

Year 2 Spring 1 Medium Term Plan - The Great Fire of London

Unit Rationale

The Great Fire of London is a significant event, beyond living memory, which affected many people's lives and had a lasting impact on the City of London. Children start by learning about what life was like in London in 1666, before the fire. This way they can make comparisons between before and after the fire, as well as now and then. The children learn about chronology of events to appreciate cause and consequence. They use primary sources of evidence to investigate how we know so much about the Great Fire of London. The unit ends by looking at the consequences of the fire and what impact it had on London. Finally, the children answer the question 'Could the Great Fire of London have been prevented?'

National Curriculum Objectives:

- events beyond living memory that are significant nationally or globally

Cross Curricular Links:

Science - Everyday materials
Geography - London

Trips/Visits:

Great Fire of London Workshop
Talk from the Fire Brigade
Trip to Pudding Lane

Modern Day Links:

Grenfell Tower Fire
- How is the situation at Grenfell similar to that of the great fire of London?
- What did people do differently after each event?
- What should we know about fire safety today?

Prior Learning:

Year 1 - How have toys changed over time? - continuity and change

Year 2 - What impact did the acts of Emily Davison and Rosa Parks have on life today? - continuity and change

Substantive Knowledge:

King Charles II was the King of England in 1666
Buildings were made of wood and the streets were narrow
London did not have a fire brigade
The fire started on 2nd September 1666
The key events
The main reasons that the fire spread so quickly
Samuel Pepys wrote a diary about the events of the fire
Sir Christopher Wren designed St Paul's Cathedral and the Monument
After the fire, houses were built of brick and stone and had to be built a certain distance apart.

Big ideas/Disciplinary Knowledge

Significance
Continuity and change
Cause and consequence

What next?

Year 2 - Who is the most significant explorer? - significance

Lesson	WALT	What should the children remember?	Lesson plan and outcome	Key Vocabulary
1	describe what London was like before the Great Fire of London	<p>King Charles II was monarch. London Bridge was the only river crossing. Buildings were made from wood and streets were very narrow. There was no electricity. Candlelight was used instead of electric lights. The only transportation was on foot, by horse or by boat. London did not have a fire brigade.</p>	<p>Tell children that this half term they will be learning about 'The Great Fire of London' and go through the key vocab - MTYT (Explain that this took place on September 2nd 1666, which was before the time of Emily Davison and Rosa Parks. Show this on a timeline.) Ask 'Would London have been the same as it is now or different?' Ask children what they remember about London from when they learnt about it in Year 1.</p> <p>Show children pictures of London from now and from before 1666. Discuss how the pictures are different - now they are photographs and then they were drawing and paintings. Why is this? Explain that the drawings are paintings are a 'primary source' of evidence and they are how we know about the past. They are the artist's 1st hand account of what London was like then. From the pictures, and with discussion, draw out the following:</p> <ul style="list-style-type: none"> ● London Bridge was the only river crossing ● Buildings were made from wood ● The streets were very narrow ● There was no electricity and they used candle light ● They travelled by foot, horse or boat - no cars and trains <p>Show this short video clip to see what London was like. Explain that this is a secondary source of evidence. It's not from 1666, but uses maps and pictures to recreate what London was like: https://www.bbc.co.uk/newsround/24874366</p> <p>Show children a picture of King Charles II and explain that he was the King in 1666. Link to King Charles III now and show on a timeline. Tell the children that there was no fire brigade in 1666.</p> <p>Together, create a table of similarities and differences between London then and now - keep this for future History lessons.</p> <p>Ask 'What was London like before the great fire?' think, pair, share. encourage the children to refer back to the similarities and differences chart just created. Model writing a paragraph to describe what London was like in 1666, referring back to the</p>	King Charles II narrow wood

