



YEAR 2 HISTORY: THE GREAT FIRE OF LONDON - LONG-TERM PLAN

PHILOSOPHICAL QUESTION

Can bad things turn out to be positive?

HISTORICAL QUESTION:

How did the Great Fire of London change life for people at the time?

LONG-TERM PLAN

Week	Threshold Concept	Content	Knowledge	Interactive Activities
1	Investigate and interpret the past	Discuss the Philosophical Question. What are the children's views? What is the children's opinion of the historical question? What questions do they have? What would they like to find out?	Positive - a desirable or constructive quality	Children to record their answers via writing, drawing, audio, video and then stored somewhere to re-discuss at the end of the block. Extension: Use drama or role-play to act out scenarios where a bad event may have good consequences.
2	Build an overview of world history	What were the streets of London like before the fire broke out?	London had narrow, cramped streets. Houses were made of wood and straw, often jettied.	Build a model street using cardboard; Compare photos of modern vs. 1666 London; Role-play walking through a cramped street.
3	Investigate and interpret the past	Where did the fire start, and why did it spread so quickly?	Fire started in a baker's house on Pudding Lane. Wind and wooden houses helped it spread.	Fire simulation with tissue paper and fans; Map activity tracking fire spread; Vocabulary sorting.
4	Understand chronology	How did they try to stop the fire? Why did it spread so far?	No organised fire service. Navy blew up houses to stop the fire.	Timeline creation using key dates; Drama scenes of escape and firefighting; Decision-making game.



Scotholme Primary - Discover (History LTP)

5	Investigate and interpret the past	How do we know about the fire?	Pepys kept a diary that tells us about the fire.	Diary writing as Pepys; Hot-seating Pepys; Compare diary vs. modern history book.
6	Build an overview of world history	What good came from the fire? How did London change? Was this for the better?	13,200 houses destroyed. St. Paul's rebuilt over 35 years.	Rebuilding challenge; Sorting activity of changes; Art project of before and after scenes.
7	Communicate historically	Children to create an Enliven project (in groups or individually) to show what they have learnt about the Great Fire of London	Vocabulary: 'in the past,' 'then and now,' 'over time.'	Class debate; Philosophical circle; Create a museum exhibit.
8	Communicate historically	Reflection of the unit of work	Reflect on the big questions.	Reflective writing: "What have we learnt from a bad situation?"



APPENDIX:

THRESHOLD CONCEPTS

Investigate and interpret the past	<p>Greater level of questioning, such as why events happened, in what order and what can we learn about the past?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the games.</p> <p>Identify some of the different ways the games have been represented.</p>
Build an overview of world history	<p>Describe historical events and people.</p> <p>Compare and contrast the rules of the ancient world and the current approach to equality and fairness.</p> <p>Recognise that attitudes were very different in the past and how this has changed.</p>
Understand chronology	<p>Place events and artefacts in order on a time line.</p> <p>Recount significant changes that have occurred in the history of the games.</p> <p>Use dates where appropriate.</p>
Communicate historically	<p>Use words and phrases such as: in the past, over time, then and now to refer to different periods in history.</p> <p>Demonstrate an understanding of how attitudes have changed over time.</p>



The Great Fire of London

2 nd September 1666	3 rd September 1666	4 th September 1666	5 th September 1666	6 th September 1666	Afterwards
The fire starts in a baker's house in Pudding Lane.	People started to panic when trying to escape the flames. The city gates were closed to stop anyone coming in.	Members of the navy began blowing up houses to try and prevent the fire from spreading any further. St. Paul's started to burn.	Most of the fire was under control. The wind started to reduce.	Most of the fire is put out.	13,200 houses were destroyed. St. Paul's was rebuilt. It took 35 years to complete.

Key Vocabulary	
Baker	Somebody who cooks bread using a fire
Cramped	To have no space
Hazard	A potential danger
Jettied	An upper floor sticks out into the street further than the floor below
Narrow	Not very wide
Polluted	Hazardous substances in something we need
Wind	This was the main reason the fire spread so far.

Samuel Pepys Diary

- Started writing a diary in 1660
- Recorded events over many years from the weather to the events during the Great Fire of London.
- We know lots about the fire because of his diary.

- Putting the fire out**
- There was no organised fire service in London at the time.
 - Water was brought from the river to help put the fire out.
 - The wind was incredibly strong for several days, spreading the flames.
 - The wind died down on Wednesday but changed direction and started blowing the fire towards the Tower of London.
 - Many buildings were blown up using gunpowder to remove the fuel for the fire.

London was built with houses very close to each other in narrow, cramped streets. Most houses were built from wood and had straw on the roof. Houses were also jettied - this meant that they were built further outwards on each storey, so the tops of the houses were very close to the buildings opposite.





ASSESSMENT OPPORTUNITIES

- Diary entry as Samuel Pepys to assess understanding of historical perspective.
- Timeline activity to evaluate chronological understanding.
- Rebuilding challenge to assess knowledge of changes post-fire.
- Class debate to assess ability to communicate historically.
- Museum exhibit presentation to assess confidence and clarity in the things they have learnt.

POSSIBLE QUESTIONS TO DEBATE

Historical Enquiry Questions

Linked to the Philosophical Question

- Was the *Great Fire of London* a disaster or a chance to make things better?
- Can something scary (like a fire) help people learn and improve?
- Is it fair that people had to lose their homes to make London safer?

Linked to the Historical Question

- Should people have rebuilt London differently after the fire?
- Was it right to blow up houses to stop the fire?
- Would London be safer today if the fire had never happened?

Empathy and Perspective

- If you were Samuel Pepys, what would you save first—your cheese or your diary?
- Should the King have helped more people after the fire?
- Would you rather live in London before or after the fire? Why?

Values-Based (Change, Success, Fairness)

- Is it fair that poor people lost more than rich people in the fire?
- Was rebuilding London a success?
- Should everyone have had help after the fire, or just some people?