

Allanson Street Primary School – Medium Term Plan



Year group:	2 (Spring 2)	Subject:	History – Great Fire of London	Unit:	Was London better before or after the fire ?
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National Curriculum Objectives

I will learn to:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]

Concepts

**Culture, Legacy,
Equality,
Sustainability,
Identity**

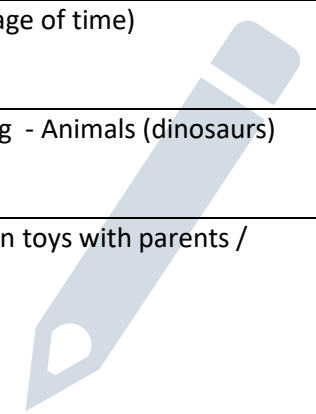
Common Misconceptions

Some children may think:

Confusion around Chronology – some children may find it hard to understand the concept of ‘long ago’ ‘beyond living memory’. Use the Dienes resources to show the children how far back in time it was when the significant individuals were alive.

Prior Learning

Nur	Autumn – all about me (babies now and then) Summer – traditional tales (farm machinery)	Autumn – Toys / Celebrations Summer – journeys / pirates (beach visit / how have I grown since starting Reception?)	Spring – Our Planet	Spring – Animals (language of time)
Rec	Autumn – all about me (how have I changed?) Summer – traditional tales / castles	Autumn – Celebrations Summer – journeys / vehicles	Spring – Our Planet (camera / moon landing)	Spring - Animals (dinosaurs)
Y1	Autumn – Toys and Technology Changes within living memory 1960’s, 1990’s and now. How have toys / technology changed? Compare own toys with parents / grandparents / great grandparents. Spring – Nurses Changes beyond living memory: Florence Nightingale / Mary Seacole Summer - Our School / Local area Richard Allanson Gaskell - Our school, Gaskell Cup, Gaskell Park (event beyond living memory) How has St Helens changed – clothing, housing, look at old photos, a week in a family life (compare with now)			
Y2	Autumn – First Flight and the development of aviation Significant event - Beyond Living Memory Wright Brother, Amelia Earhart, Bessie Coleman Remembrance Week – WW1 The role of children			



Future Learning	
Y2	Summer - Seaside in the past Seaside – explore changes within living memory Local History - Locomotive ‘The Rocket’ Rainhill Trials.
Y3	Autumn – Stone Age, Bronze Age, Iron Age Remembrance Week – WW1 The role of women Spring - Ancient Egypt Summer - Local History Pilkington brothers and glass making.
Y4	Autumn – Ancient Maya Remembrance Week – WW1 The Life of a Soldier Spring - Romans Summer - Local History WW1 St Helens PALS
Y5	Autumn – Ancient Greece Remembrance Week – WW1 How was the war won? (Brains as well as brawn) Spring - Anglo Saxons and Scots Summer - Local History David Gamble – founder of St Helens library
Y6	Autumn – Remembrance Week – WW1 Why do wars begin? Local History – visit to St Peter’s church WW2 and its effect on Britain Post 1066 study – significant turning point in British History Spring - Anglo Saxons and Vikings Summer - Local History Coal mining industry / Sutton manor Colliery The Dream – future aspirations
KS3	-

Learning Objectives	Learning Sequence	Sticky knowledge / core skills & vocab.	End points & Assessment
Lesson 1 – Historical Enquiry	<p>Prior Learning: Remind the children that this half term we will be learning about a new History focus. What is History? What does in the past mean?</p> <p>Starter activity – show the children photos of the 3 artefacts (leather fire bucket, fire squirter and fire hook)</p>	The fire started in Thomas Farriners bakery in Pudding Lane.	Children look at one artefact/source from the past and ask questions, e.g. What can I

