

Morpeth First School Knowledge Organiser

Topic: Events beyond living memory	Year group	Spring 2
Great Fire of London	Year 2	6 sessions

Background knowledge

The Great Fire of London swept through the central parts of London from Sunday 2nd September to Thursday 6th September 1666.

The fire started at 1am on Sunday morning in Thomas Farriner's bakery. The fire spread easily because London was very dry after a long, hot summer and the houses in London were made from wood and straw and were built close together.

Much of what we know about the fire comes from the diary of Samuel Pepys who wrote an eye-witness account of the events of the fire.

In 1666 Charles II was the monarch (king) and ruled with the help of Parliament. England was at war with the Dutch and French. There was religious conflict between the Protestants and Catholics.

Resources

Twinkl - Great Fire of London,
History Rocks - Great Fire of London song

What should I already know?

I can begin to describe similarities and differences in artefacts. I can find answers to simple questions about the past from sources of information

I can sequence events and objects into chronological order.

I can begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.

I can sequence photographs etc from different periods of time

I can find out about people and events at other times.

National Curriculum Objectives / Key Skills	The Journey
<p>Chronological understanding Sequence photographs etc from different periods of their own lives Describe memories of key events in their lives</p> <p>Range and depth of historical knowledge Identify similarities and differences from artefacts / photographs and pictures. Identify differences between ways of life in different times. Use drama to develop a sense of empathy and understanding.</p> <p>Historical enquiry Discuss the effectiveness of a source Learn from historical sources. Observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Organisation and communication Communicate their knowledge through discussion, drawing, drams, writing and using ICT</p>	<ol style="list-style-type: none"> 1. Compare pictures of London now and in the 17th century. How different were houses/ buildings, transport and people in those two times? Consider how life in 1666 is different from your own life. Use the internet for further research. 2. Compare how people live in present day London to 1666. Consider what it would be like to be rich or poor , what happened if you got ill and what type of jobs did people do in the 17th century? Find out who was the monarch and know that England was at war with the Dutch and French at this time. Discuss that there was tension between religious groups at this time 3. Order the events of the Great Fire into correct chronological order. Give reasons why it spread so quickly, such as; wooden houses built close together, strong wind etc. 4. Be history detectives and look at the diary of Samuel Pepys. Understand that his diary is a source of information that informs us about the fire. 5. Find out how London was rebuilt and show how it was made safer. 6. Use drama and hot-seating to recall the events of the great fire in correct order. Write a report about the fire.

Cultural Capital

Use of drama will provide children with an opportunity to develop their skills and knowledge in personal as well as academic ways. This helps children to further weigh up evidence and develop arguments - skills which are invaluable for their education and future lives.


Research on laptops and ipads, good quality pictures and photographs of London now and then will deepen their understanding of the unit of work and help to develop their skills of inquiry and enjoyment of learning.

Outcomes

Developing: I am beginning to develop an awareness of the past and can find out some ways in which London has changed. I can understand that life was very different in 1666 and give some examples. I can say how and where the fire started and think about the sequence of events. I am beginning to understand that we use different sources to find out about a historical event. I can show what I have learned about the Great Fire of London and about London in 1666

Secure: I am developing an awareness of the past and can find out some ways in which London has changed. I can compare past and present London and say what things are different and similar. I can understand that life was very different in 1666 and give some examples. I can say how and where the fire started and think about the sequence of events. I can explain why historical sources are helpful to find out more about the Great Fire. I can show what I have learned about the Great Fire of London and about life in London in 1666.

Mastery: I am developing an awareness of the past and can find out some ways in which London has changed. I can compare past and present London and say what things are different and similar. I can understand that life was very different in 1666 and give some examples. I can say how and where the fire started, why it spread so quickly and sequence the events correctly. I can explain why historical sources are helpful to find out more about the Great Fire. I can show what I have learned about the Great Fire of London and about life in London in 1666 including who ruled the country.

Key Vocabulary	Timeline / Diagrams
<p>eyewitness - a person that observed the event</p> <p>sequence - put in order</p> <p>capital city - the city that functions as the seat of government</p> <p>century - a period of 100 years</p> <p>17th century - the period from 1600 - 1699</p> <p>source - a book or document or artefact that gives information about the past.</p> <p>Expected vocabulary for this unit of work; monarchy, ruler, law. war. peace, religion, government, parliament, Catholic. Protestant, era, period, year, decade, century, chronological order, timeline,</p>	

Key people / places
<p>1666</p> <p>Samuel Pepys</p> <p>London</p> <p>King Charles II</p>

Assessment questions / outcomes

1. Name some of the ways that London has changed since the 17th century.
2. What type of jobs did people do in 1666?
3. How did the Great Fire start? Why did it spread so quickly?
4. How do we know about the Great Fire of London?
5. How was London rebuilt after the fire?