Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The Great Fire of London (Year 2)

Unit Title: Would the Great Fire of London happen today?

Intent (II. Unit Overview):
History: Keeping with the focus of British history, the children will be introduced to a significant event and learn about the various viewpoints of the incident. It will give the children the opportunity to look at events from different perspectives and gain an understanding as to the reason why people acted in the way they did and the impact this had on society, both then and now. Children will begin to investigate questions such as 'Was the Great Fire of London a positive event in British history?' where children will begin to debate the answer through their interpretation of sources of primary and secondary evidence and resulting events from the Great Fire. The children will consider the impact it had on various aspects of life such as materials used then and now for housing, how this impacted on the fire service then and resulted in our fire service today. We will be looking at London the Capital city as the key areas of focus; human and physical features of London: man made features and natural features i.e. Thames and the effect they had on the fire, to use maps to compare London before and after the fire, to use maps to identify start of the fire and how much of London it consumed, to use maps of London today to compare London of the past. Art: Within this unit of work, the children will learn of the terror of 1666 in which 'The Great fire of London' caused. The children will have thought about how the inhabitants would have felt losing their homes and loved ones. Within Art and Design, the children will observe how the Baroque style used emotion and movement to depict this era. The children will then portray their own imagination of 'the great fire' in the style of the Barque movement communicating movement and rich emotion. The children will recall their use of tone in the Visscher black and white pencil drawings, however when working in the Baroque style the children will be encouraged to use a paintbrush and colour to create tone. How? Using tones and tints of white and black mixed to their chosen colour to create depth of their painting. The children will use a range of brush strokes to create movement within their painting, The pieces created should all be individual and portray their own learning of the Great fire of London.

1. **Conceptual Lens**

Main Concepts:	Secondary Concepts:

Great Fire of London
• Interpretation (H)
• Perspectives (H)
	Continuous concept:
	• Chronology (H)
	• Continuity and Change
	  • Colour A
	  • Interpretation A
	  • Emotion A

2. Web Strands

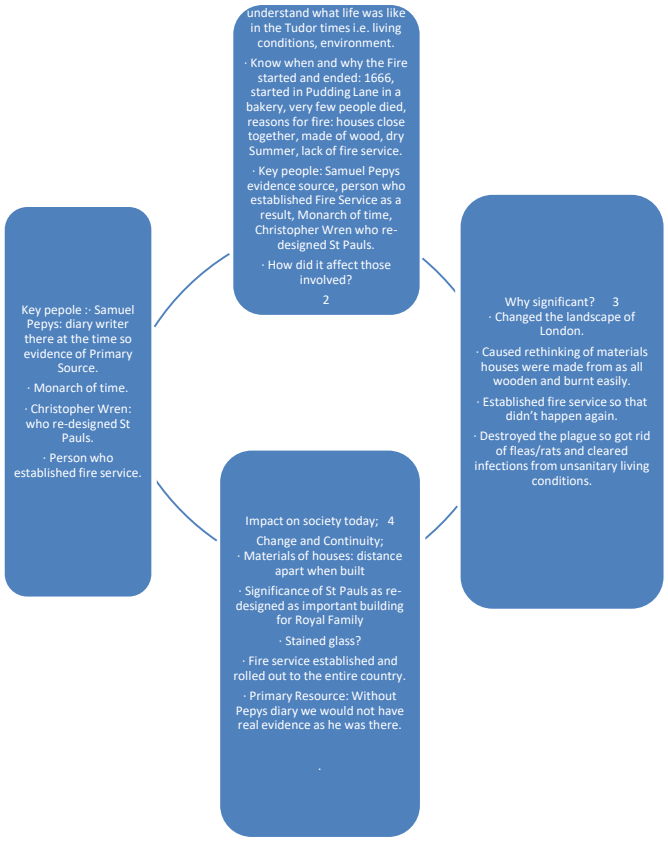
History Main	Art Secondary

3. Unit Web

Include major headings in a learning sequence.

Key Strands:

- Why significant?
- Main Events.
- Key people
- Perspectives



Key Learning		
	•	
7. What we would like children to know	4. What we would like children to understand (generalisations)	8. What we would like children to be able to do
• <u>Significance</u> • Children will be able to describe significant people from the past. • They will explain how they have contributed to their lives now. • Why significant? His diary gives a true account of events as they happened as he was there at the time so it is a primary source. Without this we wouldn't know as much about it . • .	❖ Events beyond living memory that are significant nationally or globally ❖ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<u>Significance</u> **Children will be able to:** • Recount changes that have occurred in their own lives. • Suggest future changes could happen / are likely to happen in their own life • Describe changes that have happened in their school locality. • Explain, list, describe. • Explain that people who are older will have seen more changes Prior learning: Whilst studying 'Wolstanton;' a topic of our local area in Autumn 1 Year 1, Children have begun to recount changes that have occurred in their own lives. Similarly, they have had to suggest a range of future changes that could happen / are likely to happen in their own life from this. In order to help with this, they were asked to describe changes that have happened in their school locality; explaining, listing and describing in order to do this.

