



## Year 2 History

### Great Fire of London Event beyond living memory

| Key Knowledge   | Key Skills   | Key Vocabulary ( with definitions)   | Key Questions  |
|---|--|--|--|
| <p>To know how people know about the fire.</p> <p>To know that one of the ways is through Samuel Pepys diary</p> <p>To know who Samuel Pepys was</p> <p>To know how, when and where the fire spread</p> <p>To know how the fire was fought</p> <p>To compare how fires are fought then and now</p> <p>To know how and when the fire stopped</p> <p>To know how many people died</p> <p>To know what happened to London after the fire</p> <p>To understand Charles II's role During the fire and in planning the rebuilding of London</p> | <p><b>Chronology</b></p> <p>To be able to order objects (or pictures) according to age into 'then and 'now'</p> <p>To be able to order events according to a simple chronology</p> <p><b>Characteristics of events/ people inc. changes over time</b></p> <p>To study an event from living memory and to be able to place it along a timeline, using historical vocabulary</p> <p>To be able to understand and talk about an event from beyond living memory</p> <p><b>Sources</b></p> <p>To know how we find out about the past</p> <p>To begin to describe differences and similarities between artefacts</p> <p>To be able to choose and use parts of stories and source material to show their understanding of the features of events</p> <p>To use a range of sources to find out about the past, through primary sources- (trip to the museum)</p> <p>To be able to identify different ways in which the past is represented (Samuel Pepys diary)</p> <p>To confidently describe the differences and similarities between artefacts</p> | <p>Vocabulary of past and present, 'before', 'after', 'began', 'first', 'next', 'then', 'at last', 'finally'. 'modern',</p> <p>To include simple phrases such as ' a long time ago' and recently',</p> | <p>How do we know about events beyond living memory?</p> <p>What changed after the fire of London?</p> <p>Why was Samuel Pepys a significant person?</p> |



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#### Outcome.

NC statement : events beyond living memory that are significant nationally or globally

By the end of the unit, children will be able to describe events from the past using a large range of vocabulary. They will know the main events of the fire in the order in which they happened. They will know what changes took place as a result of the fire.

#### Useful links

The Museum of London has a range of resources to support teaching

[https://www.museumoflondon.org.uk/museum-london/great-fire?qclid=EAlalQobChMI6Z\\_alorA9QIV14jVCh1LKAGuEAAAYASAAEgLeO\\_D\\_BwE](https://www.museumoflondon.org.uk/museum-london/great-fire?qclid=EAlalQobChMI6Z_alorA9QIV14jVCh1LKAGuEAAAYASAAEgLeO_D_BwE)

The London fire brigade have a really useful page of information in the fire as well as information about the changes after the fire

<https://www.london-fire.gov.uk/museum/history-and-stories/the-great-fire-of-london/>

National archives has online sources to view

<https://www.nationalarchives.gov.uk/education/resources/fire-of-london/#:~:text=On%20Tuesday%2C%20King%20Charles%20II,the%20Great%20Fire%20of%20London.>

For teachers- some more detailed information on the role of Charles II

<https://www.historyanswers.co.uk/kings-queens/litvinenko-doctors-new-evidence-was-james-vi-and-i-was-poisoned-by-his-lover/>