

**Thematic Planning for Autumn Term**  
**The Great Fire of London: London's Burning**  
**Year 2**

**Additional Requirements Prior to the Unit:**

- Week 5 – Request cereal boxes in preparation for Tudor Houses
- Week 7 – Preparation needed to create Pudding Lane Bakery Experience
- Educational Experiences to be scheduled: London/ Selly Manor/ Local Fire Station.

**Week 1 – Timeline introduction and prior learning recap, using sources of evidence to generate questions about the past**

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>• Recall specific dates in history.</li> <li>• Place dates, events and artefacts on a timeline.</li> <li>• Asking questions such as - what was it like for people? What happened? How long ago?</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know when The Great Fire of London happened.</li> <li>• Know what peoples' lives were like in 1666 (houses, food, health, transport).</li> </ul>

**Teacher guidance**

Lesson Outcome: Children will create a simple timeline recalling prior history learning from Year 1 (eg Lady Godiva, their birth, Christmas).

Children will handle a range of sources of evidence from the GFOL and use them to generate questions.

Lesson exploration	<ul style="list-style-type: none"> <li>• Begin by exploring the word HISTORY and its meaning and gather the children's ideas and the words/phrases they come up with</li> <li>• What events from history do they know? See which events or people the children remember from their History learning in Year 1.</li> <li>• Give children images of historical events and people that they will know from previous learning- include an image of the great fire of London and something from their living memory. Children to work in groups to put them into chronological order (discuss meaning of this).</li> <li>• Children then work independently to place the events on a timeline- using success criteria to support the children in creating the timeline.</li> <li>• Children to circle the historical event on their timeline that they do not recognise. What do they think is happening in the picture?</li> </ul>
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- Children to move back into groups with envelopes full of images of the GFoL-what is this Historical event? - Reveal it is the Great Fire of London.
- Ask the children what they want to know about the GFoL.
- In books children have images of the GFoL for them to ask questions about e.g. How did the fire start? When did it happen?



**Week 2 – Using sources of evidence to learn key facts about the GFOL – Katie**

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>Use artefacts, pictures, stories and online resources to find out about the past</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know when The Great Fire of London happened.</li> <li>Know how it started, spread and stopped.</li> <li>Know the reigning of monarch at the time of the fire and their role.</li> <li>Know who Tom Farriner is, where he lived, and how he was involved with the fire.</li> </ul>

Teacher guidance	
Session outcome: Children will explore a range of sources of evidence about the GFOL and use them to answer questions about the GFOL.	
Lesson exploration	<ul style="list-style-type: none"> <li>Sticky Knowledge: Think back to the questions that the children generated in the first lesson- how do people know the answers to these questions?</li> <li>Children come up with how they think we know about this event e.g. the internet, books</li> <li>Explain that at the time of the GFoL there was no internet, cameras, iPads, mobile phones so how do we know about it?</li> <li>Explain that there are other sources of evidence- discuss and explain the meaning of these words.</li> <li>What sources of evidence do you think there are from the time of the GFoL?</li> <li>Children to work in groups to try and group different sources of evidence- which types go together and why?</li> <li>Go through the different types of evidence- writings (newspapers, Samuel Pepys’s dairy etc.), Artefacts (fire hook, leather bucket, maps), paintings and pictures.</li> <li>Explain that we can use all of these different sources to find out different things about the GFoL- not all of the sources tell us everything, we need to choose the right source for the information you want to find.</li> <li>Go through different examples- Which artefact would we use to find out about the houses the people lived in in 1666- picture of wooden houses, Samuel Pepys’s diary, a fire hook. Discuss which would be the best source of evidence to use.</li> <li>Children to read the questions in their books and choose the best source of evidence to answer it.</li> </ul>



### Week 3 – Comparing life in 1666 with life now

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>Identify differences and similarities between the ways of life today and the people of 1666.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know what peoples' lives were like in 1666 (houses, food, health, transport)</li> <li>Know how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity).</li> </ul>

Teacher guidance – children to work in mixed ability pairs

Session outcome: Children will sort information and images onto a table with 'Life in 1666 and Life in the present' as headings.

