

National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.
- Pupils should be taught about changes beyond living memory that are significant nationally.

Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, London, fire, The Thames, wooden houses, thatched roof, bakery, baker, narrow streets, Pudding Lane, Samuel Pepys, diary, Thomas Farriner, spark, spreading, bury cheese and wine, fire hook, pumps, buckets, Christopher Wrens, strong winds, collapsed, King Charles II, fire-break, gunpowder, St Paul's Cathedral, destroyed, died, disease, overcrowded,

Snapshot overview

What is change?
Understanding of beyond living memory (significant event that happened).

Sequencing, chronology of events (timeline).
Links to previous events taught

Key facts,

Aspects of change, how life/things have changed since

History Medium Term Planning

Year Group: Year 2

Topic: Great Fire of London

	Learning Objective	Input (including key questions and vocabulary)	Task including scaffold and challenge	How will the learning be assessed?
Session 1	I can discuss a memory.	<p>Discuss with children what a memory is, tell children to discuss with their partner a memory from their past. List the way people remember things.</p> <p>Discuss with children what the word change means. Can they think of anything in their lifetime that has changed? Can they think of anything in the world around them that has changed over time? (e.g. internet, t.v., i-pads etc)</p> <p>-Look at school timeline to re-cap what a timeline is and the people/events that they have already learned about and how they changed things (e.g. Florence Nightingale -</p>	<p>Support:</p> <p>TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. Use this to facilitate discussion.</p>	Discussion.

		<p>change in hospitals; Guy Fawkes - change in Parliament)</p> <p>Show video clip of Magic Grandad and the Great Fire of London - discuss who Samuel Pepys was, what was the fire of London etc. (TA to record key facts for WW)</p> <p>Plenary: Vocab flashcards (GFoL PowerPoint): Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, London, fire, The Thames, wooden houses, thatched roof, bakery, baker, narrow streets, Pudding Lane, Samuel Pepys, diary, Thomas Farriner, spark, spreading, bury cheese and wine, fire hook, pumps, buckets, Christopher Wrens, strong winds, collapsed, King Charles II, fire-break, gunpowder, St Paul's Cathedral, destroyed, died, disease, overcrowded.</p>		
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<p>Session 2</p>	<p>I can find out information about the Great Fire of London from a variety of different sources.</p>	<p>Vocab flashcards (GFoL PowerPoint): Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, London, fire, The Thames, wooden houses, thatched roof, bakery, baker, narrow streets, Pudding Lane, Samuel Pepys, diary, Thomas Farriner, spark, spreading, bury cheese and wine, fire hook, pumps, buckets, Christopher Wrens, strong winds, collapsed, King Charles II, fire-break, gunpowder, St Paul's Cathedral, destroyed, died, disease, overcrowded (re-cap previous session).</p> <p>Give children 'News Reporter' stickers and put into groups of 4 (in tables). Teacher to give a question to each table and children have to research answer, using a range of different sources, and note on sugar paper for WW. Children to move round each table (5-10 minutes each) to answer each question. Feedback to class. Ensure complexity of</p>	<p>Support: TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. Use this to facilitate discussion. TA to stay with support during round robin and quiz (scribing answers).</p> <p>Challenge: When answering questions use technical vocabulary from the powerpoint. Challenge question: How do you think people felt? (for each section).</p>	<p>Discussion</p>
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		<p>answers matches ability.</p> <p><u>Key Questions:</u></p> <p>How did the fire start?</p> <p>How did the fire spread?</p> <p>How did they stop the fire?</p> <p>Who was Samuel Pepys?</p> <p>Plenary: At tables children (in pairs) to answer short quiz using facts they have learned so far.</p>		
Session 3	I can sequence key facts about the GFoL.	<p>Whole class quiz based on questions from previous lesson.</p> <p>Teacher discuss what a sequence is and when they might be used.</p> <p>Recap information already learnt about GFoL.</p> <p>Children to be given A3 piece of paper and pictures of key events of the whole GFoL to sequence as a timeline (e.g. on Monday evening the fire spread close to the Tower of</p>	<p>Support: TA to have questions and answers in zippy wallets for them to match up. Have 4-6 pictures to stick on and label with support from TA.</p> <p>Core: Have 6-8 pictures and write a caption with the vocab.</p>	Discussion

