch</p>	
<p>Enquiry Question 1: What was life like in 17th century London?</p>	<p>Enquiry Question 2: What were the key events during the GFoL?</p>	<p>Enquiry Question 3: Who was Samuel Pepys and how does he help us understand what happened at the time of the GFoL?</p>	<p>Enquiry Question 4: Why were so many buildings destroyed by the Great Fire? Could more have been done to stop the fire spreading?</p>
<p>Consider: 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?</p> <p>Historical skills: Chronological Understanding</p>	<p>Consider: What happened during days 1-3 of the fire? Sequence events.</p> <p>Historical skills: Historical Enquiry Knowledge and understanding of events, people, and changes in the past.</p>	<p>Consider: How can we use artefacts to help us understand the facts – diaries, paintings... Samuel Pepys account.</p> <p>Historical skills: Historical interpretation Organisation and Communication</p>	<p>Consider: 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..</p> <p>Historical skills: Knowledge and understanding of events, people, and changes in the past.</p>
<p>Enquiry Question 5: How did London change following the events of the GFoL?</p>	<p>Enquiry Question 6: How has fire safety developed over time?</p>	<p>Notes:</p> <p>*Visit from the fire brigade</p> <p>Opportunity for outdoor learning by designing our own Tudor houses with shoe boxes etc and setting fire to them in the fire pit.</p> <p>*Wheels and mechanisms for DT could be making fire engines.</p>	
<p>Consider: Where did people go when they lost their home? How did people survive with no food, clothing or possessions? Who was Christopher Wren and what impact did he have on London?</p> <p>Historical skills: Knowledge and understanding of events, people, and changes in the past.</p>	<p>What fire safety did they have in place? Which tools were they using to stop the fire? How do we 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>Historical skills: Chronological understanding Historical Enquiry</p>		

