

PENTECOST TERM 2

HISTORY – Year 1 - Medium Term Planning – THE GREAT FIRE OF LONDON

LESSON 1	LESSON 2	LESSON 3
<p>Chronological Understanding Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that The Great Fire of London was a key event on the timeline of British history.</p> <p>To know that the population and size of London was smaller in 1666 than it is now.</p> <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from different periods of time. Recall facts from historical significant events. <p>Aim: Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Chronological Understanding Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that a London street was different in 1666 than it is now.</p> <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from different periods of time. Begin to describe similarities and differences between 'then and now'. <p>Aim: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Chronological Understanding Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that The Great Fire of London lasted four days.</p> <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from different periods of time. Recall facts from historical significant events. <p>Aim: Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>

Key Vocabulary: timeline, chronology, past, population, event	Key Vocabulary: similarities, differences, thatched roof , overcrowded	Key Vocabulary: bakery, burning, spread , swept, destroyed , fire fighters, smoke, flame
Recap & retrieval	Recap & retrieval <ul style="list-style-type: none"> The Great Fire of London happened in 1666. 	Recap & retrieval <ul style="list-style-type: none"> The Great Fire of London happened in 1666. Houses were built from wood with thatched roofs.
Key Knowledge: Child: <ul style="list-style-type: none"> The Great Fire of London happened in 1666. The population of London in 1666 was around 300,000. Teacher: <ul style="list-style-type: none"> In 2023 the population of London is approximately 9 million. https://historyinnumbers.com/events/fire-of-london/london-in-1666/	Key Knowledge: Child: <ul style="list-style-type: none"> Houses were built from wood with thatched roofs. Houses were built close together. This meant they could catch fire easily. Teacher: <ul style="list-style-type: none"> People used fires for heating, cooking and lighting. London in 1666 was dirty and crowded. Streets were narrow alleyways which were filled with rubbish, animals and market stalls 	Key Knowledge: Child: <ul style="list-style-type: none"> The fire started in a bakery owned by Thomas Farriner, near Pudding Lane, on the night of 2nd September 1666. It lasted four days. Teacher: <ul style="list-style-type: none"> A spark from one of his ovens probably started the fire. Tuesday 4th September 1666 - St Paul's Cathedral is destroyed by the fire. Wednesday 5th September 1666 - The wind dies down and the fire spreads more slowly. Thursday 6th September 1666 - The fire is finally put out. The fire swept through London for four days. It destroyed 13,200 houses, 87 churches, and even St Paul's Cathedral.

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<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
Historical Enquiry Knowledge and Interpretation of History LEARNING INTENTION: To know that Samuel Pepys was a diarist who wrote about the events of The Great Fire of London. Disciplinary knowledge: <ul style="list-style-type: none"> • Show some understanding of how people find out about the past. • Name significant individuals from the past & talk about why they're significant. Aim: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Historical Enquiry Knowledge and Interpretation of History LEARNING INTENTION: To know that The Great Fire of London left a legacy on fire safety. Disciplinary knowledge: <ul style="list-style-type: none"> • Answer questions using an information source (books or pictures). • Name significant individuals from the past & talk about why they're significant. Aim: Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Historical Enquiry Knowledge and Interpretation of History LEARNING INTENTION: To know that The Great Fire of London left a legacy on how London looks today. Disciplinary knowledge: <ul style="list-style-type: none"> • Answer questions using an information source (books or pictures). • Know there are different ways to represent the past (photos, books, artefacts etc.). Aim: Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
Key Vocabulary:	Key Vocabulary:	Key Vocabulary:

sources, primary, secondary, diary , artefact, evidence	fire brigade, legacy , fire fighters, safety , cause, consequence	cause, consequence, legacy , rebuilt, changes , infrastructure, monument
Recap & retrieval <ul style="list-style-type: none"> The Great Fire of London happened in 1666. Houses were built from wood with thatched roofs. The fire started in a bakery owned by Thomas Farriner, near Pudding Lane, on the night of 2nd September 1666. It lasted four days. 	Recap & retrieval <ul style="list-style-type: none"> The Great Fire of London happened in 1666. Houses were built from wood with thatched roofs. The fire started in a bakery owned by Thomas Farriner, near Pudding Lane, on the night of 2nd September 1666. It lasted four days. Samuel Pepys wrote a very important diary describing the Great Fire of London. 	Recap & retrieval <ul style="list-style-type: none"> The Great Fire of London happened in 1666. Houses were built from wood with thatched roofs. The fire started in a bakery owned by Thomas Farriner, near Pudding Lane, on the night of 2nd September 1666. It lasted four days. Samuel Pepys wrote a very important diary describing the Great Fire of London. The first fire brigades in London were formed after the Great Fire of London.
Key Knowledge: Child: <ul style="list-style-type: none"> Samuel Pepys wrote a very important diary describing the Great Fire of London. Teacher: <ul style="list-style-type: none"> Samuel Pepys was born in London in 1633. In his diary he described two of the most important events in English history: The Plague in 1665 and the Great Fire of London in 1666 	Key Knowledge: Child: <ul style="list-style-type: none"> The first fire brigades in London were formed after the Great Fire of London. Eventually, the government passed a law that meant every county in the UK had their own fire brigade Teacher: <ul style="list-style-type: none"> Firefighting was much more basic in 1666. Fire fighters used leather buckets, axes and water to try and stop the fire but, unsurprisingly, they didn't work very well. Instead, a plan was suggested to blow up houses in the path of the fire, so that there would be an area with no houses to act as fuel for the fire to keep growing. The first fire brigades were formed after the Great Fire of London. 	Key Knowledge: Child: <ul style="list-style-type: none"> The Act for the Rebuilding of the City of London was passed in February 1667. The law said that all new buildings had to be made of brick or stone to stop fire spreading. Teacher: <ul style="list-style-type: none"> It also imposed a maximum number of storeys per house for a fixed number of abodes to eliminate overcrowding. Sir Christopher Wren planned the new city and the rebuilding of London took over 30 years. The site where the fire first started is now marked by a 202-foot monument built between 1671 and 1677. Not only were houses made of wood in 1666, but so were water pipes, and much of

	<ul style="list-style-type: none"> • In 1833, ten fire brigades in London joined together to make one fire service which later became the London Fire Brigade. • Eventually, the government passed a law that meant every county in the UK had their own fire brigade. 	<p>the water supply infrastructure was destroyed.</p> <ul style="list-style-type: none"> • There were no access points to get to the water without stopping the flow, and in the panic to try and extinguish the fire the pipes were broken and the water drained away. • Steps were taken to rectify this and make the water easier to access - essentially the beginnings of a fire hydrant system. • In all, Wren oversaw the rebuilding of 52 churches, 36 company halls, and the memorial to the Great Fire, Monument.
Diversity Links:	<p>Diversity Links:</p> <p><u>Know about Frank Bailey, the first British firefighter and the challenges he faced for equality.</u></p> <p>Frank Bailey became the first black firefighter in London in 1955. Frank saved a fellow firefighter's life when he fainted by carrying him to safety in a fireman's lift. Use as an example of how the fire service has changed since the Great Fire of London, even within living memory.</p>	Diversity Links:
<p>Assessment</p> <p>Cumulative quiz. Retrieval practice.</p>		