Lesson exploration

- Sticky knowledge recap – show a variety of sources of historical evidence on the wb (fire hook, painting, newspaper article, book). Children to identify the historical source on their whiteboards. Challenge – what can it tell us?
- Vocab Starter:
- What do you think it was like to live in 1666? Discuss in TPs.
- Dim the lights and watch youtube video showing what London may have looked like in 1666. Ask children to imagine they are there.
- [https://www.youtube.com/watch?v=SPY-hr-8-M0&fbclid=IwAR1qW4NjRD5rRajzoF9oudX93Yaj0arrjLOZ6nFJWuR88iWk\\_Yf-VGuVdII](https://www.youtube.com/watch?v=SPY-hr-8-M0&fbclid=IwAR1qW4NjRD5rRajzoF9oudX93Yaj0arrjLOZ6nFJWuR88iWk_Yf-VGuVdII)
- Children to discuss the video on talking partners. What did you notice about London in 1666?
- Shared reading – from 'The Great fire of London – Emma Matthews' photocopy the pages 'The City of London and A long Hot Summer' and give the children copies each / in pairs. Use some fluency strategies to warm the children up to the text – can you find the word 1666, London, people?
- Read through the pages, discussing the information about London in 1666.
- Ask children to summarise 2 facts they have learned on whiteboards / to their partner then share with class.
- Explain and model paired activity.
- Children will read the information and sort the images into whether they describe life in 1666 or life now.
- Reflection in books – would you like to have lived in London in 1666? Explain.



## Week 4 – Timeline the key events of the GFOL

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>Recall specific dates in history</li> <li>Place dates, events and artefacts on a timeline.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know when The Great Fire of London happened.</li> <li>Know how it started, spread and stopped.</li> </ul>

Teacher guidance	
Session outcome: children will create a timeline of the events of the Great Fire of London.	
Lesson exploration	<p><b>Big Question Lesson: What information do you know about the Great Fire of London?</b></p> <ul style="list-style-type: none"> <li>Recap previous learning by discussing what we know about the GFOL. What do we still need to know?</li> <li>Explain to chn that we are going on a fact hunt around the classroom. Hide some facts about the GFOL and ask chn to explore the classroom and record (in pairs?) the facts they have found on their retrieval sheet model this before we begin. Remind chn that notes don't have to be written in full sentences.</li> <li>Come together as a class and share what we have found. Watch Newsround and HH clip and record any more things that you have found that they didn't know before.</li> <li>Explain that now we know what happened during GFOL, we need to know the order these things happen in. What could we use to do this?</li> <li>Remind children of timelines and explain how we are going to create a mini timeline of the events of the GFOL.</li> <li>Read through the events we are ordering and ask chn to work in pairs or small groups to order these. Model this to the class first.</li> <li>Give chn time to complete this independently and then come together as a class to compare. Chn to glue events down in agreed order. Discuss what days these events happened on; I.e Sunday = 2<sup>nd</sup> September</li> </ul>



## Week 5 - Building houses – setting them on fire

Focus Subject(s):	Design Technology
Skills	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of joining techniques (such as gluing, hammering, hinges or combining materials to strengthen)</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity). Know what peoples' lives were like in 1666 (houses, food, health, transport).</li> </ul>

Teacher guidance: DT Days/ DT Week – few afternoons?? Consider the design of buildings, the properties of building materials and the contrast between the materials used in modern buildings and around the time of the Great Fire of London. Make 3D models of Tudor homes and re-enact the Great Fire of London. Workshop skills afternoon: Understand the way in which houses are built. How this has changed in modern day. Small focus groups allowing children to have a go at sawing/ hamming. Hook opportunities – burning houses on playground/ fire service visit.

### Session Outcome:

#### Lesson exploration

**\*Ensure a letter goes home start of the week asking for building materials (cereal boxes) \***

- Sticky knowledge recap quiz – life in 1666 and now. Children sort modern/ pictures 1666 of buildings/ fire brigade/ people. How do they know the difference? Discuss previous learning.
- Explain to the children this week they are going to become architects! Explain the role of an architect. What materials do you think you need to build a house? Why/ discuss properties?
- Show the children video: <https://www.youtube.com/watch?v=SPY-hr-8-M0> – what did they notice about the buildings? Did they spot what many were made from? How is it different to buildings today?
- Show the chn Tudor Houses. Explain it is called 'Tudor' because it was built when Henry VIII and Elizabeth I were on the throne: they were the Tudors. Point out when the Tudors ruled on a class timeline, if you have one (between 1485 and 1603. *What do you notice about these buildings?*)
- Ask talk partners to discuss and then share their ideas. Have images Tudor houses. Point out the wooden beams and the thatched roof in the image on Tudor Houses. Look at the second image. *Look at how the first floor overhangs the ground floor. This is called a jetty. What materials do you think were available for these builders?* (Timber and straw: natural materials that grew nearby.)



