

Curriculum Rationale**Curriculum Big Question:** *What was the Great Fire of London?***Targeted phase:** KS1

	Curriculum Content	
What prior knowledge needs to be used? Pupils will apply their prior knowledge and experiences of 21st century London, including fire fighting in London today before looking into what London was like in 1666. Pupils may have some prior knowledge of London in the 1600s after studying The Gunpowder Plot.	Chronology	Communicating History
About the Unit	Place the events of the Great Fire of London in chronological order.	<i>(Including tier 2 vocabulary and tier 3 vocabulary)</i> Ask and answer questions about the lives of significant individuals including Samuel Pepys. Discuss and reach conclusions about the accuracy of historical sources of evidence. Use historical vocabulary.
What knowledge and procedures need to be learnt by the end point? Pupils will be able to: <ul style="list-style-type: none"> Place 1666 alongside other events in the past that they are aware of. Make detailed comparisons between London today and London in 1666. Understand when and where the Great Fire started. Describe and order the events of the Great Fire of London. Identify why the fire spread so quickly and describe what led to the fire eventually being stopped. Examine sources of evidence including eye-witness accounts to understand what happened. Describe the role of Samuel Pepys' diary as a source of evidence. Describe measures that were taken to ensure another similar event wouldn't happen again. Identify key architects involved in the rebuild of London. Explain how fire safety changed and improved after the Great Fire of London. Why are these important? <ul style="list-style-type: none"> Pupils will be able to identify a wider range of historical sources of evidence. Pupils will be able to identify the impact of the Great Fire of London and how it influenced building structures and fire safety we see today. Which threshold concepts need to be emphasised? <ul style="list-style-type: none"> Chronology Communicating history Investigating the past Thinking like a historian How will you assess if the knowledge and procedures have been secured? <ul style="list-style-type: none"> Pupils will order events both during and after the Great Fire of London and demonstrate their understanding of the impact of the fire and the role of significant individuals through discussion and annotations. How will this create readiness for subsequent units? <ul style="list-style-type: none"> Pupils will be able to make comparisons, identifying similarities and differences. Pupils will have developed their chronological understanding, building an improved historical narrative for the 17th century. 	Use historical language to talk about events and when the fire happened e.g. before, then, now, century, after.	Investigating the past
	Identify various historical sources of evidence, understanding what individual sources tell us about the past. Use eye-witness accounts and paintings to understand why the fire spread so quickly. Investigate and describe how fire fighting has developed since the Great Fire.	Thinking like a historian
		Make comparisons between London in 1666 and London today. Understand how the landscape of London changed dramatically after the fire. Describe the impact of the Great Fire of London and how actions taken afterwards ensure another similar event could not happen again.
	Wider Curriculum Links:	
	Career: Historian Architect	PSHE: Fire safety

<ul style="list-style-type: none"> Pupils will have an improved understanding of the role of historical sources of evidence in telling us about the past. Pupils will understand the impact of a significant event beyond living memory and how these changes influence the world we live in today. 	Fire fighter	
	British Values: Democracy Individual Liberty	Virtues: Respect and responsibility Justice and compassion

<u>Sequential components of learning</u>	What was London like in 1666?	How did the Great Fire of London start? How far did it spread?	Why did the fire spread so quickly?	How do we know what happened?	What measures were taken to ensure another similar incident wouldn't happen again?	What have we learnt about the Great Fire of London?
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Sequential components	Big Question and Key Ideas	Suggested Teaching Tips	Resources
What was London like in 1666?	<ul style="list-style-type: none"> Understand when 1666 came in time. Make comparisons between London in 1666 and London today. Use new knowledge to persuade somebody to time travel back to London in 1666. 	<p>Starter: Show a map of the UK and ask the children to locate where they live on the map. Can children locate London? Identify both locations on the map and discuss.</p> <p>Discuss the pupils' prior experiences of London. <i>Have they visited London? Do they know the names of any famous landmarks?</i></p> <p>Watch the video clip of London to give the class a shared understanding of what London looks like today. Discuss key landmarks shown throughout and in images (e.g. Houses of Parliament, Big Ben, Tower Bridge, The London Eye, The Gherkin, The Shard etc.)</p> <p>Show images of London in 1666. Pupils are to begin to compare and discuss differences based upon their observations.</p> <p>Look at when 1666 came in time - explain that this was during the 17th century. Refer to the term century and how today we live in the 21st century. Label 1666 onto the timeline as a class.</p> <p>Compare a map of London today with the map produced by Wenceslaus Hollar in the 17th Century. <i>'How was London different?'</i></p> <p>Discuss the word population and the dramatic size difference of London then and now. Move on to then compare housing, street</p>	<ol style="list-style-type: none"> London today video clip - www.youtube.com/watch?v=X8zLJIU_-60 (on slides) Matching then and now worksheet. Sorting statements and images.

