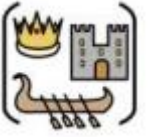
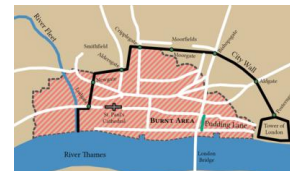


History: What can the past teach us?



Subject vocabulary	
pudding Lane	The street which the fire started on.
Thomas Farriner	The baker who is believed to have started the fire.
Bakery	A place where bread, cakes and pastries are made and sold.
Cart	A wooden vehicle which was used to try and put out the fire.
Diary	A recount of someone's events including feelings and events.
Leather Bucket	A bucket which was made from leather, these were used to try and put out the Great Fire of London.
King Charles 11	King Charles 11 was the king in charge at the time of the fire.
River Thames	The river which runs through London and how some people escaped the fire.
Primary Source	A piece of work that gives original information.
Secondary Source	A secondary source does not give original information and interprets the primary sources.
Timeline	Used to order events in the correct order.
Stuart Period	16 th century when the Great Fire of London occurred.
Fire brigade	A group of firefighters.
Texts to support the enquiry :	

Sticky Knowledge	
H2.1	know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)
H2.2	know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework Comparison of primary sources – Samuel Pepys Diary compared to reports of Grenfell fire (Notify parents of sensitive content)
H2.3	know why we remember significant people from the past (S) and (D) Samuel Pepys
H2.5	know how to ask a range of questions about artefacts and sources from the past
H2.6	know how to compare two different versions of the same account (comparing Samuel Pepys to English key text)
H2.7	know what sources are – documents, artefacts, paintings, books (Artefacts, paintings, images, photographs)
H2.8	know how to use primary and secondary sources to find information.
H2.9	know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)
H2.11	know what a timeline is and how it shows the passing of time
H2.12	know and start to understand that during the same period of time, life was different for groups of people (e.g. rich/poor, male/female) (D) Stuart Period
H2.13	know and explain how a key historical event created change which can still be seen today (D) First Fire Brigade, First Fire Insurance Company
H2.14	know and understand that a cause makes something happen and that historical events have causes (D)





Year 2

History: What can the past teach us?

During this enquiry...



As **historians**, we will explore the chronology of events from the Great Fire of London. We will then look at a range of primary and secondary sources including Samuel Pepys diary. We will then go through the consequences of the fire and the devastating effects and explain how we have moved forward and made changes which we can still see today.



Our Design and Technology lessons will enhance our enquiry learning through creation of houses in the style of 1666. We will be creating houses through careful selection of materials and considering how we can join these together. In addition to this, we will be creating fire carts which would have been used in the fire using a range of resources such as axels and wheels.