- Virtually create Tudor house: <https://3dhistory.co.uk/interactive-images/tudor-house.php/> Label the features of a Tudor house together.
- Explain we will be creating own houses. Discuss materials we can use? How will we join materials etc? *Children design their own Tudor houses – labelling materials they are going to use. Model this and show lots of examples of children’s work to inspire children. Model own design plan.*
- **Session 2 Practical activity – Building of Tudor Houses/ DT workshop – hammering and sawing (in groups)**
- *Recap – what materials were Tudor houses made out of?*  
<http://www.primaryhomeworkhelp.co.uk/houses/tudor.htm>

What tools would you need? Ask the chn to stand up and mime actions for each tool as it is featured: a 2 person saw, an axe, a chisel and a hammer. Discuss why might need these tools? What is the purpose of these tools/ why would we need them to build a house? Model sawing/ hammering. Explain children will be working in small groups to practise.

- Display images of model Tudor houses for inspiration. Have chn look over their designs. (You Tube- Hobby Craft How to make a Tudor House). Discuss shaping/ joining/ hinge joints. Allow children to select materials to build the frame of their Tudor houses.
- Next day/ afternoon – children can paint the houses. Use strips of black paper to create beams. Refer to Tudor images. Children can add detail – straw on roofs, adding windows, doors etc.
- Allow children time to evaluate their designs – what would they improve? What would they do differently?



## Week 5 – Samuel Pepys Research

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> <li>Recognise reasons why people from the past acted the way they did.</li> <li>Describe how events in history have shaped our lives.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know who Samuel Pepys is, his role during the fire and how his diary is a source of information.</li> </ul>

Teacher guidance	
<p>Session outcome: Children to research Samuel Pepys finding out...</p> <ul style="list-style-type: none"> <li>When he lived, where he lived and who lived in his household (wife and servant Jane)</li> <li>What his job was and how he impacted the Great Fire</li> <li>What he personally did during the Great Fire (buried most precious items)</li> <li>Understand his diary was a source of information which tells us lots about the Great Fire</li> </ul>	
Lesson exploration	<p><b>Big Question Lesson: How do we know about the Great Fire of London today?</b></p> <p><b>Promote sticky knowledge and vocabulary recall</b> (this should be a quick process to support children in consolidating the key facts and vocabulary which need to be learnt)</p> <ul style="list-style-type: none"> <li>Recap key vocabulary from the topic</li> <li>Quickly order the events of the fire</li> </ul> <ul style="list-style-type: none"> <li>Show the children the knowledge and skills which they will be working to achieve.</li> <li>As the children might have come across Samuel Pepys from other Theme or Reading lessons, allow children a minute to talk to their partner to recall any facts they have learnt so far. Record these on a thought shower.</li> <li>Explain that the children are going to research Samuel Pepys and what research means. Discuss that when we research something, we normally want to find out certain things - have key questions to answer.</li> <li>Send the children away to tables to write on post it notes or have wb on the carpet. Ask the children to write down what they would like to find out about Samuel Pepys and create a class criteria/ questions which will be researched. Children might need help with starting to gain ideas or directing to ask sensible questions e.g. does he like football is not relevant. This could be done by talking aloud... mmmm I would like to know where he lived in London? Was he close to Pudding Lane or really far away? This should then help children to carry on a line of questions which will make their research easier (not just copying all the information they find as they do not know whether it is useful or not).</li> </ul>



- Once criteria or questions are established the children can be introduced to different sources of information (which will depend on what your school has available). Included in the Year 2 folder are printable fact files which can be made into small booklets using a photocopier. Non-fiction books and ipads/laptops can also be used if available in school – links are included on the flipchart for good online sources (could create a QR code to make finding webpage easier) or non-fiction books. The children could then work in pairs or groups to answer the questions or divide the children into teams to answer one question and then feedback to the class (will depend on cohort and ability of children). The children could collect this information on post it notes which could be displayed on working walls (make a Samuel Pepys thought shower or display), make posters, own thought showers on A3 or record in their books directly/ worksheet (again depending on children’s ability).
- Come back together as a class and discuss what the children have found out answering the questions.
- Finally, learn a modelled text about Samuel Pepys which the children can use to help them write their non-chronological text next lesson (there is a pre-made text or you can create your own as a class if the children are capable and you have enough time). Continue to learn this daily to support children in writing their own text.