<p>I know sources from the past can help us understand what happened.</p> <p>I know how to draw simple conclusions and deduce information on the past from pictures and information.</p>	<p>Children work in small mixed ability groups of 3 or 4 to complete questions on mystery artefact worksheet recording their joint ideas. ** Before the children start explain the size of the artefacts would be much bigger than the photos (recycling bin can be used to show bucket size / metre sticks for fire squirt and fire hook)</p> <p>Bring children back to the carpet for a Whole class discussion – begin to generate at least two questions about the mystery artefacts.</p> <p>New Learning: Explain to the children what the artefacts are and tell them that this afternoon they are going to work as Historians / History Detectives finding out about a significant event that happened in the past The Great Fire. Look through slides 2-5 of the PowerPoint to give pupils some context of 17th Century London, give a brief overview of the fact that the fire burnt down a quarter of London, but NOT where, when or why. That is for the children to work out</p> <p>Activity - Explain to the children that they are going to be detectives and work out why the fire began and who might be to blame. They are given a folder of clues from which they have to work out where, when and why it started. Children to work in the same small groups and record their ideas about what happened on the mind map sheet.</p> <p>Clue 1 Map of London showing area where fire started (dated as 2nd September) and how it spread over next few days. Pupils should be able to work out that the earliest date must be when it started) (Harder) Clue 2 From a contemporary newspaper with the date at the top ringed in red. (Medium) Clue 3 Extract from diary saying that it broke out in a bakers’ shop in Pudding Lane. (Medium) Clue 4 Map which shows Pudding Lane with blue plaque saying it was where fire started. (Easier) Clue 5 Shows image of a baker’s oven. Pupils’ attention should be drawn to the sparks flying from the oven. (Medium) Clue 6 Shows the baker Thomas Farriner. (Easier) Clue 7 Shows that the start of the fire was Sunday 2 September (Easier) Clue 8 Shows bundles of twigs used to start the baker’s oven in the mornings. Its important that pupils notice the firewood on the left rather than just the sparks from the oven. (Medium)</p> <p>Reflection: Share the children’s theories and then compare their ideas with the Museum of London 80 second video https://www.museumoflondon.org.uk/families/great-fire-london-live-stream/part-1 Show video for just 80 seconds 4.50 to 6.00</p>	<p>The fire began on Sunday 2nd September 1666 (beyond living memory).</p> <p>It was finally put out on Thursday.</p> <p>Vocab Historians Someone who studies or writes about history to help people understand the past. Primary sources Something that gives information from the time when it happened</p>	<p>see? What might it be used for and who might have used this and why? What does it tell you about people in the past?</p> <p>Children can use the evidence clues to work out why the Great Fire started.</p>
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<p>Lesson 2 – Chronology</p> <p>I know how the fire started and how it spread</p> <p>I know we use a range of sources, including eyewitness accounts, diaries, paintings etc to build up a reliable picture of what actually happened.</p>	<p>Prior Learning: Look at the class timeline and the dates from our previous History unit on the First Flight. Do you think The Great Fire happened before or after this? Show the children using the timeline when this happened and explain that some events happened ‘beyond living memory’. What does this mean? Use the Dienes across the floor to count back the decades to demonstrate visually to the children how long ago this was.</p> <p>On personal timelines in books – mark with a line and arrow when the Great Fire of London happened.</p> <p>Explain to the children that to find out about events in the past that happened a long time ago we use a range of sources (including eyewitness accounts that have been recorded, diaries, paintings) to help us and we will explore lots of these over the next few sessions.</p> <p>New Learning:</p> <p>Activity 1 – ask the children to work with a partner to try to sequence the small cards independently.</p> <p>Look at which cards the children could order well as they contained a ‘day’ and which they are unsure of? Bring the children back together on the carpet to learn more about each day.</p> <p>Activity 2 - Interactive story telling of events – give children copies of the pictures to match the cards they have just sequenced.</p> <p>As you tell the story with the Powerpoint and script support the children in matching the picture of the event card to their information on the table.</p> <p>Children to write dates / days on the table in whiteboard pen.</p> <p>This gives the children a strong visual summary which you can keep referring to. Pupils will clearly see the number of days it lasted and which main buildings were affected.</p> <p>** take a photo of the children sequencing the cards initially and a final photo with the pictures sequenced too. Add to book label with key info summarised.</p> <p>Reflection: Role play the events of the Gfol around the classroom – start with all the children asleep on the carpet, wake up to fire in bakery and escape house, inform other neighbours / houses. Grab buckets of water / fire squirts. Choose children to take on role of Samuel Pepys and King Charles ii</p>	<p>The fire started in Thomas Farriners bakery in Pudding Lane.</p> <p>The fire began on Sunday 2nd Sept 1666 was finally put out on Thursday.</p> <p>The fire spread quickly as: -The houses were made of timber frames and thatched roofs -The houses were close together -The weather had been hot / dry -The wind was strong blowing the flames</p> <p>King Charles II gave orders for houses be pulled down to create firebreaks</p> <p>Samuel Pepys wrote a diary about GFoL.</p> <p>St Pauls Cathedral was destroyed in the fire.</p>	<p>Children know when the fire started and how.</p> <p>They know which cathedral was destroyed in the fire.</p> <p>Children can state which factors played a key part in the spread of the fire.</p> <p>Children know Samuel Pepys was a writer whose diaries tell us more about events during the fire.</p>
