

Big Question: How did London change after the fire?			
Year 2	Skills	Knowledge	Suggested Outcomes
Chronological Understanding	Order 3 or more people or events on a timeline. Use simple historical vocabulary e.g. recently, before, after, now, later, past, present, living memory, beyond living memory Recount changes in own life over time Identify similarities and differences between periods	Chronological understanding of when 1666 was and a wider overview of the period. Understanding of London in 17 th Century Chronological understanding of the events of the Fire	Research materials used and styles of homes in 17 th C London. Make 3D models and 2D collages of Tudor homes. Examine the accounts of Samuel Pepys - discuss reliability.
Knowledge and understanding of past events, people and changes in the past	Use information to describe the past. Use information to describe differences between then and now. Recount main points from a significant event in history. Uses evidence to explain reasons why people in past acted as they did.	Investigate how London has changed: buildings, people, transport Understanding of what caused the Great Fire of London and its spread Facts about the Great Fire of London Looking at primary and secondary sources - Samuel Pepys and his diary. St Paul's Cathedral and the prominence of Christopher Wren Rebuilding of London after the fire London after the Great Fire Modern fire safety and the Fire Brigade.	Re-enact the Great Fire of London and gather quotes to write a newspaper article. Visit from 'Mr Pepys' will be the catalyst for the class to become estate agents. Write a diary Introduction to St Pauls cathedral by examining paintings, drawings and photographs. Design and make own cathedral. Create a fact-sheet about fire-safety today. Report about how London changed after the fire Write a range of poems using the senses Drama
Historical interpretation	Look at books, paintings, diary extracts (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understand why some people in the past did things. Consider the reliability of these different sources		
Historical Enquiry	Look carefully at pictures or objects to find information about the past. Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimate the ages of people by studying and describing their features.	Vocabulary Timeline Chronological Order Primary Source Secondary Source Reliable Past Present Living memory and Beyond living memory Recent memory Further in the past Decade Century Primary and Secondary sources Eye-witness Point of view Fact Douse Embers Scarce Extinguished Leather bucket Human Chain Squirters Fire posts Fire hook Gun powder Thatched roof Wattle and daub Fire Break Timber frame Cathedral Diocese Mayor Government	Websites Pudding Lane Productions, Crytek Off The Map - YouTube Before the Great Fire of London - YouTube https://www.youtube.com/watch?v=DSH81jl-uAk https://www.youtube.com/watch?v=Oed6lNI453E
Organisation and communication	Describe objects, people and events. Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, events and objects from the past.		