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| **Topic: Great Fire of London** | | | | **Strand: Events Beyond Living Memory** | | | | | | | **Year 2** | | | |
|  | | | | | | | | | | | | | | |
| **What should I already know?** | | |  | **Historical skills and enquiry** | | | | |  | **Vocabulary** | | | | |
| * The changes and significant events in the life of my family and myself. * Gut Fawkes lived in the 1600’s – this was around the time of Samuel Pepys. * The Gunpowder Plot happened in 1605 – a few decades before the Great Fire of London. * That some events are so important that we still remember them today. * London was, and still is, the capital city of England. | | | * Order the main events of the Great Fire of London. * Use a variety of sources to find out about the event (paintings, diary extracts, information books, ICT). * Develop an understanding of the limitations of sources as reliable evidence. * Identify the cause of the Great Fire of London and how London changed as a result. * Understand the significance of Samuel Pepys. * To identify similarities and differences between the diary accounts of Samuel Pepys and John Evelyn regarding the Great Fire of London. * Know about aspects of life in 1666 and compare to own life identifying similarities and differences. (focus- quilting, homes and food). * Demonstrate empathy with the past by writing a diary extract from the view of an eye witness of the fire. * To place the chronology of previous learning onto the same timeline as the Great Fire of London. | | | | | approximately about; almost exactly  Black Death a disease that affected humans after being bitten by a rodent flea carrying the disease  Bubonic Plague same as Black Death  century period of 100 years  chronology the order of events in time  destroyed end of existence of something by damaging it  diary a book in which people keep a daily record of events and experiences  differences the state of being different from, not like  disaster a sudden accident or event that causes great damage  eye witness a person who has seem something happen and can give a firsthand description of it  fire gap a physical space that is created to prevent fire from spreading  fire hook a tool used by firefighters to pull down buildings to stop fire spreading  handmade made by hand rather than machines  inferno a large fire that is dangerously out of control  past having happened or gone by at an earlier time  present existing at this time, current  self-sufficient needing no outside help  similarities likenesses  sources something from which we can find out information about an event | | | | |
| **What will I find out by the end of the unit?** | | |
| * The Great Fire was caused by several factors (wind, summer weather, hygiene, width of streets, close proximity of buildings). * After the fire there were many changes made in the rebuilding of London to prevent another fire. * The diaries of Samuel Pepys have played a major part in our understanding of the events of the Great Fire of London. * As young historians we have to be aware of the problems with sources of information relating to any historical event. * To place the Great Fire of London onto a timeline of our existing historical knowledge. * The Great Fire of London lasted just under 5 days and one-third of the city was destroyed. 100,000 people were made homeless. * The monument in London is one way we commemorate the event to this day. * The Great Fire helped to end the Plague in London by killing the rats and fleas which carried the disease. | | |
| **Timeline**  **47AD 1666 2020**  Romans Great Modern day  founded Fire of London – affected by  Londinium London coronavirus  ****  **1605 1716**  Gunpowder (Approximately)  Plot rebuilding of  London completed | | | | |
| **History** | | | | | | | | | | | | | | |
| **Topic: Great Fire of London** | | | | | | | | **Year 2** | | | | | | |
|  | | | | | | | | | | | | | | |
| **Question 1:**  **The Great Fire of London happened in ….** | | | **Start of Unit** | | | **End of Unit** |  | | **Question 2 :**  **The fire lasted for …** | | | | **Start of Unit** | **End of Unit** |
| **1721** | | |  | | |  | **2 hours** | | | |  |  |
| **1666** | | |  | | |  | **1 week** | | | |  |  |
| **1503** | | |  | | |  | **5 days** | | | |  |  |
| **1922** | | |  | | |  | **3 days** | | | |  |  |
| **Don’t know** | | |  | | |  | **Don’t know** | | | |  |  |
|  | | | | | | | | | | | | | | |
| **Question 3:**  **The Fire spread quickly because of …** | | |  | | |  |  | | **Question 4 :**  **Order the events of The Great Fire of London (number 1 – 4)** | | | | **Start of Unit** | **End of Unit** |
| **the wind** | | |  | | |  | **The fire was out of control** | | | |  |  |
| **the dry wood framed buildings** | | |  | | |  | **The king ordered homes to be blown up to make fire gaps** | | | |  |  |
| **the hut sun** | | |  | | |  | **The fire spread quickly from roof to roof** | | | |  |  |
| **people lighting matches** | | |  | | |  | **Many people escaped by boat** | | | |  |  |
| **Don’t know** | | |  | | |  | **Don’t know** | | | |  |  |
|  | | | | | | | | | | | | | | |
| **Question 5:**  **In 1666 Samuel Pepys was…** | | | **Start of Unit** | | | **End of Unit** |  | | **Question 6 :**  **The Great Fire of London started in …** | | | | **Start of Unit** | **End of Unit** |
| **The king** | | |  | | |  | **Fish Street** | | | |  |  |
| **A diary writer** | | |  | | |  | **Tower Street** | | | |  |  |
| **A baker** | | |  | | |  | **Buckingham Palace** | | | |  |  |
| **An astronaut** | | |  | | |  | **Pudding Lane** | | | |  |  |
| **Don’t know** | | |  | | |  | **Don’t know** | | | |  |  |
| **Question 7:**  **Which things can we use to find out about The Great Fire? – Make a list ….** | | | | | | |  | |  | | | |  |  |
| **Start of Unit** | | **End of Unit** | | | | |  | | | |  |  |
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