



History Topic: What caused the Great Fire of London?

Year: 2 Term: Autumn 1

Key Knowledge/Content:

- **Chronological understanding-** Know the chronological order of events in the Great Fire.
- **Historical enquiry-** Ask questions we could ask Thomas Farriner, who was the baker believed to be responsible for the fire.
- **Interpretations of the past-** Understand the events, looking at different sources of information.
- **Knowledge and understanding-** Know how Samuel Pepys's diary entries support our understanding of the fire.
- **Compare and contrast-** Compare London in 1666 to the changes made after the fire.

Links to:

Prior learning:

To learn about the Gunpowder plot, which occurred in 1605.

Future learning:

To learn about and compare other important Kings and Queens from the past.

Key vocabulary with definition:

Prior vocabulary:

- Gunpowder- An explosive material.

New vocabulary:

- London- The capital city of England.
- King Charles I- The King of England during the Great Fire.
- River Thames- The large river that runs through London.
- Thomas Farriner- The baker on Pudding Lane who was believed to have started the fire.
- Samuel Pepys- A writer who kept a diary during the Great Fire.
- Eye-witness- Someone who sees something first hand.
- Populated- Lots of people in one place.
- Embers- A small piece of burning wood from a fire.
- Flammable- A material that burns easily.
- Bakery- Where bread and cakes are made, often in a large oven.

By the end of this unit

All children can: **retell** the story of the Great Fire of London and **understand** why the fire spread so quickly through London.

Most children can: **ask questions** to understand whether Thomas Farriner was to blame and **retrieve** information from Samuel Pepys's diary entries.

Some children can: **explain** what changes needed to be made after the Great Fire and **compare** London houses from 1666 to today's.

Background understanding for teachers and parents:

This unit will be focused on the Great Fire of London. Children will use a range of sources (including pictures, maps and diary extracts) to grasp a deeper understanding of the event.

Curriculum Driver (one):

Healthy Lifestyle

Evidence outcome:

Understand how to keep ourselves safe and know how the emergency services can support us in dangerous situations.