

Turn Back Time History Year 2

What I have already learnt (In Year 1)

Chronological understanding:

I have learnt to order some events that I have learnt about from furthest away to most recent.

I have learnt to know what a timeline is.

Vocabulary:

I have learnt to use and remember names and places that link to areas of study.

I have learnt to start using simple words and phrases to indicate periods of time.

Questioning:

I have learnt to ask simple questions when I have been unsure.

I have learnt to answer some questions verbally relating to an area of study

Knowledge :

I have learnt to remember most key events about the areas I have studied.

I have learnt to that I can find historical information in books.

What I will have learnt by the end of this unit.

- I will have learnt to recount facts from a historical event or life.
- I will have learnt to recognise similarities and differences between life in different periods.
- I will have learnt to place events and people in chronological order using a wide vocabulary of everyday terms.
- I will have learnt to understand some of the ways in which we find out about the past and identify ways in which it is presented.
- I will have learnt to ask and answer simple questions to demonstrate my understanding of key features of events.
- I will have learnt to use words and phrases like: before, after, past, present, then and now.
- I will have learnt to recount the life of someone famous from Britain who lived in the past and explain what they did earlier and what they did later.
- I will have learnt to answer questions using books and the internet.
- I will have learnt to research the life of a famous person from the past using different sources of evidence.

What I will have learnt by the end of my Key Stage

- I will have developed an awareness of the past, using common words and phrases relating to the passing of time.
- I will know where the people and events I have studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- I will use a wide vocabulary of everyday historical terms.
- I will ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.
- I will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Samuel Pepys

One of the ways we know about the fire is because people wrote about it in their own personal diary.



Thomas Farriner

An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.



King Charles II

Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber.



Key Vocabulary

Cart - A strong vehicle with wheels pulled by a horse.

Destroyed - The end the existence of something.

Damaged - When something is harmed.

Escape - Break free from danger.

Monument - A statue or structure built to commemorate a special person or event/

Narrow - Small width, close together.

Sound the alarm - To warn of danger.

Thatched Roof - a roof made out of material materials like straw,

Key Knowledge

- **When and where did the fire start?**
- The Fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
- **Why did the fire start?**
- It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
- **How did they fight the fire?**
- They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.
- **How did the fire stop?**
- The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out
- **How did people try to put the fire out?**
- People used leather buckets and water squirts to put the fire out, but these did not work. Later in the weeks, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
- **How and when was the fire put out?**
- By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.
- **How many people died?**
- 6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building
- **What happened after the fire?**
- 13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere.

Key Vocabulary

Bakery - A shop where bread is made and sold.

London - The capital city of England and the United Kingdom

Diary - A book that people write about their lives in.

Fire engine - A vehicle that carries things used to put out fires.

Firefighter - People who put out fires as their job.

St Paul's Cathedral - A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.

Rebuilt - Building something again after it has been broken or destroyed

River Thames - The river that runs through the middle of London.

17th Century - From the year 1601 to 1700. The Great Fire of London happened in the 17th century, in 1666.

Eye witness - A person who has seen something and can give a description of it

Embers - Small pieces of glowing coal or wood in a dying fire

Fire-hooks - Giant hooks used to pull down houses

Fire-break - When buildings are destroyed to make a gap so the fire can't spread

Flammable - When something burns easily

Architect - Someone who designs buildings and structures.

My Skills and Knowledge that I may use from other subjects

Mathematics: I can use my knowledge of numbers to read and recognise dates and find out how long ago something happened. I can use my knowledge of table and grids to read data about the fire.

Literacy: I can use my literacy knowledge to write fact files and diaries. I can use my literacy knowledge to punctuate sentences correctly.

