

Brough Primary School – Curriculum Intention Plan 2024 - 2025



<p>Subject: History</p> <p>Year Group: Year 2</p>	<p>Area of learning: The Great Fire of London</p> <p>Enquiry Questions: <i>Why did the Great Fire of London spread so quickly?</i></p>														
<p>Links to previous work/Remember when</p>	<p>From Year 1</p> <ul style="list-style-type: none"> ● NC- Changes within living memory- Transport ● NC- Events beyond living memory that are significant nationally or globally- (a dinosaur planet). ● NC- Significant individuals in the past who have contributed to national / international achievements (explorers- Christopher Columbus & Neil Armstrong). 														
<p>Term</p>	<p>Key Skills to be taught</p>														
<p>Autumn 2024</p> <p>What the children should know at the end of this series of lessons</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> ● <i>Events beyond living memory that are significant nationally or globally (The Great Fire of London).</i> <p><u>Historical Skills</u></p> <table border="1" data-bbox="467 987 1366 1144"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Chronology</p> <ul style="list-style-type: none"> ● Order events or artefacts in chronological order (using a simple timeline). <p>Sources of Evidence</p> <ul style="list-style-type: none"> ● Use primary sources to learn about significant historical events. ● Find answers to simple questions about the past using a variety of sources. <p>Similarities & Differences</p> <ul style="list-style-type: none"> ● Find answers to simple questions about the past using a variety of sources. <p>Historical Enquiry</p> <ul style="list-style-type: none"> ● Ask and answer questions about the past. <p>Analyse & Evaluate the Past</p> <ul style="list-style-type: none"> ● Consider what we can learn from a historical event (evaluate). <p>Cause & Consequence</p> <ul style="list-style-type: none"> ● Recognise why events happened and what happened as a result. <p>*Cross-curricular link to Art- Great Fire of London (scene printing)</p>	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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Vocabulary

Great Fire of London:

London, Samuel Pepys, diary, firefighter, Pudding Lane, King Charles II, Thomas Farriner (baker to the King), River Thames, St Paul's Cathedral, Tower of London, wooden houses (straw roof) rebuild, fire hook, bucket, bakery, Pudding Lane, firebreak, water squirt, leather bucket.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p>Learning Objective: To record what I already know about the Great Fire of London and consider what I would like to find out (asking questions about the past).</p> <p>Key Knowledge: The Great Fire of London happened in 1666 (this was over 400 years ago- nobody we know was alive then- beyond living memory).</p> <p>Enquiry Type: Historical Enquiry</p>	<p>Unit Introduction</p> <ul style="list-style-type: none"> Do you know when the Great Fire of London was? Do you know anything about how the fire started? Do you know why the fire was known as the 'Great' fire? What would you like to find out about the Great Fire of London? <p><i>Children record what they already know about the Great Fire of London (they could write keywords and / or draw pictures). Ask the children what they would like to find out about the Great Fire of London (write a class list of questions that can be answered during the topic). Share when the Great Fire of London happened (1666) using the class timeline.</i></p>
2	<p>Learning Objective: To explore how the Great Fire of London started and use some primary sources (maps / paintings) to find out more.</p> <p>Key Knowledge: The Great Fire of London happened more than 60 years after the Gunpowder Plot (Guy Fawkes was not alive)- in a bakery on Pudding Lane, Sunday 2nd September 1666.</p>	<p>Recap- <i>In which year was the Great Fire of London? Is 1666 within living memory or beyond living memory?</i></p> <p>The Great Fire of London 1666- First day of the fire</p> <ul style="list-style-type: none"> Why was it known as the 'great' fire? (Large, not good!) How did the fire start and where? What were the houses like on Pudding Lane? <p><i>Gather basic facts for the early stages of the Great Fire- when the fire started (Sunday 2nd September 1666), where the fire started (Thomas Farriner's bakery on Pudding Lane, London) and what a typical London street / house was like at the time- no electricity / lights (candlelight only) and wooden houses with thatched roofs (built very close together).</i></p>

