



# Pinner Wood School



<b>Year Group</b>	2	<b>Term</b>	Autumn 1	<b>Subject</b>	History	<b>Topic</b>	The Great Fire Of London
						<b>Key Question</b>	What was the Great Fire of London?
<b>Prior Learning/skills and other Curriculum Links</b>	<p>EYFS - What is the past</p> <p>Year 1 - Gunpowder plot - an event in the past in London</p> <p>Geography - Pinner is in London</p>					<b>Skills Statements</b>	<p>-show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>-describe a significant historical event</p> <p>-describe where people and events studied fit in within a chronologically framework and identify similarities and differences between ways of life</p>
<b>Fundamental Knowledge</b>	To understand what the Great Fire Of London was and how this contributed towards the London we have today					<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>• The fire of London started in a bakery in Pudding Lane on 2nd September 1666</li> <li>• In 1666 houses were made of wood so they burned very easily.</li> <li>• It hadn't rained for months so the city was very dry. Houses were built very close together so the fire spread easily.</li> <li>• They used leather buckets, squirts filled with water and fire hooks to stop the fire.</li> <li>• The fire burned for 4 days.</li> <li>• As the wind died down and changed direction the fire became under control and was finally put out.</li> <li>• Samuel Pepys was an eyewitness.</li> <li>• An object that helps historians to find out facts about the past is called a source. Samuel Pepys diary gives us evidence about The Great Fire of London.</li> </ul>
<b>Our Learning Journey</b>	<p><b>Stunning Start:</b> A model burnt oven will be placed in each room with different items. Other objects linked to the Great Fire of London placed around oven. As class talk about these and try and work out what we are going to learn. What have all these items got in common. What could have happened</p> <p><b>Journey:</b> children will learn what the great fire of London was, why it spread, what the houses were like then, look at sources and how we know about the great fire of London. Children will find out about who Samuel Pepys was and his recount of the great fire of London. Children will create silhouette Art to represent the vivid colours and scene of London burning. Children will look at what</p>						

	<p>happened after the event and how things changed to make sure this wouldn't happen again. They will discuss how London is the way it is today due to this event.</p> <p><b>Show stopper:</b> Children will recreate the <i>Great Fire of London</i> and this will be recorded. They will create replica houses from the time using the knowledge of how the fire spread and why. Houses will be set on fire in safe way outside and recorded. Children will then record their voice over the recording explaining what happened, Why the fire spread and what was done to try and put it done. This will be uploaded onto seesaw.</p>		
<p><b>Key Vocabulary (revisited)</b></p>	<p>Past Old Now Present</p>	<p><b>Key Vocabulary (new)</b></p>	<p>Samuel Pepyes Pudding Lane Monument Gunpoder Thatched roof River Thames Leather bucket King Charles II The Tower of London scorched burning great fire valid after later during cause effect embers victim navy engulfing</p>