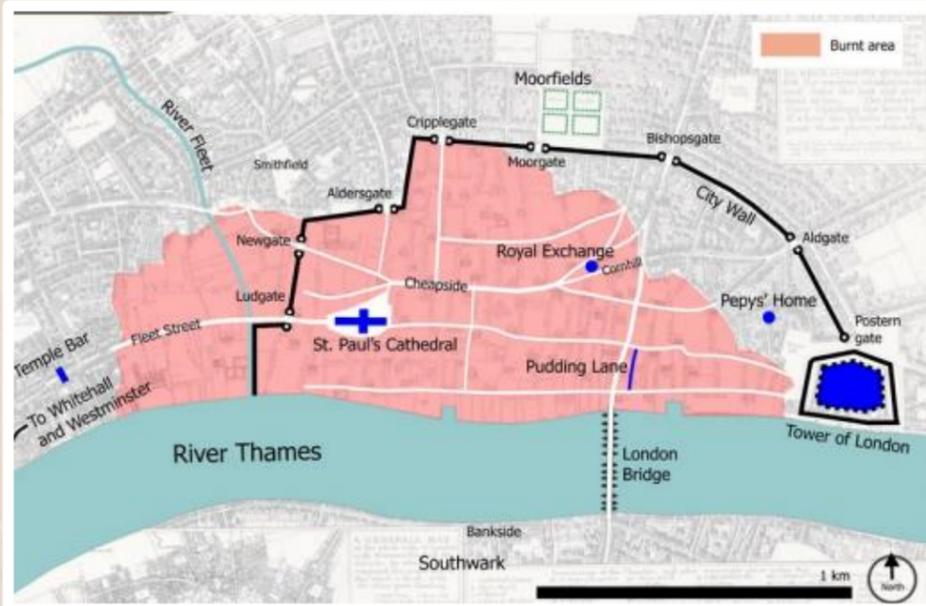
Reading: I can use my phonic knowledge to decode unfamiliar names and names of places.

Geography: I can use my knowledge of the UK to name and locate our Capital City, London. I can use my Geography knowledge to read maps using compass directions.

Science: I can use my knowledge of suitable materials to know why the houses burnt and how they could have avoided the Great Fire. I can use my science knowledge to test different materials.

D&T: I can use my design knowledge to create a template and model of a 17th century house in London.

IT: I can use my IT knowledge to research facts and dates about the fire.



Key Historical Concepts

- o Chronology Empire
- o Civilisation
- o Wider world history
- o Continuity and change
- o Cause and consequence
- o Similarity/difference/significance
- o Local history
- o Culture
- o Economy
- o Governance
- o Vocabulary

Key Skills I will learn/use

Remember - I will be able to remember when, where and why the fire started.

Remember - I will be able to remember a range of key facts about the key people involved.

Recall - I will be able to recall facts about life in London in the 17th century.

Name - I will be able to name the different jobs in 17th century London. 7

Name - I will be able to name the King at the time, the man who wrote in his diary and the name of the baker who owned the bakery.

Observe - I will observe changes in life since the 17th century.

Notice - I will notice how times have changed and why they have changed.

Recognise - I will be able to recognise some similarities and differences when I compare the past to now.

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

- Opportunities to compare and contrast life in cities compared to their locality (rural).
- Opportunities to learn about jobs and job roles in the 17th Century compared to modern day.
- Opportunities to look into diversity and cultures that were being introduced around the 17th Century.

Recall and Remember

1. In which year was the Great Fire of London? 1566. 1766. 1666.
2. In which street did the fire start? Drury Lane. Brick Lane. Pudding Lane.
3. In what type of house did the fire start? Butcher's Shop. Grocery Shop. Bakery.
4. Who was Samuel Pepys? The Lord Mayor of London. A fire marshal. An Eyewitness. .
5. What did Samuel Pepys bury in his garden to keep safe from the fire? A gold necklace. Silk trousers. Cheese.
6. What did they use to put out the fire? Fire engines. Fire hoses and hydrants. Leather buckets and squinters.
7. Why was gunpowder explosions used during the Great Fire? To stop people stealing. To blow up building to stop the fire spreading. To warn people about the danger.
8. Where did people go after the fire destroyed their houses? The royal palaces. Fields outside London. Barracks in the Tower of London.
9. How was the weather during the Great Fire? It had rained for a long time. There was thunder and lightning. Very windy after a long dry summer.
10. How many buildings were destroyed in the fire? Around 500 houses. More than 13,000 houses. Between 1000 and 2000 houses.



Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Timeline of Events

Sunday 2nd September 1666

The fire starts at 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.
Thousands of people are left homeless.