

	<p>Year group: Year 2</p>	<p>Area/topic: The Great Fire of London (Autumn 2)</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>Pupils to be taught:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally. • Changes within living memory (fire engines, equipment) • Significant historical events, people and places. 		

Prior learning	Future learning
<p>Children will have learnt about The Gunpowder Plot which happened in the same century and location as The Great Fire of London.</p>	

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children need to know when The Great Fire of London was. • Children need to see when The Great Fire of London happened on a timeline compared to the historical events learnt in Year 1 (Gunpowder Plot, King Charles' coronation and Neil Armstrong walking on the moon) to support with chronology. • Children need to know that events led to the cause of the fire. • Children need to know what happened during the fire. • Children need to be able to compare past and present London to support them in understanding the impact the fire had at the time. 	<ul style="list-style-type: none"> • Sequencing the events of The Great Fire of London including the dates. • Children to learn how the fire started by creating their own miniature city and setting it on fire (with

- Children need to learn about how the event was recorded in history through learning about Samuel Pepys and his diary.
- Children need to know how long the event lasted and how it was stopped.
- Children need to know the impact it had on people's lives and London at the time.
- Children to use sources to retrieve information about the past but consider the reliability and helpfulness of the sources.

Key vocabulary

- **Past** - Seconds, minutes, hours, days, weeks or years ago.
- **Present** - Happening now.
- **Samuel Pepys** - Famous for writing a diary about The Great Fire of London.
- **King Charles II** - The monarch at the time.
- **Thomas Farriner** - A British baker. His shop is where the fire started.
- **Sir Christopher Wren** - An English architect who is best known for designing the monument to The Great Fire of London and St Paul's Cathedral.
- **17th century** - A period of time between 1601 and 1700.
- **London** - The capital city.
- **Pudding Lane** - A small street in London where Thomas Farriner's bakery was.
- **River Thames** - A long river that flows through London. It was used for water.
- **St Pauls Cathedral** - A religious building which was burnt down during the fire.
- **Firefighting** - The act of putting out a fire.
- **Eye witness** - Someone who saw the event happen.
- **Source** - Something that contains historical information.
- **Artefact** - A object made by a human being.
- **Leather bucket** - Used to carry water.
- **Fire hook** - Used to pull down burning buildings.
- **Bakery** - A place where bread and cakes are made.
- **Diary** - A book where peoples thoughts, feelings and events are written in.
- **Thatched houses/roofs** - A roof made from vegetation such as straw and branches.
- **Burning** - When something is on fire.
- **Chronology/chronological** - Ordering events in the order that they happened.

the help of the fire service).

- Step into the role of Samuel Pepys and create their own diary by explaining what was happening at the time.
- Learn the event through music - 'London's burning'.
- Understand how the fire ended through learning the history of the fire service (equipment they used and compare to today).

Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> • The children may get The Gunpowder Plot and The Great Fire of London muddled due to them occurring in the same century and in the same city. • Children may get the dates of The Great Fire of London and The Gunpowder Plot confused. • Children may think everyone died. • Children may think it burnt down everything in London. 	<ul style="list-style-type: none"> • The Great Fire of London - Liz Gogerly • Vlad and the Great Fire of London - Kate & Sam Cunningham. • The Great Fire of London - Jenny Powell • Toby and the Great Fire of London - Margaret Nash & Jane Cope • Who was: Samuel Pepys - Paul Harrison • Why do we remember?: The Great Fire of London - Izzi Howell • The Great Fire of London - Franklin Watts • The Great Fire of London - Stewart Ross • How do we know about...The Great Fire of London - Deborah Fox • The King and the Great Fire - Lynne Benton and Peter Cottrill • The Great Fire of London: Escape by boat - Sally Hewitt
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Creating a miniature model of London and setting it on fire (with the support of the fire services) to understand how quickly a fire can spread. • Parent workshop creating 'Great Fire of London' artwork. • Singing the song 'London is burning'. • Arrange a virtual visit from Thomas Farriner - A live, interactive performance followed by Q&A (Website: www.virtualschoolvisits.com). 	<ul style="list-style-type: none"> • Stepping into the role of Samuel Pepys and thinking about what he might have said or felt. • Singing the song 'London is burning'. • Q&A session with Thomas Farriner

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Visual aids• Pre-teaching the vocabulary• Picture timelines• Consider alternative ways of recording the information• Role play opportunities	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Picture word banks• Writing frames• Videos to support understanding and learning• Additional thinking time• Opportunities to verbalise rather than write their ideas and responses• Consider alternative ways of recording the information e.g. talk tiles• Use a visualiser to enlarge images and text• Thicker lines on sheets for writing responses• Role play opportunities.• Opportunities to handle real artefacts to support learning.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Now and next boards• Allow a quiet space• Give a special role to increase self esteem• Provide visual support - what to do if you are stuck• Movement breaks	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• Consider carpet space position during input• Reduce background noise• Enlarge images and writing• Consider alternative ways of recording the information• Where possible, use artefacts rather than images to allow the child to be more hands on