

Year 2 – Spring 1 – '1666!'

NC History (KSI):

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally – The Great Fire Of London
- the lives of significant individuals in the past who have contributed to national and international achievements. Samuel Pepys.

What was The Great Fire Of London?

Show children pictures of the Great Fire of London. When was this? What is happening? How can we find out more?

Discuss sources of information – link to previous topic.

Chn visit tables to discuss what questions they would like to ask about the topic of The Great Fire.

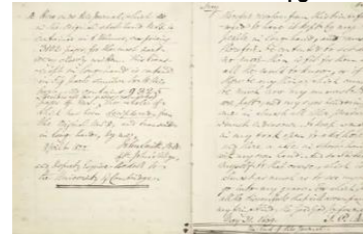
Chn present questions to class and record as mind map.

Introduce and explore the definition of 'reliable sources'. Chn sort pictures of reliable/unreliable sources. Oracy link – Present/debate as group why (un)reliable.

What do sources of information (pictures, documents, diary extracts etc) tell us about the GFL? Chn infer from a range of sources using oracy sentence stems.

Adversity, Resilience, Common Good, Sacrifice

Reliable Sources – Samuel Pepys' Diary



Recap – 'reliable sources'. Introduce Samuel Pepys' diary.

<https://www.youtube.com/watch?v=VarSSAwimU>

Discuss where GFL fits into history. Explore what extracts from SP diary tells us about the timeline of events.

Order the events of the fire using SP Diary and plot on a timeline.

Imagine you are Samuel P at the time of the GFL. Concept links – sacrifice, common good, influence. What would you be thinking? What emotions would you have? Chn explore vocabulary using thesaurus to identify emotions to generate a range of emotion vocabulary. Chn identify an emotion for each stage of fire.

Adversity, Resilience, Common Good, Sacrifice

Fire Safety Now and Then



Children to compare fire service in 1666 and now. What did people use to fight the fire in 1666? Look at photos of leather buckets, squirts and fire hooks. How do you think this equipment was used? Discuss use of fire hooks and why buildings were pulled down. This was for the common good. Some buildings had to be sacrificed so that others could be saved. Compare to current day fire service – possible visit from fire service. OR virtual tour of fire cab:

<https://roundme.com/tour/215242/view/594634/>

Adversity, Resilience, Common Good, Sacrifice

Silhouette picture



Children look at and discuss pictures/drawings/paintings and interpretations of the fire of London. Children to draw and cut their own silhouette of London skyline during the great fire. Children to also create the red, orange, yellow background

Design and Make Tudor Houses

<http://www.3dhistory.co.uk/interactive-images/tudor-house.php>

Plan, design and make Tudor houses. Create a street in London with the houses and then burn them down. Children to observe how quickly the fire spreads because they are so close to each other. Emotions – how would you feel if that was your house? Think about how you would report on this.

Adversity, Resilience, Common Good, Sacrifice

Report about The Great Fire Of London



Recap all of our learning so far about The Great Fire of London. Play chronological order game – <http://www.fireoflondon.org.uk/game/> Children to make notes while we are playing the game. Children to then use their notes to write a non-chronological report about The Great Fire of London.

Adversity, Resilience, Common Good, Sacrifice

Oracy Outcome – Radio Broadcast



Children to broadcast the events of The Great Fire of London. Use timelines to put events in the correct order. Interview Samuel Pepys about what he thought and how he escaped.

Adversity, Resilience, Common Good, Sacrifice

Art and Design (KSI):

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



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