		<p>lighting, transport, clothing, and jobs. Begin with children’s observations before guiding pupils to an appropriate understanding.</p> <p>Task: Pupils are to cut and stick the images into the table to show which represent London in 1666 and which represent London today (resource 2 and 2). More able children are to write three sentences alongside heir matching comparing London in 1666 and London today.</p> <p>Plenary/possible writing opportunity: Pupils to plan and write a piece of persuasive writing convincing someone to time travel and take a trip to London in 1666. Pupils could then read their persuasive writing aloud, demonstrating their knowledge of what London was like in 1666.</p>	
<p>How did the Great Fire of London start? How far did it spread?</p>	<ul style="list-style-type: none"> ● Understand where and when the Great Fire of London started. ● Order the events of The Great Fire of London. ● Describe how much of London was destroyed by the fire. 	<p>Starter: Guide the children to look at the date ‘Sunday 2nd September 1666’ and discuss what they think may be special about this date. Explain that this is the day a hugely destructive fire started in London known as the Great Fire of London.</p> <p>Look at a photograph of The Monument and explain that if you laid it down that would be the exact place the fire started – in Thomas Farriner’s bakery. Watch the video clip as a class to gain more information on the events of the Great Fire of London.</p> <p>Look at images displaying the devastation the Great Fire of London caused, refer to landmarks discussed in first session that were originally around in 1666. Pupils are to develop vocabulary that would describe the Great Fire of London.</p> <p>Discuss: <i>How did the landscape change after the Great Fire? How would you have felt living in London at the time of the fire?</i></p> <p>Show the children the newspaper report from 1666 that gives details on the events throughout the fire. Read through the child-friendly version as a class. To reinforce the sequence of events, use the story map slides adding actions as a class to each part of the story. Children are to practice the actions in pairs and as a class to retell the story.</p> <p>Task: Pupils are to develop their own story map (resource 1) detailing the events of The Great Fire of London.</p> <p>Possible writing opportunity: Model to the class how the events of the story maps produced can help pupils plan and write their own newspaper report (resource 2). Pupils are then to plan and write their own newspaper report.</p>	<ol style="list-style-type: none"> 1. Story map planning worksheet. 2. Newspaper report planning sheet.

<p>Why did the fire spread so quickly?</p>	<ul style="list-style-type: none"> ● Examine sources of evidence to understand why the fire spread. ● Explain some of the reasons why the fire spread so quickly in detail. ● Describe why the fire went on for so long and how it was eventually stopped 	<p>Starter: Use 3Qs 3mins to consolidate pupils’ knowledge of The Great Fire of London from previous session.</p> <p>Look at statistics showing the impact of the Fire. Discuss: <i>Why did the fire spread so quickly?</i> Rehearse the story map again together as a class to pick out wooden houses and the wind as contributing factors.</p> <p>Continue with the slides and explain to the children that today they are going to become historians and examine sources of evidence to understand all the reasons why the fire spread so quickly.</p> <p>Discuss the word <i>source</i>. Show sources A-F (Resource 1), briefly modelling how to infer information from the various artefacts, paintings, and illustrations.</p> <p>Task: Pupils are to look at various historical sources that give clues on why the fire might have spread so quickly. Pupils visit the evidence on each table, recording their ideas on the sheet given. Come back as a class and discuss ideas, add detail, and guide the pupils to a good understanding of why the fire spread so quickly.</p> <p>Task: Pupils are to complete the worksheet, giving four reasons why the fire spread so quickly.</p> <p>Plenary: Discuss: <i>Why did the Great Fire eventually stop?</i></p>	<ol style="list-style-type: none"> 1. Sources of evidence (A-F) 2. Historical sources ideas table 3. Why did the fire spread? worksheet
<p>How do we know what happened?</p>	<ul style="list-style-type: none"> ● Know how eye-witness accounts and other historical sources of evidence help us understand what happened in the past. ● Describe and recite the life of Samuel Pepys using visual prompts. ● Write a diary entry in the role of an eye-witness. 	<p>Starter: Ask children, <i>‘How do we know about the past?’</i> Pupils are to recall earlier use of historical sources of evidence.</p> <p>Introduce Samuel Pepys and how his diary entries tell us a lot about what happened during the Great Fire of London. Go on to explain the significance of his writing around the time of the Great Fire of London and what we now know because of this. Watch BBC clip to reinforce this.</p> <p>Move on to look at the extracts taken from Samuel’s diary (resource 1). Pupils are to identify key facts we would not have known without his diary. Pupils are also to think carefully about how Samuel, as an eyewitness, would have been feeling throughout. .</p> <p>Record feelings discussed for later in the lesson. Discuss: <i>Can we always trust eye-witness accounts? Do people always remember everything they see?</i> Discuss how Samuel’s diary would be a more</p>	<ol style="list-style-type: none"> 1. Extracts from Samuel Pepys’ diary 2. Great Fire of London video 3. Diary entry planning sheets

