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| **History Year 2 Medium Term Planning – Events Beyond Living Memory - Great Fire of London Part 2** | | | |
| **National Curriculum**   * Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries   Catholic Social Teaching Principles   * Preferential Option For The Poor * Stewardship * Solidarity | | | |
|  | Lesson 4 | Lesson 5 | Lesson 6 |
| **Learning intention** | **Where did the fire spread to?**  **Study Wednesday 5th and Thursday 6th September 1666** | **How do we know about the Great Fire of London?**  **Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn** | **What effect did the fire have on London?**  **As a result of the fire, what changes were made to London?** |
| **Recall and retrieval** | Where did the fire spread on the 3rd and 4th September? | Where did the fire spread on the 5th and 6th September? | How do we know that the Great Fire of London occurred? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Discuss what happened on 5th September.  Discuss that St Paul’s Cathedral was completely destroyed.  Discuss the change in wind causing the fire to head back towards the Tower of London.  Discuss what was stored at the Tower of London and how disastrous it would have been had the fire reached it.  Discuss what happened on 6th September.  Discuss the use of Moorfields during this time. | **Key knowledge**  Discuss that there were no cameras or phones at this time.  Discuss sources of evidence that tell us the details of the Great Fire of London such as newspapers, artefacts  Discuss who Samuel Pepys was and how his diaries are evidence.  Discuss the monument built in 1671 to remember the fire. | **Key knowledge**  Discuss how long the fire lasted - start date to end date of main fire being extinguished.  Discuss what was destroyed by the fire in London.  Discuss who Sir Christopher Wren was and how he helped redevelop London. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** |  |  | extinguished |
| **Key Vocabulary**  **Tier 3** | doused |  | possessions |