



Medium Term Planning

History



Year: 2		Term: Autumn 2		Topic: Fire of London	
<u>Disciplinary Skills:</u> • Chronology • Cause and Consequence • Continuity and Change		<u>Subject specific substantive theme(s):</u> • Society • Legacy		<u>Prior Learning:</u> • Know the difference between past and present. (Year 1) • Sequence objects identifying old and new. (Year 1) • Recognise the passing of time. (Year 1) • Recognise changes within their living memory. (Year 1) • Understand historical events happened a long time ago. (Year 1) • Have carried out a local study looking at this time-period. (Year 1)	
<u>Future learning:</u> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Year 2)					
<u>Composite Knowledge (end points):</u> • Pupils learn about events beyond living memory and the impact on us today. • Talk about some of the key events of the Great Fire of London and say why the Great Fire of London spread and eventually stopped.			<u>Key vocabulary:</u> London, cause, consequence, evidence, society, bakery, water squirt, fire hook, fire break, diary, monument, Thomas Farriner, Samuel Pepys, King Charles II.		
<u>Components:</u> • Know that a long time ago there was a great fire. ○ Understand when the Fire took place in relation to other aspects of History studied. • Know what houses were made from and looked like in 1666 and compare them to now. ○ Understand what houses and life were like in 1666. ○ Know how it was different to now and suggest some reasons. • Know the key factors which caused the fire to spread rapidly. ○ Know the key figures in the story and what part they might have played in the start and spread of the fire. ○ Understand that not all evidence will tell us the same thing. • Know the damage that the great fire caused. ○ Know the impact of the fire on different people. ○ Know some of the things people did during the fire. • Know how the fire eventually stopped. ○ Know key events in the timeline. ○ Know that many things were tried to stop the Fire. ○ Know what finally did work. • Know the consequences of the fire. ○ Know that not all consequences were negative. ○ Be able to sort effects into positive consequences and negative consequences.					
<u>Assessment:</u> End points to be assessed via: • Quiz on key knowledge for the unit • Task to address the key inquiry question for the unit encompassing historical skills			<u>Links to other subjects:</u> English – non-fiction writing Art – fire art Geography – county and capitals of the United Kingdom		
	Learning objective	Steps to get there (components)	Lesson plan		Resources
1	* *Assess prior learning using objectives opposite. -diagnostic quiz -key questions -image in book with explanation		Share video of a builder’s ‘discovery’ while working in Pudding Lane, London asking for help. Look at images of what he found when digging (evidence includes: firefighting equipment, charred diary.) and get children to write what they think it might be and any questions they have about it. Take a copy of each table’s suggestions to stick in books and add to History working wall.		Discovery evidence images toilet roll images of prior learning events

	Know that a long time ago there was a great fire.	Understand when the Fire took place in relation to other aspects of History studied. <i>Evidence – Understand that things are represented in different ways (sources) e.g. pictures, models, artefacts.</i> <i>Chronology – Understand how historical events studied fit within a chronological framework.</i>	<i>Enquiry Question: When did the Fire of London happen?</i> Share part two of the video – the builder’s challenge as to show when the evidence items are from. Start with a picture of the familiar timeline from year 1. What can we remember looking at in History in Year 1? Where does everything fit (living memory/beyond living memory)? Explain that we are going to put some of the events we’ve looked at on a timeline. Use a toilet roll to demonstrate how far back we are looking (each sheet represents 10 years, go back to 1666). Point out the key things we’ve learnt about so far and when it switches to beyond living memory. Children to have a go at building their own multilink timeline back in the classroom and putting pictures on. Take pictures of each group’s timelines to put in book.	multilink paper post it notes
2	Know what houses were made from and looked like in 1666 and compare them to now.	- Understand what houses and life were like in 1666. - Know how it was different to now and suggest some reasons. (<i>Society</i>) <i>Continuity and Change - Children show an awareness of people, objects and places and events in the world past and present.</i>	<i>Enquiry Question: What was London like in 1666?</i> <i>Substantive Theme: Society</i> Share picture of Olantigh recapping from Year 1 Lady J unit. Get children to recall whether life was like that for all people. Share some images of buildings. Get the children to sort them into then and now. Discuss how we know and what clues we can use to help us. Children to note on A3 paper in groups what has stayed the same with the buildings and what is now different. Put a copy of each group’s work in the books. Children to then present the key information as to what London was like in 1666 supporting them in gaining the key knowledge of the houses being made of wood, having thatched roofs and the houses being close together. May also highlight that people cooked using fire. Watch the following video to reinforce conclusions drawn. https://www.youtube.com/watch?v=SPY-hr-8-M0	Pictures of buildings now and in 1666
3	Know the key factors which caused the fire to spread rapidly.	- Know the key figures in the story. - Know what part they might have played in the start and spread of the fire. - Understand that not all evidence will tell us the same thing. <i>Evidence – Choose and use parts of stories to explore/ explain key events.</i>	<i>Enquiry Question: Could anyone have stopped the fire?</i> Watch the video to give an overview of what happened during the night of 2nd September 1666. Ask the children what impression does this give? What do people do? Main points to highlight: - initially not worried as think it is localised - takes hold swiftly - people are overwhelmed - drastic action needs to be taken Ask the children who the main characters are in the video (second watch if necessary) and share images for Thomas Farriner/Samuel Pepys/ Thomas Bloodworth/ King Charles II/ fire and wind. Explain to the children that we are going to listen to all these people’s stories and decide who is most to blame. Teacher in role as Judge listens to witness accounts (video) for each character. After each account each child gets to hold up a red or green card to say whether they think they were to blame or not. Take pictures for books. At the end of all accounts children all get a sticker to put on who they feel is the most to blame for the spread of the fire (add image to book). Children to record what their choice was and why in a speech bubble for books.	Videos of each witness red and green cards images of ‘suspects’
4	Know the great fire caused damage.	- Know the impact of the fire on different people. - Know some of the things people did during the fire. (<i>Society</i>) <i>Evidence - Choose and use parts of stories to explore/ explain key events.</i>	<i>Enquiry Question: What did people do during the fire?</i> <i>Substantive Focus: Society</i> Recap some of the key characters that we looked at in the previous lesson. Explain that we can learn a lot from looking at different evidence. People like Samuel Pepys wrote diaries, people made pictures, the newspapers wrote articles and we can use these to build a picture. Remind the children that not all evidence says the same thing and we need to look at all of it and decide our own answers. Model looking at one piece of evidence (one picture, one written account),	Evidence from different sources evidence grid

