

YEAR 2 – THE GREAT FIRE OF LONDON

How did a small fire in a bakery change London forever?

TIER 2

VOCABULARY

Chronological order,
Trustworthy,
Perspective, Bias,
Reliable, Possessions

TIER 3

(VOCABULARY)

Wattle and daub, Fire
hook, Primary Source,
Thatched, Flammable,
Eye witness, Monument

WHAT DO I ALREADY KNOW?

- I know that words like past, present, yesterday, and long ago help us talk about time.
- I know how to put old events on a timeline, like when the dinosaurs lived.
- I know that life in the past looked very different from how we live today.

KNOWLEDGE	SKILL
I can find 1666 on a timeline and spot how old London looked different	CHRONOLOGY Putting events in time order
I can explore old fire-fighting tools and find out how they worked.	ARCHAEOLOGY Learning form old objects and remains
I can explain why wooden, thatched houses made the fire spread so fast.	ARCHAEOLOGY Learning form old objects and remains
I can read Samuel Pepys' diary and use it to write my own diary entry.	SIGNIFICANCE Explaining why an event or person mattered
I can discover why the Baker and the King told different stories about the fire.	HISTORIOGRAPHY Looking at different stories about the same event
I can show how London changed for the better with safer brick houses.	CHANGE Finding out what became different over time

KEY PEOPLE

Thomas Farriner
Samuel Pepys
King Charles II