		<p>London).</p> <p>Plenary: retell story of GFoL to the child sitting next to them - complexity to match ability.</p>	<p>Extension: 8-10 pictures and write a caption with vocab and how people would have felt.</p>	
<p>Session 4</p>	<p>I can ask questions to retrieve information on the Great Fire of London.</p>	<p>Vocab flashcards (GFoL PowerPoint): Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, London, fire, The Thames, wooden houses, thatched roof, bakery, baker, narrow streets, Pudding Lane, Samuel Pepys, diary, Thomas Farriner, spark, spreading, bury cheese and wine, fire hook, pumps, buckets, Christopher Wrens, strong winds, collapsed, King Charles II, fire-break, gunpowder, St Paul's Cathedral, destroyed, died, disease, overcrowded (re-cap previous session).</p> <p>Show pictures of the Great Fire of London – burning buildings. Discuss what they see in the pictures. Explain to children that Samuel</p>	<p>Support:</p> <p>TA to sit with support and, using flashcards of powerpoint, discuss vocab and what it means. Use this to facilitate discussion. TA to support children coming up with 1 question each. TA to sit with support and re-cap some answers.</p> <p>Challenge: Individually add to the key information that they found out, using the powerpoint vocabulary, and share as a class.</p>	<p>Discussion</p>

	<p>Pepys is coming in to answer questions that they have because he was there at the time. Children generate questions they would like to ask</p> <p>e.g. How did you feel when you saw the fire? Why did you bury your cheese and wine? Why did the fire spread so quickly? How long did the fire burn for? How did you feel after the fire stopped?</p> <p>Hot seat Samuel Pepys. Re-cap in classes what they have learnt (TA/whole class to record on sugar paper for WW) (Extension group to bring in clipboards to write notes of the answers).</p> <p>Plenary: Add event to school timeline and talk about what came before and after.</p>		
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<p>Session 5 and 6</p>	<p>I can recall key events relating to Samuel Pepys.</p>	<p>Vocab flashcards (GFoL PowerPoint): Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, London, fire, The Thames, wooden houses, thatched roof, bakery, baker, narrow streets, Pudding Lane, Samuel Pepys, diary, Thomas Farriner, spark, spreading, bury cheese and wine, fire hook, pumps, buckets, Christopher Wrens, strong winds, collapsed, King Charles II, fire-break, gunpowder, St Paul's Cathedral, destroyed, died, disease, overcrowded (re-cap previous session - sequencing).</p> <p>As a whole class watch the following on Samuel Pepys and pick out key information: https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt</p> <p>Discuss what a diary is, ensure children understand what first person is and features of</p>	<p>Support: TA to sit with support and, using flashcards of powerpoint, recap vocab and what it means. Watch video with class. TA to scaffold writing a diary e.g. picture of first part - discuss - then children to write 2 sentences; picture of second part - discuss and write 2 sentences etc.</p> <p>Challenge: Ensure complexity meets ability. Children to include how Samuel Pepys was feeling and expanded noun phrases (link to history).</p>	<p>By outcome</p>
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		<p>a diary. Teacher to show example Samuel Pepy's diary entry (not in code) and, as a whole class, pick out the features such as writing in first person, date, Dear Diary etc.</p> <p>Children to write their own diary entry as Samuel Pepys using the key vocab and key features. Children to use WW, answers from hot-seating Samuel Pepys and the sequencing from previous sessions.</p>		
<p>Session 7</p>	<p>I can discuss how the Great Fire of London has impacted life today.</p>	<p>Ask children what they suggest could be changed to make sure the GFoL doesn't happen again.</p> <p>Use interactive Magic Grandad and GFoL vocab PowerPoint to facilitate comparison of what buildings were like then and now and how the fire service has changed using discussion.</p>	<p>Support: TA to sit with support and, using flashcards of powerpoint, recap vocab and what it means.</p> <p>Support: use pictures to sort through then and now (e.g. picture of fire hook and picture of hose) to sort into the correct column. Label the</p>	<p>By outcome</p>

		<p>Give children following table:</p> <table border="1" data-bbox="591 306 1279 480"> <thead> <tr> <th data-bbox="591 306 936 392">Then</th> <th data-bbox="936 306 1279 392">Now</th> </tr> </thead> <tbody> <tr> <td data-bbox="591 392 936 480"></td> <td data-bbox="936 392 1279 480"></td> </tr> </tbody> </table> <p>and ask children to fill in the differences between houses then and now and fire service then and now. Use the vocab powerpoint and information already taught to help with this.</p> <p>Plenary: feedback the differences</p> <p>Quiz: Where did it start? Why did it spread so quickly? How many days did it burn for? What do we know about Samuel Pepys? What did we learn from this?</p>	Then	Now			<p>differences.</p> <p>Core: write the differences between houses and the fire service then and now</p> <p>Extension: write the differences between houses and the fire service then and now and add detail about how these items were used (e.g. how a fire hook was used compared to how a hose is used).</p>	
Then	Now							

Impact:

To be able to find out about the past from different sources of information. I.e. books, photos, videos, paintings, internet, Samuel Pepys's diary.

To be able to recount the 4 main events of the Great Fire of London. 1. It started in a bakery in Pudding Lane. 2. It spread quickly because the houses were close together and made of wood. 3. It burned for 5 days. 4. Samuel Pepys and his diary.

To be able to say how houses have changed since the Great fire of London. Houses are now made from brick rather than wood. Houses are now further apart. Thatched roofs are now less common.