

# #WeAreHistorians

Unit of Learning

Year 1

Summer

Great Fire of London

## Overview

Children learn about when and where the Great Fire of London took place, as well as the reasons for it starting. They look at the main people involved in trying to stop the spread and how people tried to fix what was left behind.

## National Curriculum Objectives

Children should be taught about:

- ❖ Changes within living memory - used to reveal aspects of change in national life
- ❖ events beyond living memory that are significant nationally or globally
- ❖ the lives of significant individuals in the past who have contributed to national and international achievements - used to compare aspects of life in different periods
- ❖ significant historical events, people and places in their own locality

## Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> <li>❖ Sequence events or two related objects in order of time</li> <li>❖ Use vocabulary: old, new, now, then and yesterday</li> <li>❖ Discuss memories from the past and recall stories from before their lifetime</li> <li>❖ Identify observational similarities/ differences</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand some ways we find out about the past supported by the teacher</li> <li>❖ Use eye witness accounts from family members</li> <li>❖ Begin to suggest why something might be different and why people behaved differently in the past by analysing artefacts and pictorial sources</li> </ul>	<ul style="list-style-type: none"> <li>❖ Share knowledge about the past through role play, drawing, writing and talking beginning to use vocabulary associated</li> <li>❖ Use artefacts and pictures from the past to stimulate discussion about the past</li> <li>❖ Ask questions about the source</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify similarities / differences between ways of life at different times, their own life time, their parents' lives and a period of history beyond that which is being studied from the last century</li> </ul>	<ul style="list-style-type: none"> <li>❖ Question why things happen and give some simple explanations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>❖ Talk about important people from the past and recall their stories</li> <li>❖ Begin to talk about their legacy</li> <li>❖ Say whether they are inspired by the significant people</li> </ul>

## Key Threads in Our Curriculum

### LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

### MIGRATION



Did the civilisations we study invade or migrate to England?

### WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

### CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

## Website Links / Texts

<https://www.bbc.co.uk/teach/class-clips-video/articles/zph4g7h>

<https://www.museumoflondon.org.uk/schools/learning-resources/great-fire-london>

[https://school-learningzone.co.uk/key\\_stage\\_one/ks1\\_history/the\\_great\\_fire\\_of\\_london/the\\_great\\_fire\\_of\\_london.html](https://school-learningzone.co.uk/key_stage_one/ks1_history/the_great_fire_of_london/the_great_fire_of_london.html)

<https://www.booksfortopics.com/booklists/topics/history/fire-of-london/>

## Key Knowledge - End Points


- ❖ To know the Great Fire of London happened in 1666
- ❖ To know where the fire started
- ❖ To know how the fire started and who caused it
- ❖ To know how the fire spread through London
- ❖ To use sources to compare London pre and post fire

## Unit Vocabulary

bakery	leather bucket
diary	eyewitness
fire-hooks	Tower of London
firebreak	St Paul's Cathedral
flammable	

## Lesson Sequence

To know when and where the Great Fire of London happened	To understand how the Great Fire of London started	To understand how the fire spread through London and how people tried to stop it	To know the significant individuals involved in the fire and how they contributed	To know who Samuel Pepys was and how he wrote his diary	To know how they rebuilt London and compare the city pre and post fire
--	--	--	---	---	--



## Suggested Retrieval Task



Circle the odd one out: Mary Seacole, Edith Cavell, Florence Nightingale and Queen Victoria	Place these family members in the correct places on the family tree	Was the Great Fire of London started on purpose? How do you know?	Which source is giving information about Florence Nightingale? (2 image sources)	Who was Thomas Bludworth? Circle his role: King, fireman, mayor, commoner	What did Samuel Pepys use to write his diary?
---	---	---	--	---	---

## Activity

Explore sources that reveal when and where fire happened, interpret what sources show to reveal what we will be learning about	Complete timeline activity to correctly order the events of the fire beginning and spreading	Images of artefacts used to fight the fire given and children explain what they think it is, how it helped with the fire and if there would be any problems with using it	Explore statements about what different people did during the fire (good and bad) - match each to person who did these from 5 choices (Samuel Pepys, King Charles, Duke of York, Thomas Bludworth, ordinary people)	True or false questions about Samuel Pepys  Explore shorthand used to write diary, write own name in shorthand and then short diary entry in role of Pepys	Statements describing how London was built for both pre and post London - match corresponding items and consider how they would have been an improvement/help prevent future fires
--	--	---	---	--	--

## Assessment

Attempts at interpreting sources evident in books and appropriate conclusions drawn	Events correctly placed in chronological order	Artefacts appropriately described in how they would help, some consideration of possible problems shown	Individuals correctly identified for their actions during the fire	Correctly identify statements pertaining to Samuel Pepys, historically accurate ideas included in writing	Accurately matched elements of London and ideas for how this was an improvement evident in books
---	--	---	--	---	--