**Week 6 – Samuel Pepys writing opportunity**

Focus Subject(s):	History	English
Skills	<ul style="list-style-type: none"> <li>Recognise reasons why people from the past acted the way they did.</li> <li>Describe how events in history have shaped our lives.</li> </ul>	
Knowledge:	<ul style="list-style-type: none"> <li>Know who Samuel Pepys is, his role during the fire and how his diary is a source of information.</li> </ul>	
Teacher guidance		
<b>Session outcome:</b> Children will write an information text about Samuel Pepys		
Lesson exploration	<p><b>Promote sticky knowledge and vocabulary recall</b> (this should be a quick process to support children in consolidating the key facts and vocabulary which need to be learnt)</p> <ul style="list-style-type: none"> <li>Recap key vocabulary from the topic</li> <li>Quickly order the events of the fire</li> </ul> <p><b>Main lesson</b></p> <ul style="list-style-type: none"> <li>Look back at the big questions the children need to answer. Identify the big question the children will be answering today – 6. How do we know about the Great Fire of London today?</li> <li>Show the children the knowledge and skills which they will be working to achieve.</li> <li>Give the children time to talk to their partner about what they have learnt about Samuel Pepys.</li> <li><i>One of the videos/ powerpoints could be used if you have time/ want a different way to help the children recall key facts. If the children do not need this extra support, then they do not need to be used as it will just mean children sit passive, on the carpet, for longer. If post it notes were put on a working wall., this would be the time to look back over them.</i></li> <li>In partners or as a class, retell the learnt non-chronological text.</li> <li>Depending on your cohort the following options could be done...             <ol style="list-style-type: none"> <li>Children retell the modelled text in their Theme book.</li> <li>Children retell the modelled text with encouragement to add extra details they know, if capable.</li> <li>As a class, complete a guided write where the children create their own non-chronological text – based on the same structure as your modelled text. The children will need good modelling from the teacher and planning time to do this successfully (story mapping their sentences first possibly).</li> </ol> </li> </ul> <p>The choice will depend on the time allocated for the lesson, the children’s writing ability and their knowledge of non-chronological text features. The main aim is for the children to create a cohort text which shows their understanding of Samuel Pepys (answering the big questions/</p>	



showing evidence towards the knowledge). The more rehearsal children have before writing, the easier they will find the task (as they know the knowledge and have sentence stems/ structures to support them).



## Week 7 - Pudding Lane Bakery

Focus Subject(s):	Design Technology
Skills	<ul style="list-style-type: none"> <li>• Handle ingredients safely and hygienically</li> <li>• Measure or weigh using measuring cups or electronic scales</li> <li>• Assemble or cook ingredients.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know who Tom Farriner is, where he lived, and how he was involved with the fire.</li> <li>• Know how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity).</li> <li>• Know what peoples' lives were like in 1666 (houses, food, health, transport)</li> </ul>

### Teacher guidance

Session outcome: Topic day / afternoon – Pudding Lane Bakery – following recipes to make King’s biscuits, rock cakes, pomanders and researching what bakeries were like in 1666, learning about Thomas Farriner.

### Lesson exploration

#### Session 1

- Look at the image of Pudding Lane bakery compared with a new bakery. What are the differences? Discuss in talking partners and annotate ideas on the IWB.
- Remind children of our learning about historical sources of evidence. Drawings, paintings and photos are one source of evidence we can use to learn about the past. Display Pudding lane bakery image Model annotating the image - using it as a source of evidence to develop conclusions. Explore: Where is the action taking place? Did it take place a long time ago? What are the people doing? Do you think this is a safe place to work? Do you think it would have been easy for a fire to start here?
- Group activity 1 – HA / MA– independently complete the using evidence grid. SEND with support.

#### Practical session

- Display image from past and class children baking and 1666 kitchen. How can we make sure our cooking this afternoon is more hygienic than in 1666?
- Explore some information about Thomas Farriner and why he was significant in the GFOL.
- <http://www.bbc.co.uk/education/clips/z78b4wx> watch video and discuss key questions.
- Why is it important to wash our hands? When should we wash our hands? Run through hygiene PowerPoint with questions.