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<p>Lesson 3 – Chronology</p> <p>I know how the fire spread, how it was stopped and it's effect on London.</p> <p>I know we use a range of sources, including eyewitness accounts, diaries, paintings etc to build up a reliable picture of what actually happened.</p>	<p>Prior Learning: Look through the weekly timetable questions on the board – can the children answer them all? Use the example to remind children if needed. Look at paintings from the great Fire of London - ask What does this picture tell us about this time/person/event?</p> <p>New Learning: Activity – in History books children complete written retell, writing a sentence next to each date. (see example) Work through each day at a time recapping the key events and then using the key questions to write own sentence.</p> <p>Reflection: Read 'Vlad and the Great Fire of London' – ensure the children understand that this is a 'story book' with an imaginary character which is based on the events that happened. Compare the fact file at the back as information.</p> <p>** Complete Vocabulary activity linked to this text later in the week during Guided Reading session</p>	<p>Thousands of people lost their homes.</p> <p>Vocab: Beyond living memory, Decade, Century</p> <p>time-related vocabulary such as: 'the following day', 'two days later', 'after', 'by the next morning'.</p> <p>Thatch Straw and other materials used to make a roof of a house.</p> <p>Timber-framed Made with wooden posts.</p> <p>Firebreak Land which is cleared to stop a fire spreading.</p>	<p>Children begin to gain a deeper understanding of the causes and consequences of the Great Fire of London.</p>
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<p>Lesson 4 – How do we know what happened?</p> <p>I know different sources can give us different information about the past.</p> <p>I know how to look at evidence and suggest reasons why people in the past may have acted in the way they did.</p>	<p>Prior Learning: Use the History displays / working walls to recap what we have already found out about The Great fire of London. Explain how Historians find out all their information through using primary sources from the past. Table activity - print the 'source pictures' for each table and ask them to decide as a group which source tells us? Compare answers</p> <p>New Learning: Discuss how the 'diary account' in the book we read in English this week is fictional based on what people have found out / learned about the Great Fire of London. In our history lesson today we will look at some real diary accounts from people who were there (eyewitnesses). Refer to pg2 of the book – what does 'eyewitness' mean?</p> <p>Explain that this afternoon we will compare and contrast Samuel Pepys's accounts of the fire with another historical source John Evelyn. Explain it is important to try to find reliable historical sources (sources that we can trust). People all see and remember different things, so it is also good to have more than one source to learn more about an event.</p> <p>Through the PowerPoint show the children a photo of Samuel Pepys original diary and explain these have been transcribed. Why? What language differences do they notice? Why do you think this is?</p> <p>What new information have we found out from reading these diary accounts?</p> <p>Activity - Children record bullet points in their History books about the diaries of Samuel Pepys and John Evelyn using the vocabulary word bank to help them.</p> <p>Reflection: Play the game as a whole class - https://www.fireoflondon.org.uk/game/</p> <p>More diary extracts - https://www.pepysdiary.com/diary/1666/09/</p>	<p>Samuel Pepys and John Evelyn were eyewitnesses at the Great Fire of London. They were there when it happened. We have discovered more about the fire by reading their diaries.</p> <p>Vocab: Diarist A person who writes a diary.</p> <p>Eyewitness Someone who was there at the time.</p>	<p>Children begin to ask informed, relevant questions.</p> <p>Children understand that there are different sources of historical evidence (e.g. artefacts, photos, books, videos, adults talking about a specific time period in which they lived)</p>
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<p>Lesson 5 – What happened after the fire? What did we learn?</p> <p>I know what changes were made when houses were rebuilt in London.</p> <p>I know why these changes were made.</p> <p>I know how to make a link between two pictures and explain the connection (architect plans)</p>	<p>Prior Learning: Whole class: - Use talk partners to discuss the reasons why fire took place and why it was so catastrophic. Key points ~ houses made of wood and too close together ~ water difficult to get to - No proper firefighters ~ lots of alleyways joining houses together making it difficult to move around ~ combustible materials in houses and warehouses ~people didn't act in time ~people didn't want their houses to be destroyed ~People tried to save their things rather than stopping fire ~Fire got too big to stop ~Wind too strong</p> <p>New Learning: Look through the Powerpoint and discuss the reasons change was needed and focus on PROCLAMATION OF CHARLES II, 1666 A speech by the king announcing intentions to rebuild London.