

<b>Subject:</b> History		<b>Year:</b> 2 – Summer 1 – Local Heroes
<b>Key Question:</b> What changed as a result of the Great Fire of London? <b>Concept:</b> Significance of Events <i>Talk about who was important in a simple historical account</i>		
<b>National Curriculum objectives:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> </ul>		
<b>To begin this unit, the children should have already learnt:</b> <ul style="list-style-type: none"> <li>• Events within their life-time (Y1 Autumn)</li> <li>• How to identify past and present (Y1 Autumn)</li> </ul>		<b>The learning in this unit will prepare the children to learn these things in the future:</b> <ul style="list-style-type: none"> <li>• How Stone Age houses were made (Y3 Autumn)</li> <li>• How buildings were destroyed during WW2 (Y3 Spring)</li> <li>•</li> </ul>
<b>By the end of this unit, children will know:</b> <ul style="list-style-type: none"> <li>• When the Great Fire of London happened and why it was so significant</li> <li>• How houses were made during Tudor times and discuss why this was changed as a result of the Great Fire of London</li> <li>• Why Samuel Pepys was a significant person during the Great Fire of London</li> <li>• The importance of St Pauls Cathedral and how it changed after the Great Fire of London</li> </ul>		<b>By the end of this unit, children will be able to:</b> <ul style="list-style-type: none"> <li>• Analyse a source of information and derive facts about a time period (Samuel Pepys diary)</li> <li>• Discuss how London has changed as a result of the Great Fire of London</li> <li>• Describe why the fire spread so quickly</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• London</li> <li>• Great Fire</li> <li>• Rebuild</li> <li>• Tudor</li> <li>• Diary</li> </ul>	<b>End of unit assessment question:</b> What changed as a result of the Great Fire of London?  <b>Local History Link:</b> Elm Hill – how were Tudor buildings made? Stranger’s Hall Norwich Cathedral – comparison with St Pauls Cathedral	<b>Assessment criteria:</b> <b>WT</b> – Pupil’s can identify when the Great Fire of London happened <b>EX</b> – Pupil’s can discuss Samuel Pepys and why he was important during the Great Fire of London <b>GD</b> – Pupils can explain how London was different in the 17 <sup>th</sup> Century and changes to London as a result of The Great Fire of London

**Recourse:**

<https://www.nationalarchives.gov.uk/education/resources/fire-of-london/>

<https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/great-fire-london/>

<https://content.twinkl.co.uk/resource/5c/2e/tp-h-084-history-great-fire-of-london-ks1-planning-overview-ver-8.pdf?token=exp=1689256212~acl=%2Fresource%2F5c%2F2e%2Ftp-h-084-history-great-fire-of-london-ks1-planning-overview-ver-8.pdf%2A~hmac=cfff151631c233f46ee484191480d5d528bf75c55f92aae6bc54f8242debd28d>