#### Carousel activities:



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|  | <ol style="list-style-type: none"><li>1. Children write in books how to have a hygienic, safe bakery.</li><li>2. Learn about, design and make a pomander.</li><li>3. Guided group – following the recipe to make King’s biscuits.</li><li>4. Guided group – Following the recipe to make rock cakes.</li></ol> |
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**Week 8 and 9 – Lesley Whelan Art Planning**

Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> <li>• Researching and describing different images and mediums documenting the fire.</li> <li>• Use thick and thin brushes</li> <li>• Mixing primary colours to make secondary colours</li> <li>• Creating colour wheels.</li> <li>• Adding black and white to colours to make tints and tones.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>• Know which primary colours to use to make secondary colours. Art- Know that black and white are used to create tints and tones.</li> </ul>

Teacher guidance	
Session outcome: children will create a colour wheel, be taught to paint a sky background and paint a Great Fire of London Scene.	
Lesson exploration	<p><u>Art Week: (See Lesley Whelan art planning)</u></p> <p>The children will create a colour wheel using primary and secondary colours, considering hot and cold colours. They will spend time learning about tones and tints. Children will look at pictures that represent the great Fire of London. They will consider if they are accurate representations. They will use their skill of mixing tones and tints to create a painting representing the Great Fire. They will paint a background sky and then be guided by teacher to draw a skyline. They will use thick and thin brushes to paint detail buildings.</p> <p><u>Lesson breakdown:</u></p> <ul style="list-style-type: none"> <li>• Lesson 1: Create a colour wheel – discuss primary colours? PT – what are they? Why are they called primary? Discuss secondary colours. How these are achieved and what colours are needed to make them. Children create colour wheels. (<a href="https://www.youtube.com/watch?v=eGrGkItSLsk">https://www.youtube.com/watch?v=eGrGkItSLsk</a>)</li> <li>• Lesson 2: Tones and tints – Discuss how colours can be made lighter? What colour can we use to make colours darker? Tint - bright and light add white’. ‘Tone it down, add black and white’. Children using strip of paper will explore tints/ tones. Starting with solid colour – gradually adding more white one side/ black the other (see resources for example).</li> <li>• Lesson 3 (GFOL Painting/ Part 1): Fire/ flame background - Explore different artwork relating to The Great Fire of London. Talk about the colours/ tones/ tints children can see. Children will create fiery background. Model using primary/ secondary colours.</li> <li>• Lesson 4 (GFOL Painting/ Part 2:) Skyline of London – recap images of Great Fire of London. Discuss what a skyline is? Look at Tudor houses – discuss how the building will</li> </ul>



be shaped. Using pencil – teacher will model drawing London Tudor skyline on fire background. Model one building at a time. Children follow. Children can go over with a sharpie/ charcoal/ black oil pastel.

- Lesson 5 (GFOL Painting/ Part 3): Use thick and thin brushes to add detail to Great Fire of London painting. Discuss how thick and thin brushes can create different effects on painting. Model using black paint to add detail to painting – representing burnt out buildings/ more detail to beams/ chimneys on Tudor houses.

\*\*Explore examples of previous children's work in resources. \*\*



**Week 10/11 - How has the fire impacted on our lives today?**

Focus Subject(s):	
Skills	<ul style="list-style-type: none"> <li>Describe how events in history have shaped our lives.</li> </ul>
Knowledge:	<ul style="list-style-type: none"> <li>Know how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity)</li> </ul>

Teacher guidance	
Session outcome: Children will sort images into London before the fire and London after the fire. Children will write a letter to Samuel Pepys to explain what we learned from the great fire of London.	
Lesson exploration	<ul style="list-style-type: none"> <li>Sticky learning – kahoot quiz requiring children to recall key facts about the great fire of London.</li> </ul> <p><b>Hooks</b> - Fire service visit/ Make Wattle and Daub/ beams out of playdough (see resources for instructions)</p> <p><b>Burning Houses</b> - Children to create Pudding Lane! Discuss <i>the most important feature?</i> (The buildings were very close together.) To create the ramshackle Tudor street, have the chn arrange all of their 3D models from the previous sessions in a line. Arrange blue fabric along one side, as the River Thames. <i>We know that the Great Fire started in the baker's on Pudding Lane and that the wind fanned the flames. The flames spread quickly.</i> If possible – burn houses (have sand ready/ move material far away) allowing chn to see spread. If not use <i>tissue paper flames</i>. Give each child some tissue paper and ask them to tear and scrunch it to represent flames. Writing opportunity – children write a recount of the experience.</p> <ul style="list-style-type: none"> <li>Shared reading – The GFOL Anniversary Edition - read from chapter 'A City in Ruins until the end of the book.</li> <li>How did London change after the fire? What did we learn after the fire? Discuss.</li> <li>Sorting activity – images and captions of London before the fire and after the fire. Children to work in pairs / groups to sort into a table.</li> <li>Writing opportunity: children could write a letter to King Charles to suggest how London should be rebuilt.</li> </ul>

**Values question:**