</p> <p>Explain Christopher Wren was an architect in London at the time of the fire, when St. Pauls' was badly damaged by the fire he was asked to re-design it, along with many other churches and buildings around the city. The Monument, in London is a monument designed by Wren to commemorate the Great Fire of London.</p> <p>Look at the design plans of the two architects – what do you notice about the plans?</p> <p>Activity - Children record changes – after 1666 in books.</p> <p>Reflection: London had to be almost completely rebuilt after the fire, and this lead to many positive changes in the city:</p> <ul style="list-style-type: none"> • Houses and buildings were rebuilt from brick or stone, unlike the old wooden houses they would not set alight easily. • Streets were built wider so that fires could not spread as easily as they had before because buildings were further apart. • Before the fire there had been open sewers running through the city which were unhygienic and caused the spread of many diseases, but these were destroyed by the fire. 	<p>The Great Fire was significant because it changed London for the better.</p> <p>Sir Christopher Wren was one of the architects given the task of re-building London</p> <p>After the fire, new rules were brought in and every parish had to have firefighting equipment.</p> <p>When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren't built so close together.</p> <p>Vocab rebuild architect: A person whose job is to design buildings and</p>	<p>Children understand the legacy of the Great Fire of London, it's impact when rebuilding London and how it improved the future of firefighting.</p> <p>Children understand eyewitness accounts are from a useful primary source as they recount information from someone who was there at the time.</p>
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	<ul style="list-style-type: none"> There had been a plague not long before but the fire killed many of the rats which carried the deadly disease. <p>Although the Great Fire was a catastrophe, it did cleanse the city. The overcrowded and disease ridden streets were destroyed and a new London emerged. A monument was erected in Pudding Lane on the spot where the fire began and can be seen today, where it is a reminder of those terrible days in September 1666.</p> <p>Sir Christopher Wren was given the task of re-building London, and his masterpiece St. Paul's Cathedral was started in 1675 and completed in 1711. In memory of Sir Christopher there is an inscription in the Cathedral, which reads, "Si Monumentum Requiris Circumspice". - "If you seek his monument, look round".</p>	<p>plan how they will be built.</p> <p>Legacy Legacy means learning from the past. A persons legacy shows us what they achieved and the impact they had on people and places.</p>	
<p>Lesson 6 – Fire service today?</p> <p>I know that important changes are made when we learn from the past.</p> <p>I know how to make comparisons between pictures from different time periods.</p>	<p>Prior Learning: Powerpoint - show a range of fire fighting methods from contemporary sources using slides 2-7. Then show a brief 3 minute video clip from the Museum of London which shows most of them in use. View clip (external from 4 minutes 13 seconds) >></p> <p>Now focus on the role of individuals. Who did what? Can pupils think of anyone who helped to put out the fire? King Charles, Thomas Bludworth - the Mayor, Duke of York, Samuel Pepys, the ordinary people who lived in London</p> <p>Activity questions – discuss in groups (film to use as assessment – create QR codes) Ask pupils to come to a judgement about which person was MOST to blame in their opinion. Share the children's responses, helping them to explain why, for instance, the baker couldn't not be held to blame for the fire's spread merely its start. No-one was officially blamed but Bludworth came in for a lot of criticism but he couldn't just pull down rich people's homes without their permission.</p> <p>New Learning: Watch the Great Fire of London Educational Video https://www.dsfire.gov.uk/education/great-fire-london Discuss Questions and photos – then and now</p> <p>Reflection: Explain that still today we have lots to learn about Fire prevention and improvements are continually being made as we learn from what has happened in recent history.</p>	<p>Thomas Bludworth was the Mayor of London.</p> <p>The Duke of York was King Charles II brother.</p> <p>More could have been done by individual people to prevent the fire spreading.</p> <p>The fire service has now developed significantly and provides different types of support.</p>	<p>Children can explain why more could have been done to prevent the spread of the Great Fire of London.</p> <p>Children begin to understand that information on the past may differ.</p> <p>Children can give two facts from a picture.</p> <p>Children can make comparisons between Then and Now.</p>

	** Organise educational visit to https://www.fireground.org.uk/		
Assessment	<p>Provide children with visuals of the artefacts and portraits of the significant individuals (King James / Samuel Pepys) and event.</p> <p>Ask them to work in pairs interviewing / videoing each other as Historians - tell me about these finds? What do they tell us? Book iPads for class use.</p> <p>Pose the enquiry question – what did we learn from The Great Fire of London? Was London better before or after the fire?</p>		
	<p>Websites to support learning:</p> <p>https://www.fireoflondon.org.uk/story/the-fire/panel-story-fire-chapter-2-tf7-how-did-people-fight-the-fire/</p> <p>https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/#:~:text=In%201666%20there%20was%20no,fire%20%E2%80%93%20but%20had%20little%20effect</p> <p>https://www.fireoflondon.org.uk/game/</p>		