

Unit No. 3 Year Group: Year 2 Question: Who is to blame and who helped in the Great Fire of London?



I already know...

Geography is the study of places – both physical things and human features.

Physical features are natural eg tree, plant

Human features are man-made eg street lamp, road.

A **map** is a representation/picture of a place and its features using symbols, colours and words. **Our School is on a street called Ellicks Close, in a town called Bradley Stoke.**

England is split up into 48 parts or **counties**. **South Gloucestershire** and **Bristol** are **counties** in the **South West of England**.

History is the study of the past – what has come before.

We can find out about the past by using photographs, objects and stories. These are called **sources**.

A **timeline** can be used to put different information about the past in order – objects, events, people's lives.



Essential Knowledge and Vocabulary

City		A city is a large human settlement. Bristol is a city and a county.
Capital city		The city that is the head of the country, like a head teacher. Usually the government is based here.
London		The capital city of England and the United Kingdom. It is also the biggest city. Greater London is the county where London is. It has many landmarks .
Government		A government is a group of people that has the power to rule in a country, according to the law .
Great Fire of London		A fire in London from Sunday, 2 September to Thursday, 6 September 1666 in Medieval times.
Bakery		Where bread and cakes are made and sold
Samuel Pepys		A good source of information is his diary . He was an eye-witness : he saw the fire himself.
King Charles II		The King of England, from 1651 – 1685. Before this, he was the King of Scotland. After the fire, he changed the law, so that houses were built further apart.
Sir Christopher Wren		An architect. Although many of his plans for rebuilding the city were not allowed, he rebuilt St Paul's, many other churches and designed the monument for the fire, which is near Pudding Lane.

Geography



Scale and Space



Human features



Physical features

History



Written accounts



Buildings



Key dates



Changes and continuity



Coherence – Prior Knowledge



Critical thinking
and compassion



Creativity



Communicate



Collaborate and connect
with the community

CRITICAL THINKING

Hold a fire safety talk and explain who they think was to blame and what we can all do to prevent fire



Quality Texts



Enrichment

- <http://www.fireoflondon.org.uk/>
- <https://www.visitlondon.com/>
- <https://www.everschool.co.uk/history-key-stage-1-fire-of-london-3.html>
- <https://www.avonfire.gov.uk/our-services/educational-services/school-visits>
- <https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/the-great-fire/>
- <https://learning.parliament.uk/>
- <https://www.museumoflondon.org.uk/museum-london>
- <https://www.themonument.info/history/introduction.html>