

## History Year 2 Spring Term

Prior Learning: understanding of chronology, and legacy

Theme: Great Fire of London

Concept: Legacy, invention and technology



Words we will know!

Event – a key thing that happened

Effect – a change that is a result of an action

effect

event



Chronology **1. When was the Great Fire of London?**

TWAL: to put events in order

To use words and phrases to describe the passing of time

To refer to some key dates

We will use time periods we have learned about to help us locate the Great Fire of London on a timeline. We will think about what came before and what came after this period. We will look at when it started and when it finished and think about why the fire might have lasted for four days.

Interpreting Evidence & Significance **2. What was London like before the fire?**

TWAL: to look carefully at sources of evidence to find out information about the past

To use evidence to identify the key characteristics of London

To make simple observations about what was important in an historical event

We will learn that many buildings in London were made from wood and were built very close together. London was a very big city, with lots of people living and working there. We will find out about some of the different jobs people had.

Cause and Consequence & Significance **3. Why did the fire spread so quickly?**

TWAL: to recognise why some events happened

To recognise what happened as a result of peoples actions

To make simple observations about who and what was important in an historical event

We will use what we learned in our previous lesson to help us understand why the fire spread so quickly. We will find out that the weather had been hot and dry, when the fire started the weather was windy. It was difficult to get water to the fire because there were no hosepipes and no fire fighters. We will think about how and why the fire started and who might be responsible for this.

Interpreting Evidence **4. How did people behave during the fire?**

TWAL: to use evidence to identify key features of events

To use evidence to explain why people in the past did certain things

To identify how information is represented in different ways across different sources

We will learn that people were very afraid and they often carried their belongings to safety using boats on the River Thames. Others buried important possessions with the intention of retrieving them after the fire had gone out. We will look at Samuel Pepys' diaries as an eyewitness account of the fire and think about how this source survived the fire.

Significance **5. How did they put the fire out?**

TWAL: to recognise and make simple observations about who and what was important in an historical event

We will learn that it took 4 days to put the fire out. There was no fire brigade. People used buckets in a chain to throw water on fires. They used axes and big hooks to pull buildings down that were in the fire's way. When this wasn't working they used gunpowder to blow up buildings that were in the fire's path. This left lots of people homeless or without jobs and businesses.

Change and Continuity **6. What was London like after the fire?**

TWAL: to discuss how London changed during this period

That King Charles II wanted to rebuild the city to stop another disaster like this happening  
That the Globe Theatre was rebuilt in exactly the same way as it was before the fire

We will learn that they made rules to say that buildings now had to be made out of stone, they put a fire hydrant system in and a fire brigade that you could pay for was set up. Christopher Wren