



1. Can I **sequence** the events of Great Fire of London on a timeline?

- **Vocab:** historian, chronological order, timeline, sequence, Great Fire of London
- **Prior learning (Autumn):** placed significant historical people/events (David Weir, Rosa Parks, Remembrance Day, Guy Fawkes) on a timeline
- Know that historians need to know the order than events happened in history. It helps them to understand why and how things happened, and what happened before and after.
- Know that a timeline is a helpful way to show things in order.
- Know that the Great Fire of London happened a long time ago (nearly 500 years ago)
- Know the events of the Great Fire of London:
 - **Sunday, 2nd September 1666:** The fire starts in Thomas Farriner's bakery on Pudding Lane early in the morning.
 - **Strong wind blows and houses burn:** The wind helps the fire spread quickly from house to house meaning wooden houses catch fire. The flames move towards the River Thames.
 - **People try to put out the fire:** They use buckets of water, but it doesn't work because the fire is too big.
 - **Fire spreads across London and people run away:** Families leave their homes and try to save their things in carts and boats.
 - **Monday, 3rd September:** St Paul's Cathedral (one of the biggest and most famous churches in London) starts to burn. The heat is so strong that the roof melts and the building falls down.
 - **Tuesday, 4th September:** To stop the fire, soldiers and workers pull down houses using hooks and axes. This makes firebreaks – empty spaces where the fire cannot jump to the next building.
 - **Wednesday, 5th September:** Wind reduces. Fire slows down and is finally put out.
 - **Thursday 6th September:** Fire is put out. About 13,000 houses & many churches destroyed.
 - **London starts to rebuild:** Houses rebuilt using brick and stone so it won't happen again
- **Chronology:** Sequence events on a timeline

3. Can I explain the **cause** and **consequences** of the Great Fire of London?

- **Vocab:** historian, cause, consequence
- **Prior learning (Autumn):** cause of Rosa Parks not giving up seat and consequence of her actions
- Know cause means why something happened (why the fire started)
- Know consequence means what happened as a result (what lessons were learned)
- **Know the causes of the fire:**
 - **Fire in Bakery:** Started with a small spark. The bakery had a wooden oven and lots of dry flour and wood, which caught fire easily. At first, the fire was small, but the family forgot to put it out properly before going to bed so it grew bigger and spread to the next house.
 - **Wooden houses close together:** Most houses in London were made of wood and had thatched roofs. They were built very close together, with narrow streets. This meant the fire could jump from one house to another very quickly.
 - **Hot, dry summer:** London had a very hot summer in 1666, so everything was dry and easy to burn.
 - **Strong wind:** Flames blew sparks and flames from house to house
 - **No firefighters:** People tried to put out the fire with buckets of water, but the flames were too big. Houses were even deliberately destroyed to create 'firebreaks' to stop the fire.
- **Know the Consequences of the fire:**
 - The small fire in the bakery led to a fire that burned for nearly 5 days destroying much of London
 - **People's lives changed:** Many people lost their jobs because shops and workplaces were burned. Food became hard to find, and life was very difficult for a long time.
 - **New Rules for London:** King Charles II and city leaders made sure that:
 - Houses and buildings rebuilt using brick and stone as they do not burn
 - Wider streets so fire could not spread
 - Open spaces to stop flames jumping between buildings. Paternoster Square (near St Paul's) and Bloomsbury Square are examples that are in London today,
 - No thatched roofs
 - Rebuilding of important buildings (e.g. St Paul's Cathedral)
 - **Improved Safety:** Fire brigades created and fire safety rules introduced to stop fires spreading
 - **Cause and Consequence:** Understand the reasons for an event and what happened as a result

2. Can I explain the **historical significance** of Great Fire of London?

- **Vocab:** historian, significant,
- **Prior learning (Autumn):** Explained why David Weir is remembered as an important British athlete and why he is significant to Sutton
- Know that historical significance means 'important' and some people or events had a big impact in history
- Know that the Great Fire of London is significant because:
 - **It affected almost all in the city:** Most lost their homes and had to live in tents/wooden huts for a long time. Shops, schools, and businesses were gone, so life was very hard after the fire.
 - **It changed London forever:** After the fire, streets were made wider and houses were rebuilt using brick and stone instead of wood, so fires would not spread so easily.
 - **Destruction:** destroyed almost everything in the centre of London. About 13,000 houses, 87 churches, and important buildings like St Paul's Cathedral were burned down.
 - **It is remembered today:**
 - Children learn about it in history in books and at school because it was an important event.
 - There is a monument in London where the fire started on Pudding Lane.
 - The Museum of London has displays about the fire.
 - Samuel Pepys wrote about the fire in his diary, and artists painted pictures of what happened.
- **Historical Significance:** learn about famous people and events. Explore why people are remembered today



Knowledge and Skills Mind Map (History) - Year 2 Spring Term

Disciplinary Concept: 



Great Fire of London (Page 2)

