



Outcomes - Y2 - London's Burning

History



Knowledge Outcomes	Skills Outcomes <i>(as informed by history skills wheel)</i>	Attainment Criteria	Attainment <i>(circled)</i>
<ul style="list-style-type: none"> Identify where the Great Fire of London took place Identify when the Great Fire of London took place Compare London in 1666 with the modern day 	<ul style="list-style-type: none"> Link to map and atlas work (geography skills wheel) Develop chronological understanding Identify characteristic features and changes through the use of historical sources 	<p>WTS - with adult support, children can identify where and when the fire took place; pupils can sort images and ideas into 'then' and 'now' categories</p> <p>EXS - children can independently identify where and when the fire took place; pupils can describe similarities and differences</p> <p>GDS - children can make connections with other historical periods and explain key changes using supporting evidence</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Explain how the Great Fire of London started Identify where the fire spread to and how much of London was affected Discuss key events of the Great Fire of London 	<ul style="list-style-type: none"> Link to map and atlas work (geography skills wheel) Ask and answer questions Develop chronological understanding 	<p>WTS - with adult support, children can identify how the fire started and organise key events</p> <p>EXS - pupils can use a map to show where the fire started and where it spread to; they can explain and order key events independently</p> <p>GDS - children can make connections between key events, articulating their own viewpoints and judgements</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Discuss the factors that caused the fire to spread so quickly Explain how the fire was put out Explain the changes made to prevent such a large scale fire occurring again 	<ul style="list-style-type: none"> Develop understanding of cause and consequence 	<p>WTS - children can list some factors that caused the fire to spread quickly</p> <p>EXS - children can explain how and why the fire spread quickly, and explain how firefighting measures changed</p> <p>GDS - pupils can prove that there were multiple factors causing the spread of the fire, and evaluate the impact of this event on measures today</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Understand how London was rebuilt after the fire 	<ul style="list-style-type: none"> Develop understanding of cause and consequence Communicate and present findings 	<p>WTS - with adult support, children attempt to re-design London to make sure a fire that size never takes hold again</p> <p>EXS - children attempt to re-design London to make sure a fire that size never takes hold again; they can discuss some key features of their design</p> <p>GDS - children use an evidence-informed approach, and apply learning from previous sessions, to attempt to re-design London</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Identify key sources of information and explain what an eyewitness is Explain the role of Samuel Pepys and his diary 	<ul style="list-style-type: none"> Interpret and using different sources of information Recognise different viewpoints Ask and answer questions 	<p>WTS - children can work with adult support to look at key sources of information and describe the content of these</p> <p>EXS - children can explain key sources of information and can discuss the relevance of Samuel Pepys' diary</p> <p>GDS - pupils can compare key sources of information, beginning to consider reliability, and they can offer their own viewpoint on Samuel Pepys' diary</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
Overall attainment judgement:			



Recall Tasks - Y2 - London's Burning History



Theme/focus	WTS	EXS	GDS
Location and duration of Great Fire of London; comparisons between London in 1666 and London now	Sort given images, information and sources into 'then' and 'now' categories	Create a Venn Diagram describing similarities and differences	Would you rather live in London then or now? Argue
Events of the Great Fire of London	Select and sequence key events using given cards/prompts	Create a simple timeline showing key dates and events	Convince me that the fire would have still had a significant impact, whether it lasted for 2 days or 5 days
The spread of the fire	List 3 factors that caused the fire to spread quickly	Explain why there was more than one factor that caused the fire to spread so quickly	Prove that the fire had a positive impact on preventative measures and firefighting in the modern day
London being rebuilt	Sort given images and information into 'would have helped prevent future fires' and 'wouldn't have helped prevent future fires'	Explain 3 factors that supported London being rebuilt effectively	Prove that London was rebuilt effectively
Samuel Pepys and key sources of information	List 3 reasons why Samuel Pepys' diary was so important	Rewrite Samuel Pepys' diary entry, detailing the events of the Great Fire of London	Write a diary entry (alternative character or viewpoint), detailing the events of the Great Fire of London



End of Unit Assessment - Y2 - London's Burning

History



1) In what year did the Great Fire of London happen?

