



History- The Great Fire of London (Year 2)

Outcome: create Tudor houses featuring common materials used in 1666.

Prior skills

Prior skills from Travel and Transport and Toys, past and present.



- To use a selection of historical sources to make comparisons.
- To use sequencing and timelines to order events in the past.
- To use suggest similarities and differences between periods of time.

Ideas and inspiration:



Tudor houses.



Pudding Lane-bread making.



Vocabulary:

- Thomas Farriner
- Monument
- Thatched Roof
- Wooden beams
- Diary
- Samuel Pepys
- The Tower of London
- Flames
- Ash
- River Thames
- Leather Bucket
- St Paul's Cathedral

Developing Knowledge

Historical perspective		Working Towards	Within	Expected	Above
	To know what the fire was, how it started and what impact it had on people lives				
	To know who Samuel Pepys was and how he contributed to what we know today through his diary.				
	To recognise features of London's settlements and how these impacted the fire.				
	To describe what life was like after the fire and how it impacted the future architecture.				
Historical comparisons		Working Towards	Within	Expected	Above
	To compare life pre and post the Great Fire.				
	To compare modern life to life during 1666.				

Developing skills

Historical enquiry		Working Towards	Within	Expected	Above
	To use a range of historical sources (paintings/diary) and artefacts to identify what life was pre, post and during the Great Fire of London.				
Historical chronology		Working Towards	Within	Expected	Above
	To progress in chronological understanding using timelines for the events of the 5 days of the Great Fire.				
	To use dates to show when the fire was.				
	To use phrases and common words relating to the passing of time.				

Highlights: _____