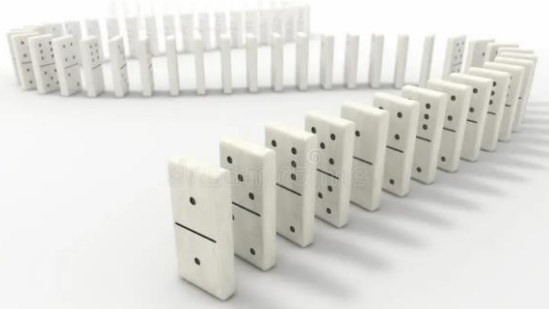
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	<p>There was no electricity-candles and no electric lights. The houses were made of wood, had thatched roofs and they were built very close together.</p> <p>Enquiry Type: Historical Enquiry / Sources of Evidence</p>	<p><i>Consider the spread of the fire after the first day (the fire still continues...)- use maps in possible resources folder.</i></p> <p><i>Useful video to support: https://www.bbc.co.uk/teach/class-clips-video/articles/znp9r2p</i></p>
<p>3</p>	<p>Learning Objective: To continue to explore how the Great Fire of London progressed and correctly sequence events across the four days and nights.</p> <p>Key Knowledge: Samuel Pepys begins to write a diary to record the events (<i>further work may be carried out within English lessons</i>). Houses are pulled down to stop the fire from spreading (it is also windy which contributes to the spread of the fire). People use the River Thames to carry their belongings to safety using boats. St.Paul's Cathedral is destroyed by the fire. The fire was finally under control and put out on Thursday 6th September 1666.</p> <p>Enquiry Type: Chronology Cause and Consequence</p>	<p>Recap- <i>Where did the fire start? Describe the type of houses that could be seen on Pudding Lane in 1666.</i></p> <p>The Great Fire of London 1666- Second-Fourth Day</p> <ul style="list-style-type: none"> ● How long did the Great Fire last? ● What was Samuel Pepys famous for? ● Why did people use the River Thames? ● Which famous London landmark was destroyed in the fire? ● What were the weather conditions like? <p><i>Children look at how the fire spread / damage caused on the second - fourth day. This could be completed by sequencing large timeline cards (in small groups) before children individually record what happened on each day. Also, consider looking at a map of London that builds upon the spread of the fire from the first day (see possible resources folder).</i></p>

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<p>4</p>	<p>Learning Objective: To consider fire safety then (1666) and compare this to now (2024). To find answers to simple questions about the past using a variety of sources.</p> <p>Key Knowledge: No organised fire brigade and only basic fire equipment in 1666- leather bucket and fire hooks for pulling down buildings. Fire breaks contributed to how the fire stopped (pulling houses down or blowing them up using gunpowder).</p> <p>Enquiry Type: Sources of Evidence Similarities & Differences</p>	<p>Recap- <i>How do we know many details about the Great Fire of London? (diary of Samuel Pepys- he lived near to the source of the fire) Which famous London landmark was destroyed in the fire? (St.Paul’s Cathedral)</i></p> <p>The Great Fire of London- Fire safety</p> <ul style="list-style-type: none"> • How did people try to put out the fire? • Was there a fire brigade like we have in 2024? • What worked in 1666 for stopping the spread of the fire? (fire breaks- houses pulled down or blown up) <p><i>Recap on how quickly the fire would spread from one building to the next (use a domino path to represent this and then remove a domino to show how fire breaks would stop the spread of the fire).</i></p>  <p><i>Children look at fire safety & equipment then (1666) and now (2024). Discuss the differences and any similarities.</i></p>
<p>5</p>	<p>Learning Objective: To consider what we can learn from a historical event (evaluate). To recognise why events happened and what happened as a result.</p> <p>Key Knowledge: 13,200 houses and 87 churches were destroyed (including St.Paul’s cathedral). Six people were officially recorded to have lost their lives.</p>	<p>Recap- <i>Describe the fire equipment used in 1666.</i></p> <p>After the Great Fire of London</p> <ul style="list-style-type: none"> • What was damaged in London during the Great Fire of 1666? • How many people lost their lives? • How was London rebuilt? • What changed as a result of the Great Fire? <p><i>Children analyse the damage caused by the fire (including the number of deaths). Children explore how London was rebuilt and changes that were made as a result of the Great Fire.</i></p>

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	<p>New stone buildings were built and thatched roofs were banned. Sir Christopher Wren rebuilt St Paul's Cathedral. Fire brigades were organised and homeowners paid a fee to insurance companies to fight fire if it broke out.</p> <p>Enquiry Type: Analyse & Evaluate the Past Cause & Consequence</p>	
6	<p>Learning Objective: To demonstrate what has been learnt about The Great Fire of London (1666).</p>	<p>ASSESSMENT LESSON Children record their own ideas (drawings / labels / written statements) to answer 'Why did the Great Fire of London spread so quickly?'</p>

Learning Outcome/product

Why did the Great Fire of London spread so quickly?
With some initial support, children consider why the fire spread so quickly (dry / windy weather conditions, material of houses, close proximity of buildings, lack of effective fire equipment etc.)

Assessment records	List only those children who have not achieved the expected outcomes.