		Finally, they had to explain that people who are older will have seen more changes. These skills will all be built upon and developed this throughout this current unit. Children have learned about the events of the Gunpowder Plot and the timeline associated with this. Future learning: In the next academic year children will learn to describe changes that have happened in the locality of the school throughout history (school building, layout, lessons, town plans, buildings, expectations of children, employment). They will discover the types of questions that are needed to learn from changes that have happened answer and devise historically valid questions about change. Finally, they will be asked to suggest changes that happen linked to; technology, transport links, buildings, land use, conflict (see conflict concept)
Continuity and Change: **Children will know:** • recount changes that have occurred in the landscape and fire service • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • explain, list, describe – use the verb to support this.	Continuity and Change: **Children will understand:** • that over time some things change and some things stay the same • That changes can happened in different areas of their life e.g. family, friends, technology, buildings, surrounding areas etc. • That 'change' refers to something that is obviously different from what occurred previously. Prior learning:	Continuity and Change: **Children will be able to:** • Recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • Describe changes that have happened in their school locality. • Explain, list, describe. • Explain that people who are older will have seen more changes • over time some things change and some things stay the same

Explain that people who are older will have seen more changes Prior learning: Children studied local area of Wolstanton and the continuity and change of the area. Future learning: In Year 3 they will study Anglo Saxons and Vikings to 1066.	In Year 1 children studied local area of Wolstanton in relation to how some things have changed and others stayed the same. They will use their skills to look at London and the way of life in the 1600s and how certain things have stayed the same whilst others have changed. Future learning: Future learning: Children will learn about the Anglo Saxons and Vikings in Year 4 linked with the concept of continuity and change.	• changes can happened in different areas of their life e.g. family, friends, technology, buildings, surrounding areas etc. • 'change' refers to something that is obviously different from what occurred previously. Prior learning: In Year 1 children studied local area of Wolstanton in relation to how some things have changed and others stayed the same. They will use their skills to look at London and the way of life in the 1600s and how certain things have stayed the same whilst others have changed Future learning: Future learning: Children will learn about the Anglo Saxons and Vikings in Year 4 linked with the concept of continuity and change.

Generalisations	Guiding Questions: F = Factual(approx. 4); C = Conceptual (approx. 3); D = Debatable (approx. 1 or 2)
Interpretation: Historical interpretation is the way people in later times explain people, places and events in history. It has been said that the concept interpretation is the national curriculum's 'jewel in the crown'. When pupils use the concept of 'interpretation' they are thinking and evaluating the historical information they have been presented with.	• When did fire begin? (F) • What was London like in 1666? (C) • What is it like now? (C) • Why did fire begin? (F) • Where did the fire begin? • How do we know about the fire? (F) • What did they use to put the fire out? (F) • Was it adequate? (F)

What parts are factual, which are points of view or imagined.	• What has changed as a result of the Great Fire of London? (C) • Why is the Great Fire of London significant? (C) • What is the biggest impact that the Great Fire of London has had on our lives today in Wolstanton? (D) • Were there any positive effects from the Great Fire of London? (D)
Perspectives: Perspectives are an important part of historical inquiry. Perspectives can be explained as a point of view – a personal explanation of what people believe is going on around them. Points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. Historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. As historians it is therefore important that we take into consideration the different values and beliefs that have affected the lives of people in the past.	• How do we know about the fire? (F) • What did they use to put the fire out? (F) • Was it adequate? (F) • What has changed as a result of the Great Fire of London? (C) • Why is the Great Fire of London significant? (C) • What is the biggest impact that the Great Fire of London has had on our lives today in Wolstanton? (D) • Were there any positive effects from the Great Fire of London? (D) • Link to Covid 19 and how people then experienced traumatic event compared to now. D How do the children think it made them feel? How do they think the people of London reacted?

9. Assessment – Exit Task:

Exit task question **Would the Great Fire of London happen today? True or False? Prove it.**

Open Bus tour as a tour operator. The children are going to write a script to go for a job interview so that can tell visitors as much information as they can about the great Fire of London, what ha

Expected evidence:

Children can apply their knowledge;

- Knowledge is explicit and connected;
- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;
- New information is linked to prior knowledge. Schemas are strong;
- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

Tier 2 Vocabulary

past, history, evidence, sequence, next, then, historian, historical, began, source, chronological, event, account, recount, scale, timeline, years, decades, centuries, civilisation, monarchy, parliament, democracy,

Tier 3 Vocabulary –

Spread, exploded, destroyed, rebuild, bakery, pudding lane, River Thames, St Pauls Cathedral

Timeline:

Sunday 2nd September 1666

- The fire starts at Thomas Farriner's bakery on Pudding Lane.
- As news of the fire spreads, people run to escape from its path.
- Samuel Pepys starts to record the unfolding events in his diary.
- Sunday Evening - Houses are pulled down in an attempt to stop the fire spreading.

Monday 3rd September 1666

- People carry their possessions to safety using boats on the River Thames.
- Carts are banned from going near the fire.
- Monday Evening - The fire spreads very close to the Tower of London.

Tuesday 4th September 1666

- St. Paul's Cathedral is destroyed by the fire.

Wednesday 5th September 1666

- The fire starts to burn more slowly as the wind dies down.

Thursday 6th September

- The fire is finally under control and put out.