



Year 2, Term 2

How do we know about the Great Fire of London?	
Programme of study	Learning Intentions
<p><i>Children learn about an important event in history and a famous person Samuel Pepys. They begin to develop a sense of the passing of time and they consider why the Great Fire happened; it's results; and the different ways it is represented.</i></p>	<p>Children should learn:</p> <ul style="list-style-type: none"> • Where the Great Fire broke out. • When the fire happened • Place the Fire of London on a time line showing periods in English history. • Why the fire broke out • About the main events of the fire • About the results of the fire • Why the fire ended • To sequence the events correctly • Why the fire spread so far for so long • What makes cities safer from great fires today? • How we can use artefacts to support our historical understanding • The importance of Samuel Pepys to history • Why the Plague spread in London. • The results of the Plague. • Why the Plague ended
<p>End of Year Expectations</p>	
<p>Pupil should be taught about:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) 	
<p>Vocabulary</p> <ul style="list-style-type: none"> • words associated with buildings <i>timber framed, plaster, thatch, church, abbey, cathedral, rebuilt</i> • words associated with fire <i>flames, roaring, sparks, smoke, belching, rampaging, charred, burned, ruined, destroyed, saved</i> • expressions describing reasons and results <i>because, reason, result, effect</i> • words associated with the passing of time <i>a very long time ago, began, first, next, then, after, at last, finally</i> • words associated with sources of information <i>eyewitness, diary, first-hand, woodcut</i> • words associated with the Plague <i>Black Death, disease, rash, boils, quarantine</i> 	