

Knowledge

- ❖ I can give some reasons why the Great Fire of London spread so quickly.
- ❖ I can explain why the fire led to so few people losing their lives.
- ❖ I can describe some of the firefighting techniques used in the time of the Great Fire of London and I can explain how firefighting is different today.
- ❖ I can show how historical events can be commemorated.



Safeguarding

- ❖ Discuss fire safety.
- ❖ The role of the Fire Brigade today.

Prior Knowledge (Year 1)

- ❖ The children have studied significant events in history such as the era of space exploration.
- ❖ Most children will have seen a fire engine and can talk about the job of a fire fighter after one visited them in Reception.

Skills

- To sequence artefacts, photos or events in chronological order.
- To compare features of a person or period studied.
- To use period specific language in explanations.
- To use sources to compare differences between two past periods.
- To confidently describe similarities and differences in artefacts.
- To use sources to explain reasons why people in the past acted the way they did.
- To identify the consequences of those actions.

Key Vocabulary

- ❖ chronological
- ❖ cause
- ❖ effect
- ❖ King Charles II
- ❖ Samuel Pepys
- ❖ Pudding Lane
- ❖ sources
- ❖ fire brigade
- ❖ fire fighter