			focusing on what people were doing. Model filling in grid with type of evidence, what the people did, were they rich or poor, why you think they did it? Children to have a combination of diary entries (Samuel Pepys and Evelyn), newspaper articles and images. Children to look, in pairs, at the different evidence and fill in their grid. Copy to be stuck in each book.	
5	Know how the fire eventually stopped.	- Know key events in the timeline. - Know that many things were tried to stop the Fire. - Know what finally did work. <i>Cause and Consequence – Give reasons for something happening and what happened after the event.</i>	Enquiry Question: What was done to stop the fire? Recap the start of the fire using the following bbc video. The Great Fire of London - BBC Bitesize Run through steps to show spread alongside map of the spread of the fire. Model putting these in a sequence with what was used and how far the fire had spread. Children to sequence all the key events from the start to the finish of the fire of London in their books. LAPs to have pictures to sequence, HAPs to have a go at sequencing by drawing themselves. Discuss the difference between cause and consequence. Can the children find anything on their timeline which we could call a cause? Label any events that were causes of the fire spreading. Extension: children to write a couple of sentences describing how the fire was finally put out.	Images of the events during the fire to sequence
6	Know the consequences of the Fire	- Know that not all consequences were negative. - Be able to sort things into positive consequences and negative consequences. (<i>Legacy</i>) <i>Evidence - Identify and use a variety of sources to understand Historical events.</i> <i>Cause and Consequence – Give reasons for something happening and what happened after the event.</i>	Enquiry Question: How did London change after the Fire? <i>Substantive focus: legacy and society</i> Recap the causes of the Fire of London that we found in the previous lesson as well as the vocabulary cause and consequence. Explain that we are going to investigate the consequences. Do we think all the consequences are bad? Each table to have a piece of evidence detailing consequences of the Fire of London. Children are to work as a table group to use their evidence to try and find a consequence. The sets of evidence for each group will be focused on 1. The change in building design and materials, 2. the change in St Paul's cathedral, 3. the building of a monument, 4. the use of insurance and 5. the start of the fire brigade. Come back as a whole class and each table to describe what the consequence was from their evidence. Model sorting the consequences into positive and negative. Children to have statements of positive and negative consequences to sort in their books.	Packs of information linked to each consequence for groups to look at. paper to record ideas
7	* *Assessment using end of year objectives. -pupil conferencing in small groups -end of unit assessment -Reflective activity -answer the overarching enquiry questions	<i>Cause and Consequence – Give reasons for something happening and what happened after the event.</i>	Enquiry Question: Would you put the fire out? Recap the Causes and Consequences discussed in the previous lessons. Model filling in the Cause and Consequence grid. Children to, independently, record the Causes of the fire and the consequences. Class to sit in the hall. Drama exercise. "Imagine you are back in 1666. You find yourself in Thomas Farriner's Bakery. It is all quiet and dark. The family and the maid are all in bed thinking that the oven has gone out. Suddenly you notice a spark (light a candle in the middle of the circle – may need to be an electronic candle). There is a fire about to start. You have the power to put the fire out and stop the Fire of London happening. What are you going to do?" Explain we are going to share some ideas and then decide as a class what we are going to do. Children will be invited to share some ideas as to whether or not we should blow it out before deciding as a class what we are going to do. Take pictures for History books and collect some of the quotes from the children. Review overarching enquiry question as class.	Battery tea lights cause and consequence grids paper post it notes