



# All Saints CE Primary School and Nursery

## Medium Term Planning



Class teacher: SS/SS Year group: 2 Term: Spring 2 Subject: History-Great Fire of London

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary covered
1	I can find out some of the ways in which London has changed.  (pre-teach subject specific vocabulary- create a glossary of terms for chn to refer back to during this topic).	Share PP of London in the past and what it looks like today. Create a timeline with the class to support chns sense of events beyond living memory. How do you think London was different in the past? What can we use to find out? Task- sort pictures on a grid from London in the past to London now. Refer back to timeline and explain to the chn that next lesson we will be focussing on 'The great fire of London' <b>SEN-adult support/adapted activity</b>	Year, century, Britain, London, capital city, past, present, old, modern, change, River Thames
2	I can recall a significant event from the past.	Share PP of how the GFL started. How did the fire spread so quickly? Use During the Great Fire of London video to show children how the fire began and started to spread. In talk partners, children to discuss the reasons they can think of from the information they have seen and heard about why the fire spread so quickly. Feedback as whole class, elicit correct answers; a. all houses were very close together and made of wood; b. the wind was strong; c. there was no fire brigade; d. it had been hot so everything was dry	order, event, timeline

		<p>and not much water left in the Thames to use to put out the fire.</p> <p>Model how to place the events on a timeline. Chn to do this activity independently.</p> <p>SEN-adult support/adapted activity</p>	
3	I can understand some of the ways in which we find out about the past.	<p>How Do We Know About the Great Fire? What is an eyewitness? How can an eyewitness help to explain what happened in the past?</p> <p>Samuel Pepys: What sources help us know what happened during the Great Fire? Explain that Samuel Pepys was an eyewitness; read through information about him and diary extract on PP. Tell the children that they are going to be history detectives! Explain that an object that helps historians to find out facts about the past is called a source.</p> <p>Use the Sources of Information About the Great Fire Activity Sheet. Ask the children to be history detectives and decide which sources can help them to find out more about what happened in the Great Fire of London.</p> <p>SEN-adult support/adapted activity</p>	Historian, source, evidence, diary, eyewitness, Samuel Pepys
4	I can find out how London was rebuilt after the Great Fire.	<p>Share PP. How would you rebuild London?</p> <p>Explain to the children that they are going to be an architect in 1666 who wants to re-design London as a safer place. Model this first, drawing a house and street and labelling various features e.g. houses made from bricks. Children to create a design of a London street for King Charles II, detailing their ideas about what the new houses and streets should look like, with labels for materials and new safety features.</p> <p>SEN-adult support/adapted activity</p>	King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Pauls Cathedral, Monument
5	I can explain the event of The Great Fire of London.	<p>Share PP.</p> <p>Chn to write a newspaper report about the event of TGFL. Model ordering the events using MW to support chns writing. SEN-adult support/adapted activity</p>	Newspaper report, The London Gazette