			<p>similarities and differences chart.</p> <p>Task - Children write about what London was like in 1666. They must include the key points pulled out from the lesson. Challenge - compare to London now Support - provide sentence starters and key words with visuals.</p> <p>Tell the children that in the next lesson, they will learn about how the fire started and what happened next.</p>	
Lesson 2	order the key events of the great fire of London	<p>The fire started on Sunday 2nd September 1666 at a bakery in Pudding Lane.</p> <p>Strong winds kept the fire spreading and it was difficult to stop.</p> <p>The fire destroyed most of the city, including important landmarks like St Paul's Cathedral.</p> <p>The flames were eventually put out on Thursday 6th September 1666. .</p> <p>Thousands of people were left homeless. Although only six deaths were recorded, it is thought that more people lost</p>	<p>Starter: London Bridge was the only river crossing - True or False Who was the King in 1666 - King Charles I, II or II How was London different in 1666 to now?</p> <p>Recap last week's lesson by looking at the similarities and differences chart. Tell children that today they will learn the key events of the Great Fire of London.</p> <p>Watch some or all of these clips and pause at key points to pull out the key events below, as they arise:</p> <p>https://www.london-fire.gov.uk/museum/learning-with-our-museum-curators/ - watch this video up to 3:54, pausing along the way to ask questions and discuss. https://www.bbc.co.uk/newsround/37253903 - Watch this clip https://www.bbc.co.uk/newsround/37253904 - watch this clip https://www.youtube.com/watch?v=DSH81jl-uAk - watch this clip https://www.youtube.com/watch?v=qShI6Cf3DsQ - watch this clip</p> <p>Sunday 2nd September 1666: The fire starts in a bakery on Pudding Lane because the fire for baking had not been put out properly. The fire begins to spread from building to building A man called Samuel Pepys begins to write a diary. The fire continues to spread easily because the houses are made of wood and are close together.</p> <p>Monday 3rd September 1666: Buildings are pulled down and water is thrown</p>	leather buckets water squirts Pudding Lane

		<p>their lives.</p>	<p>using leather buckets and water squirts. The fire continued to spread. People carried their belongings to boats on the River Thames The Fire spread very close to the Tower of London Tuesday 4th September 1666: St Paul's Cathedral was destroyed in the fire The fire started to burn more slowly as the wind died down. Thursday 5th September 1666: The fire finally stopped</p> <p>Task - order key events on a timeline - model this and keep a copy to look at next lesson. The same events have been written using Widgit. Some children may benefit from this scaffolding and adult support. There are no dates on this document, so they could be separated</p> <p>Come together, recap WALT and today's learning. Tell children that next lesson we will learn how the fire could have been stopped.</p>	
Lesson 3	explain why the fire spread so quickly	<p>Houses in 1666 were made mostly from wood so they burned easily. Many people kept goods such as tar, oil and brandy in their homes, which were highly flammable. Houses were close together and streets were narrow. There had been a long summer of drought, which made buildings combustible. The windy weather</p>	<p>Starter In 1666, the buildings were made of wood - true or false On what day did the great fire start? How did people escape London and the great fire?</p> <p>Recap previous learning and look at the timeline created last week. MTTT key vocab. Look back at the pictures from the first lesson, the similarities and differences chart created, the timeline and any other sources of evidence you think your class would benefit from (video clips, newspaper articles etc). Have a discussion (using voice 21) to discuss the following: 'why did the fire spread so quickly?' 'Could anything have been done to stop the fire spreading so quickly?'</p> <p>Key points that must be pulled out from the discussion:</p> <ul style="list-style-type: none"> • Houses in 1666 were made mostly from wood so they burned easily. • Many people kept goods such as tar, oil and brandy in their homes, which were highly flammable. • Houses were close together and streets were narrow. • There had been a long summer of drought, which made buildings combustible. 	fire brigade narrow flammable wood