- a) 1285
- b) 1666
- c) 1972
- d) 1585

2) Where did the fire start?

- a) Heel Street
- b) Headingly Road
- c) Pudding Lane
- d) Meaty Avenue

3) How long did the fire last?

- a) 4 days
- b) 4 weeks
- c) 4 hours
- d) 4 months

4) How did people try to put the fire out?

- a) By phoning the fire brigade
- b) By forming a long line and passing water from the river in leather buckets
- c) By writing a letter to the king
- d) By blowing on it

Optional depth response

Do you think that these actions were helpful? Why/why not?

5) How many houses were destroyed by the fire?

- a) Around 300
- b) More than 100,000
- c) Less than 1000
- d) Over 13,000

6) Who famously wrote about the fire in their diaries?

- a) Benjamin Pipys
- b) Jasper Papys
- c) Nathaniel Poyps

d) Samuel Pepys

Optional depth response

Why do you think that this person was important?

7) What caused the fire to spread quickly?

- a) Strong wind
- b) The buildings were made of wood and were close together
- c) Dry, hot summer
- d) All of these

Optional depth response

What might have stopped the fire from spreading so quickly?

Optional depth response

8) How do you think that the Great Fire of London affected life today?



Knowledge Organiser - Y2 - London's Burning

History



Previous Learning

Children have learnt about their local environment (school) and area (Prees, Whitchurch and Shropshire). They have studied their family history (e.g. parents and grandparents) and events within living memory. They have started to develop their understanding of a wider area, specifically a seaside location, and begun to make simple comparisons.



Future Learning

During KS1, children will build on their knowledge of the UK, by studying a European country (France). This will then extend beyond Europe as they look at Kenya. In LKS2, they will build their understanding of chronology by going further back in history, looking specifically at: the Tudors, the Vikings and Anglo-Saxons, and the Romans.



Key Questions

- Where and when did the Great Fire of London start?
- What happened during the Great Fire and how do we know?
- Why did the Great Fire burn down so many houses?
- Could more have been done to slow the spread of the fire?
- How was London rebuilt after the Great Fire?
- What was the impact of the Great Fire on the modern day?



Key Vocabulary

- Bakery** - a place that makes bread, cakes etc.
- Diary** - a book that people write about their lives in
- Eyewitness** - a person who has seen something and can give a description of it
- Firebreak** - a gap that stops a fire spreading to nearby buildings
- Fire hooks** - a giant hook used to pull down houses
- Flammable** - when something burns easily
- Leather bucket** - leather was used to make buckets before plastic was invented
- London** - the capital city of England and the United Kingdom
- Pudding Lane** - the street where the fire started
- St. Paul's Cathedral** - a very large church in London which burnt down during the fire. A new St. Paul's Cathedral was built after the fire
- Tower of London** - where King Charles II lived in 1666. The fire was stopped just before it reached the palace



Key People



Samuel Pepys



Thomas Farriner



King Charles II

Key Information



- The fire started on **Sunday 2nd September 1666** in **Thomas Farriner's** bakery on **Pudding Lane**
- The fires used for baking had not been put out properly
- The buildings in London were **made from wood and straw**, and were very close together, making it easy for the fire to spread
- It had been a **dry summer** and **strong winds** were blowing
- People used **leather buckets and water squirts** to try to put the fire out



Timeline and Important Events

Timeline of Events

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666

The fire starts at 1 a.m.

Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

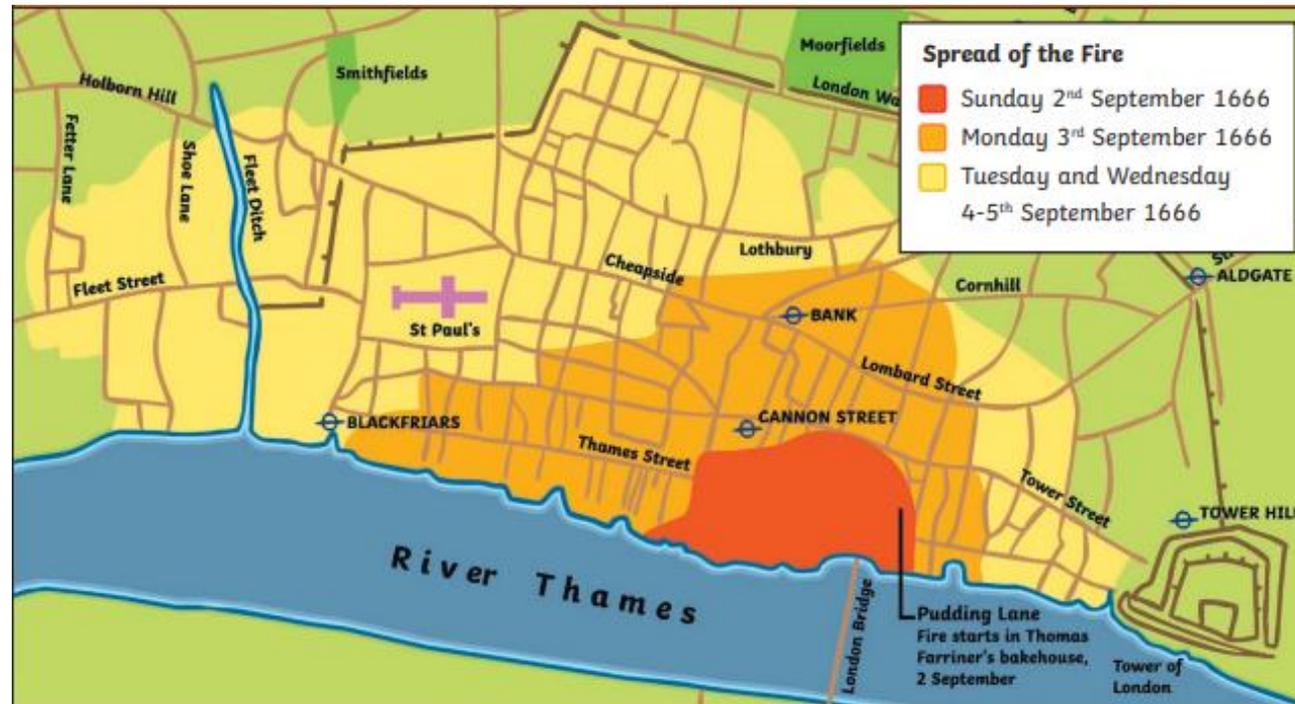
Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.

Thousands of people are left homeless.





Useful Sources



Please note that this document is for teacher reference only (not needed in pupil books)

www.nationalarchives.gov.uk/education/resources/fire-of-london/source-1/

1. This source was written about two weeks before the fire. It lists some of the people who lived in Pudding Lane. This is where the fire began.

- Can you find the name of the king's baker?
- How many fireplaces and ovens did he have?
- How much tax did the baker have to pay? (Clue: number of hearths and ovens x 1 shilling)
- How many different jobs can you find on the list? Name them.
- How many men had houses on the list?
- How many women had houses on the list?
- How many houses were empty?

www.nationalarchives.gov.uk/education/resources/fire-of-london/source-2/

2. After the fire, King Charles II wanted a new map of London.

- Who did Charles ask to make a plan of London?
- Why did Charles want a map showing London after the fire?
- What did Charles feel about the fire?

www.nationalarchives.gov.uk/education/resources/fire-of-london/source-3/

3. Wenceslaus Hollar drew this map.

- Can you find the following places on the map?
 - River Thames
 - Tower of London
 - St Paul's Cathedral (Clue: from above it looks like a cross, not a dome)
 - Pudding Lane (Clue: north of the river, near the bridge)
- Why are there not many buildings shown in the white middle part of the map?
- Ask your teacher for a map of London today. Try and spot the differences with Hollar's map of London.