		<p>accurate picture than another account written 50 years after the Great Fire.</p> <p>Pupils are then to look at the Great Fire of London video played at the beginning of the scheme of work (resource 2). Pupils are to focus on the perspective of the cat throughout. Watch the clip with the teacher taking notes on what happened -> what the cat could see, hear, and smell.</p> <p>Use these notes to model the planning of diary entries in the role of the cat. Incorporate feelings that the class came up with earlier in the lesson.</p> <p>Task: Pupils to plan and write their own diary entries (resource 3)</p> <p>Plenary: Pupils are to perform their diary entries to the rest of the class. Possible hot seating through pupil questioning.</p>	
<p>What measures were taken to ensure another similar incident wouldn't happen again?</p>	<ul style="list-style-type: none"> Describe how the fire was eventually stopped and measures that were taken to ensure another similar incident wouldn't happen again. Identify key architects involved in the rebuild of London after 1666. Explain how fire safety changed and improved after The Great Fire of London 	<p>Starter: Begin by looking at the map of London after the fire. Discuss how 436 acres of land were destroyed. <i>Can the children remember what eventually stopped the fire from spreading further?</i> Explain how London needed to be rebuilt!</p> <p>Recap significant people we have learnt about so far: King Charles II, The Lord Mayor and Samuel Pepys. <i>Who do the children think would have been involved in the decision making after the Great Fire?</i> Use the slides to explore the speech King Charles delivered. Discuss: <i>What advice would you have given King Charles II and his architects?</i> Explain the term architect. Guide discussion around housing, building materials and spacing.</p> <p>Task 1: Pupils are to produce their own design that could be used to rebuild London following the class discussion on improved housing, building materials and spacing (resource 1) Share pupils' designs as a class, voting on which the class think King Charles and the Lord Mayor would go for.</p> <p>Move on to look at the decisions that were made in 1666, introduce architect Sir Christopher Wren, take time to explore his designs and achievements after the fire. Compare his decision on building materials, designs and spacing compared to those of the pupils during task 1.</p> <p>Discuss how fires were still possible even after the rebuild and how</p>	<ol style="list-style-type: none"> Rebuilding London worksheet Firefighting then and now worksheet

		<p>improvements in fire safety were also needed. Continue by looking at fire safety improvements from 1666 onwards up until today.</p> <p>Task: Pupils are to cut and stick the images to show which represent fire fighting in 1666, after 1666 and today (resource 2). More able children to write sentences to support comparing fire fighting in 1666 to fire fighting today.</p> <p>Suggested activity: Planned fire brigade visit. Children could come up with Qs they would like to ask about what fire fighting is like today.</p>	
<p>What have we learnt about the Great Fire of London?</p>	<ul style="list-style-type: none"> ● Recall how and when the Great fire started. ● Improve their chronological understanding of the 17th century, ordering events from before, during and after the Great Fire. ● Write their own 'Great Fire of London' poem 	<p>Starter: True or false activity. Pupils are to recall various facts about the events of the Great Fire of London and measures that were put in place afterwards.</p> <p>Recap the events of the Great Fire of London, including measures taken after the Great Fire, discussing significant individuals throughout.</p> <p>Assessment task: Pupils are to order the given images to demonstrate their ability to place the events during and after the fire correctly in time (resource 1). More able pupils are to write a descriptive sentence to go with each image. Some pupils are to be expected to recall the names of significant people and key dates within their sentences.</p> <p>Discuss ways in which we may remember the Great Fire of London today. Listen to the London's burning poem London's Burning - YouTube (resource 2).</p> <p>Explain how the class are going to write their own version of the London's burning poem. Rehearse alternative verses of the poem as a class using slides. Visual clues are to help support rehearsal. Then brainstorm other ideas to include within a verse of the poem.</p> <p>Task: Pupils are to write their own three verses of the poem.</p>	<ol style="list-style-type: none"> 1. Images to order. 2. London's burning poem - London's Burning - YouTube