

	Year 2 History : The Great Fire of London	
	Autumn term 2026	
National Curriculum objectives	Learn about events beyond living memory that are significant nationally or globally	
Key Vocabulary	- Using simple phrases and words to describe the passing of time -e.g. 'past' 'before' 'now' 'then', 'Long ago' 'before I was born' 'changes to now' - Using words and phrases to describe events and people from the past – e.g. architect, parliament, modern, mayor, witness, reign, London, artefact, cathedral, evidence, diary, timeline, recount	
Prior Knowledge: Year 1	- Ask and answer questions about old and new objects. - To use the phrase 'old' 'new' and 'a long time ago' - To answer questions using photographs	
Learning Sequence		
Prior learning check: Similarities and differences: Discuss the similarities and differences between old and new photographs. Q. What can we tell from a photograph? Identify 'old' and 'new' objects using the phrase 'a long time ago'		
Overarching Question: What was the impact of the Great Fire of London?		
Question: Where and when did the Great Fire of London start? Key Activity: Use books to look at where and when the fire started		
Disciplinary Knowledge/Skills: Know that: - The Great Fire of London started on 2nd September 1666 - Thomas Farriner's bakery in Pudding Lane was the source of		Disciplinary Knowledge/Skills: Make reasoned interpretations about individuals and events by using a small selection of focused sources

the fire as the oven fire was still burning overnight. • The fire covered a large area of London • The River Thames stopped the fire spreading to the South.	• Demonstrate a basic understanding of why certain events happened at certain times with some reasoning • Sequence events from when GFoL started to when it ended
Question: What were the key events of the Great Fire and what impact did this have on people? Key Activity: GFoL game, books, looking at main events. Look at paintings from the fire, what damage was done?	
Substantive & Procedural Knowledge Core Components: • The fire started in a Bakery in Pudding Lane • The fires started at 1 am • The fire got very close to the Tower of London • When the fire was finally put out thousands of people were left homeless • The fire went on for four days. • The fire destroyed many homes and St Paul's Cathedral. • People tried to stop the fire by pulling down houses (called a firebreak). • People tried to put out the fire with simple fire-fighting equipment including buckets of water but the fire was too strong.	Disciplinary Knowledge/Skills: • Identifying how periods of time can impact on individuals and events 
Question: Why did the fire spread so quickly and stay alight for so long? Key Activity Burning paper cubes outside. Look back at evidence and find reasons why it spread so far and fast. Wind, buildings too close, straw, no fire service	

Substantive & Procedural Knowledge Core Components: • Buildings were mostly made from wood, straw and pitch. • Pitch is a tar like substance that protects the wood from water damage. • Pitch is flammable. • The buildings were very close together. • The previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily. • People used fire to cook and for light. • There was a strong wind, which helped the fire to spread.	Disciplinary Knowledge/Skills: • Making semi-independent decisions and using evidence provided to justify 
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Question: How do we know so much about the fire? Key Activity Look at GFoL game artefacts and Samuel Pepys diary	
Substantive & Procedural Knowledge Core Components: • Samuel Pepys was a man living in London at the time. • Samuel Pepys wrote a diary describing the fire. This is one of the most important sources of information about the fire.	Disciplinary Knowledge/Skills: • Make reasoned interpretations about individuals and events by using a small selection of focused source
Final Piece: Question: What changes were made to London after the fire? Why? Key Activity Look at GFoL game and books. Look at pictures after the fire	
Substantive & Procedural Knowledge Core Components: • Houses are now built out of bricks or stone. • Houses aren't always built so close together.	Disciplinary Knowledge/Skills: Continuity & Change • Why the fire service was started and what the impact has been • Identify changes to fire prevention • Identify how houses/homes have changed since

- There is now a localised fire service to aid with putting out fires – positive impact.
- Homes have smoke alarms.

