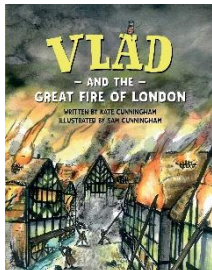


Netherton J&I School

History Unit of Work Overview - Year 2 Great Fire of London

Unit of Work	Great Fire of London	
Text Driver	Vlad and the Great Fire of London 	Tell me a Dragon 
NC Objectives	KS1 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.	
Unit of Work Summary	During the unit of work the children will learn about the key events of the Great Fire of London, and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also provides an introduction to Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.	
Prior Learning	In Year 1, children will have learned about homes in the past and they will explore homes built a long time ago. They will also learn about how homes were built a long time ago and how they have changed over time. In Year 1, children will have learned about the four countries of the United Kingdom and their capital cities (including London).	

Sticky Knowledge	• To know where and when the <i>Great Fire of London</i> started. • To find out some of the ways in which London has changed. • To find out some of the ways in which how we live now is different and similar to how people lived in 1666. • To know how the fire started, where it spread to, how much of London was affected and how the fire ended and its impact. • To know about out about Samuel Pepys' experience of the fire and consider how different people might have been feeling. • To investigate some of the reasons why the <i>Great Fire</i> lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather. • To understand how we know about the <i>Great Fire of London</i>. • To know how London was rebuilt after the <i>Great Fire</i>. • To know some of the things that were changed to make sure a fire on such a large scale could never happen again. • To know how we know about the <i>Great Fire of London</i>, focusing specifically on the diary of Samuel Pepys • To look at other sources, such as pictures, objects and newspapers, and children will consider what kind of information we can find out from each source.
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	Key Events and Facts	
	When and where did the fire start?	The fire started on Sunday 2 nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
	Why did the fire spread so quickly?	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
	How did people try to put the fire out?	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
	How and when was the fire put out?	By Thursday 6 th September, the wind had died down. This meant that people were able to put out the flames.
	What happened after the fire was put out?	King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.
New Vocabulary	bakery - A place that makes bread, cakes etc St Paul's Cathedral - A very church large in London. A new St Paul's Cathedral was built after the fire. diary - A book that people write about their lives in. firebreak - A gap that stops the fire spreading to nearby buildings.	
Post Learning	In class 4 children will study the unit of work European Neighbours and will compare London with Paris. <u>Wider opportunities</u> Other Links current events such as Jubilee, Olympics, World Cup, remembrance. KS3 - Year 8 Autumn Term - Why was the Great Fire of London in 1666 significant?	