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| **Knowledge organiser for Year 2 – Why do we call it the ‘Great’ Fire of London?****Curriculum Statement:** Pupils should be taught about events beyond living memory that are significant nationally or globally.**Overall enquiry question:** **Why do we call it the ‘Great’ Fire of London?****Links to prior learning**: Building on the concepts of chronology studied in Year 1**Links to locality:** Understanding that Cornwall and London are both in the UK.**Core knowledge in bold** | Disciplinary Concepts to be taught:* Significance
* Continuity and change
* Cause and consequence.
* Similarity and difference
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| **Overarching questions** | **Questions for monitoring** | **Knowledge** | **Vocab** |
| What was London like in 1666?Recognise and explain why events happened and the impact that they had.Similarity and difference | **What was London like in 1666?**What were the streets like?What were the houses like? | * **The streets were very narrow and the houses were close together. The streets were cobbled. Church and cathedrals had tall spites. The houses were made of wooden structures and had thatched rooves. Lights hung from doorways using real fire. Real fires were also used in the house for cooking and lighting. The streets had lots of market stall and were very crowded. Laundry hung from the buildings.**
 | London, laundry, cobbled, thatched, narrow |
| What were the key events of the ‘Great Fire of London?’Place historical people and events on a chronological timeline. Describe events beyond living memory that are significant nationally or globally.\*covered across three lessonsCause and consequence. | **How and where did the fire start?** When did the fire start?**Why did the fire spread so rapidly?****How did people try to fight the fire?** **What damage did the fire cause?**How long did the fire last?What were the names of some of the places affected by the fire?**What stopped the fire?**How do we know so much about the fire? | * **A spark from a baker’s oven on Pudding Lane started the fire. Thomas Farriner owned the bakery.**
* **The fire started on 2nd September 1666.**
* **Strong winds, closely build, wooden homes and a warm summer which left the buildings very dry meant it spread quickly.**
* **People tried to fight the fire using water but as they had to use horse and cart to get it there, their progress was slow. They used leather buckers and water squirts to try and put out the fire as well as hooks to pull buildings down.**
* **8 out of every 10 houses were burnt down. This included over 13,200 houses and 87 churches. It also burnt down St. Paul’s Cathedral. 6 people died and 70,000 were left homeless.**
* It lasted for 4 days and nights.
* Th fire started in Pudding Lane and ended in Seething Lane.
* **The fire eventually stopped when the wind dropped and people blew up houses to make fire breaks.**
* **A man call Samuel Pepys recorded all this information in his diary.**
 | Thomas Farriner, Samuel Pepys, Pudding Lane, fire break, diary, water squirts, leather buckets.  |
| What happened after the Great Fire of London?Recognise and explain why events happened and the impact that they had.Continuity and change | **What changed after the fire?** Who ordered this change? Who helped to make the change?**Who was Sir Christopher Wren and what did he do?** | * **Some of the streets were built wider and straighter after the fire and houses started to be made of brick more to prevent them burning as quickly.**
* King Charles II demanded these changes be made to stop another Great Fire spreading through London.
* King Charles appointed architects to change how the city was built. This included Sir Christopher Wren.
* **Sir Christopher Wren redesigned and rebuilt St Paul’s Cathedral. It took 45 years to rebuild but still stands today. He also built a monument to remember the great fire. It was finished in 1677. He rebuilt the houses with brick instead of wood.**
 | Wider, straighter, brick, architect, monument, Christopher Wren, Cathedral.  |
| How do we know so much about the Great Fire of London?To be able to consider the reliability of memories.Explore and interpret sources of evidence discussing the effectiveness of the sourcesSignificance  | **Who was Samuel Pepys?** **What did he write?** When did he started writing?**What does his diary tell us about the fire?**Is this reliable?What is a primary source.What happened to Samuel Pepys after the fire? | * **Samuel Pepys was a rich man living during the time in history when the Great Fire of London happened.**
* He wrote a diary from 1660 which recorded lots if important historic events such as King Charles II’s coronation, the Plague and the Great fire of London. He wrote in a special code.
* **In his diary about the Great Fire of London, he had met with the king and warned him about the fire and the King had asked him to speak to the Lord Mayor and demand that houses be pulled down to break the spread of the fire. He recorded daily the events that happened during the fire such as: people fleeing the city; people burying their prized possessions (such as his cheese), seeing the fire spreading and houses being destroyed, and seeing St Paul’s burnt down.**
* We know his diaries are more likely to be reliable because he worked for the King, was a member of parliament and because he was there when the fire (and other events were happening). We call his writing a primary source.
* A primary source is something that comes from the time or from someone who was there at the time of a historic event.
* He continued writing his diary until 1669. In 1673 he became a Member of Parliament (MP) and helped run the country.
 | Samuel Pepys, Diary, reliable, Primary Source, member of parliament, , plague, coronation. |
| End of unit check – complete end of unit check and answer the question **Why do we call it the ‘Great’ Fire of London?** | London, laundry, cobbled, thatched, narrow, Thomas Farriner, Samuel Pepys, Pudding Lane, fire break, diary, water squirts, leather buckets, wider, straighter, brick, architect, monument, Christopher Wren, Cathedral, Samuel Pepys, Diary, reliable, Primary Source, member of parliament, , plague, coronation. |