		<p>spread the flames quickly. There was no fire brigade.</p>	<ul style="list-style-type: none"> • The windy weather spread the flames quickly. • There was no fire brigade. <p>Task - Picture lesson - class discussion on why the fire spread so quickly. Create a class list of the main reasons the fire spread so quickly, from the discussion. Children complete the bottom part of the proforma the following morning in early work or at the start of the next lesson. This will need to be modelled to them.</p>	
Lesson 4	explain how we know the fire happened	<p>Samuel Pepys wrote about the Great Fire of London in his diary. The diary is an important source of evidence. The diary tells us what life was like in London in the 1660s and the impact the Great Fire of London had on people at the time.</p>	<p><i>(If possible, attend this workshop (virtually or live) before the lesson. Not essential. https://www.nationalarchives.gov.uk/education/sessions/great-fire/)</i></p> <p>Starter The great fire started in a butchers shop - true or false Which of these meant that the fire spread quickly?</p> <ul style="list-style-type: none"> • there had been a long hot summer so the houses were combustible • there were strong winds • there was no fire brigade • all of the above <p>How did people try to stop the fire?</p> <p>Recap previous learning. Explain that we know lots about the great fire, but how do we know these things? We were not there and they didn't have cameras or TV or the internet in those days. Explain that historians use sources of evidence to find out about the past. Look at paintings of the great fire. These were painted at the time and give us clues about the fire. Another primary source is a diary entry and Samuel Pepys wrote a diary at the time of the fire. It's a daily record of the things he had done and the things which had happened to him. Show pictures of the diary and extracts from it. Read some of the extracts. https://www.pepysdiary.com/diary/ Ask 'How reliable is this source of evidence? discuss that it is only from his point of view - he is only writing what he thinks. Historians must always check against other sources of evidence to make sure they are reliable. Other people might have seen things differently. Discuss that historians must always look at lots of evidence to determine what really happened in the past. What do we learn about the fire and about life at the time from these extracts? How</p>	<p>primary source secondary source Samuel Pepys diary</p>

			<p>reliable is this source? Historical diaries are a really important source of information about day-to-day life. Model writing a paragraph explaining how we know the fire happened. Include the key words</p> <p>Task - answer the question 'how do we know the fire happened?'</p> <p>Support - provide sentence starters and key words</p> <p>Explain that we have learnt all about the Great Fire of London and next lesson we will learn about how London changed after the fire.</p>	
Lesson 5	Describe how London changed for the better after the fire	<p>After the Fire, King Charles II and the government wanted to rebuild London London needed to be rebuilt as quickly as possible so that people had somewhere to live and could restart their businesses.</p> <p>London was rebuilt on its old street layout but with improvements.</p> <p>Sir Christopher Wren designed the new St Paul's Cathedral and a memorial of the fire, called 'The Monument'.</p> <p>Fire brigades were started</p>	<p>Starter: King Charles II was the King of England in 1666 - true or false Who wrote a famous diary about the Great Fire of London? Why did the fire spread so quickly?</p> <p>Recap prior learning with a particular focus on what London was like before the war. Explain that after the fire, King Charles II wanted to rebuild London so that people had somewhere to live and run their businesses. Share his declaration and that this is a primary source of evidence. https://www.nationalarchives.gov.uk/education/resources/fire-of-london/source-5/</p> <p>Look at pictures of London after the fire and before the fire. What do they notice about the materials used to make the buildings? And how the buildings were built?</p> <ul style="list-style-type: none"> • brick instead of wood • distance between the houses was bigger <p>Look at pictures of St Paul's cathedral before and after. Show them a picture of Sir Christopher Wren, the architect, and explain that King Charles II asked him to design the new St Paul's Cathedral.</p> <p>https://www.youtube.com/watch?v=cQP_FQ4d6wo - watch this clip and pause and make class notes along the way on how London changed. https://www.london-fire.gov.uk/museum/learning-with-our-museum-curators/ - watch this video from 4:32, pausing along the way to ask questions and discuss and make class notes</p>	<p>King Charles II declaration Sir Christophe Wren St Paul's Cathedral Architect Monument</p>

			<p>Go over the key notes about how London changed for the children to use in their writing. Quick model of how to use the notes to write about the changes</p> <p>Task - write about how London changed for the better after the fire. Support - key words and sentence starters</p>	
Lesson 6	<p>Answer the question: Could the Great Fire of London have been prevented?</p> <p>End of unit quiz</p>		<p>Use the knowledge organiser and their history books to recap previous learning. Ask 'what have we learned this half term in History?' Ask the question 'could the great fire of London have been prevented?' discuss and make notes on a large mind map/plan.</p> <p>Task - children write an 'essay' to answer the question 'Could the great fire of london have been prevented?'</p> <p>Support - key words, sentence starters, knowledge organiser, history books.</p> <p>End the lesson with the quiz.</p>	