4. Can I **compare the similarities and differences** between London in 1666 with today?

- **Vocab:** historian, similarity, difference,
 - **Prior learning (Autumn):** similarities and differences of how we remember events and people in history (Black History Month, Guy Fawkes, Remembrance Day)
 - Know that in history, some things stay the same, and others change or develop
- Similarities:**
- **Buildings:** had multiple floors and still do. Houses had windows in 1666 just like today. Houses had roofs to keep out the rain. Houses had chimneys, and many still do today. There were many places to worship and still are today (although across many more religions and beliefs)
 - **Busy City:** London was one of the biggest cities in the world and is still today. Lots of people lived there, with crowded streets, markets selling food and goods, noise and movement
 - **Important City:** London was (and still is) the centre for money and Government
- Differences:**
- **London in 1666:** Houses made of wood with thatched roofs; streets were narrow and crowded; people used horses and carts for transport; no fire brigade – only buckets of water; no electricity – people used candles for light; water came from wells or pumps, not taps; people cooked on open fires
 - **London today:** Houses made of brick and stone, with tiled roofs; streets are wide, with cars and buses; fire brigades with engines and hoses; electricity for lights, heating, and cooking; water comes from taps inside homes; modern kitchens with ovens and fridges
 - **Similarity and Difference:** Compare past and present

5. Can I describe the **change and continuity** when **firefighting** since the Great Fire of London?

- **Vocab:** historian, continuity, change,
- **Prior learning (Autumn):** changes (larger parades and services since WW2) and continuity (2 mins silence) about how Remembrance Day is commemorated
- Know that as historians, we look at what has changed and what has stayed the same in history. This helps us to understand the past clearly, compare history with today and learn why things have changed and to see patterns in history.
- Recap: fire brigade was only created after the Great fire of London to prevent a repeat
- Know: firefighting has changed over the last 300 years, however some things remain the same.

Continuity (stayed the same):

- **Firefighters still put out fires** The main job hasn't changed – they still work to stop fires and keep people, homes and communities safe
- **Water is still used to fight fires** Water was the best way to cool flames in 1666, and it still is today.
- **Teamwork:** Fighting fires has always needed lots of people working together. In 1666, neighbours formed bucket chains to pass water along quickly. Today, firefighters work in teams, each with a special job: some use hoses, others rescue people, and some check for danger.

Changes:

Equipment:

- **Then:** Leather buckets and hoses were used. People passed buckets of water along a line. Fire hooks were used to pull down houses.
- **Now:** Powerful fire engines with pumps, hoses, and ladders spray water quickly.

Clothing:

- **Then:** No special clothes—just everyday clothes
- **Now:** Firefighters wear protective suits, helmets, and breathing masks.

Fire Service:

- **Then:** No official fire brigade. People and local groups tried to help
- **Now:** A professional fire service with trained firefighters and emergency numbers.

Technology:

- **Then:** No alarms or phones – people shouted "Fire!"
- **Now:** Fire alarms, sprinklers, and emergency calls (999) help stop fires faster.

- **Continuity and Change:** Identify what has changed and stayed the same

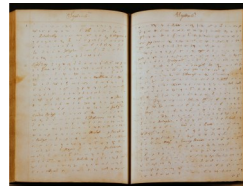
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6. Can I use primary sources to learn information about The Great Fire?

- **Vocab:** historian, historical enquiry, primary source, secondary source
- **Prior learning:** Year 1—studied historical photos of Amelia Earhart (Explorer) and (Autumn Term –Y2) used primary sources to ask historical questions about Guy Fawkes and Gunpowder Plot.
- These are called sources and we can find out about the past in a number of ways
- Know that a primary source is made at the time of the event (e.g. photos, drawings, video footage, writing, artefacts/objects)
- Know examples of primary sources linked to Great Fire of London: Samuel Pepys diary, paintings/maps, objects or artefacts e.g. fire hook or leather bucket
- Know that a secondary source is made by historians/people after the event (website, book, documentary)
- Know: as historians, we can learn information from images:

Samuel Pepys' diary:

- Handwritten – not printed like modern books.
- Writing looks old and unusual – the letters are not like today's writing (Pepys used shorthand).
- Pages look yellow or faded – this shows it is very old.
- No pictures – just writing.
- Written in English, but hard to read – historians sometimes need to decode old writing.
- Dates at the top – e.g., "September" and "2 September" (shows it was written at the time of the event).



Leather bucket:

- Made of leather, not plastic or metal like modern buckets.
- Handle for carrying water
- Looks old showing it was used a long time ago
- Small compared to modern fire equipment
- **Historical Enquiry:** Use sources to learn about the past, Understand that we find out about the past in a number of different ways



7. Can I compare two different interpretations/paintings of the Great Fire of London?

- **Vocab:** interpretation, historian,
- **Prior learning (Autumn):** understood that historians can have different opinions when looking at sources about Guy Fawkes and Gunpowder Plot
- Know: historians can have different ideas about what happened in history based on the information they have. These are called interpretations.
- Know information about each painting. Both were painted by unknown artists and at similar times (painting 1 in 1678; painting 2 in 1670)
- Know that these artists didn't have cameras, so they painted what they thought (**key teaching point: it is the artist's interpretation**) or what people told them
- Each artist wanted to tell a different story about the same event:

- **Painting 1:** Fire is far away and spread across city, lots of dark clouds and smoke in the sky, buildings look small and close together. It feels scary as the sky is dark and the fire is huge. The artist may have wanted to show how big the fire was and how much of London was on fire.



- **Painting 2:** The fire is close, we can see big flames coming out of buildings. The colours are bright orange and red, broken buildings and fire everywhere. Feels dangerous as the flames are close by. The artist wanted to show how destructive the fire was and how frightening it was for the people.



(suggested teaching task: children stick in the two paintings and explain what is the same and what is different about the two artist interpretations)

- **Interpretation of the Past:** Notice that pictures can tell us about the past. Understand that people can have different opinions/understanding of an event