



# St James' Church of England Primary School

## History Overview Sheet



### Year 2 – The Great Fire of London



**Rationale:** This Great Fire of London unit will teach Year 2 about the key events of the Great Fire of London and help them to develop an understanding of the ways in which we can find out about the past. The children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.

**Pre-unit task:** What do we know? KWL Grid/task

**Attention Grabber:** Theatre company workshop

**Learning Objectives:**

- To develop an awareness of the past.
- To identify differences and similarities between ways of life in different periods.
- To know and understand key features of an event beyond living memory that are nationally significant.
- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
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- To understand key features of events, choosing and using parts of stories and asking and answering questions.

#### Overview:

Lesson 1: I can compare past and present London.  
Lesson 2: I can explain how people live now is different to how people lived in 1666.  
Lesson 3: I can order the events of the Great Fire of London.  
Lesson 4: I can explain how we know about the Great Fire of London.  
Lesson 5: I can explain how London changed after the Great Fire.  
Lesson 6: I can describe London before, during and after the Great Fire.

#### Cross Curricular Links

**DT:** make houses out of cereal boxes/shoes boxes to represent the types of houses in London in 1666 (imitate the great fire out on the school playground safely using the houses).

**English:** Samuel Pepys Diary (write by candle light)  
Thomas Farriner's Diary (what happened on the morning of the fire).

#### Resources

- Watch video, could be used as the hook:  
<https://www.literacyshed.com/puddinglane.html>

#### Impact/Assessment

**Most Children will:** • Children can explain how and why London was different in the 17th century. • Children can explain and order the key events of the Great Fire of London. • Children can explain how and why the fire spread and finally stopped and what changed afterwards. • Children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others.

**Less Able Children will:** • With support, children can explain some ways that London was different in the 17th century.

• With support, children can discuss and order some of the key events of the Great Fire of London. • With support, children can explain how the fire spread and finally stopped. • With support, children can explain that we know about the Great Fire because of historical sources, such as Samuel Pepys' diary.

**More Able Children will:** • Children can explain how and why London was different in the 17th century in a variety of different ways. • Children can explain and order the key events of the Great Fire of London in detail. • Children can explain how and why the fire spread and finally stopped, what changed afterwards and why. • Children can explain why some historical sources are more useful for learning about the fire than others.