



Feniscowles Primary School

Striving for Excellence

How do we know so much about what happened in the Great Fire of London?

Module Overview - Year 2 Spring Term

Enquiry: <i>How do we know so much about what happened in the Great Fire of London?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<ul style="list-style-type: none">• The probable cause of the Great Fire of London in 1666• What living conditions in London were like for most people in 1666• How these conditions enabled the fire to spread so quickly• Some of the main events that occurred during the fire• The main effects of the fire on the city• The distinction between primary and secondary sources of evidence of the fire• Why some sources of evidence of the fire are more reliable and trustworthy than others• Who Samuel Pepys was and why his diary is an important source of primary evidence of the fire• The main actions that were taken to control the fire• Why the fire took so long to extinguish• What might have been done to control the fire earlier <p>National Curriculum Coverage</p> <ul style="list-style-type: none">• events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none">• Paintings and portraits• Drawings• Monuments• Diaries• Artefacts• Maps• Etchings• Modern interpretations of events such as animations and graphic novel panels <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr><tr><td>Summarise</td><td>Outline or sum up briefly the main points about something</td></tr><tr><td>Empathise</td><td>Placing yourself in another’s position to better understand their motives, decisions and actions</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	Empathise	Placing yourself in another’s position to better understand their motives, decisions and actions	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">• Identify and describe the probable cause of the Great Fire of London in 1666• Describe what living conditions in London were like for most people in 1666• Suggest reasons why these conditions enabled the fire to spread so quickly• Describe and sequence some of the main events that occurred during the fire• Describe the main effects of the fire on the city• Describe the distinction between primary and secondary sources of evidence of the fire• Suggest reasons why some sources of evidence of the fire are more reliable and trustworthy than others• Describe who Samuel Pepys was and why his diary is an important source of primary evidence of the fire• Describe the main actions that were taken to control the fire• Suggest reasons why the fire took so long to extinguish• Suggest reasons as to what might have been done to control the fire earlier <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none">• Explain why even though Samuel Pepys was an eyewitness to the fire what he wrote might not be entirely trustworthy or reliable• Explain why King Charles II may have not wanted to create large firebreaks by demolishing many properties in front of the fire <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils:</p> <ul style="list-style-type: none">• Have explored the concept of historical <i>significance</i>• Learned that the achievements of some individuals, places and events in history are considered more significant than others• Have learned about significant people, places and events in their locality <p>In Nursery and Reception pupils:</p> <ul style="list-style-type: none">• Were introduced to people in stories about the past who did important and memorable things• Examined and talked about images of familiar situations in the past• Examined artefacts from the past• Heard and discussed accounts of the past involving people, places and events through reading stories such as ‘<i>Toby and the Great Fire of London</i>’• Explored through discussion and role play how people in tried to put out the fire• Compared this with modern fire engines and firefighters when the local fire brigade visited the school
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