Key Vocabulary and Definitions (See word mat for images).

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| Diary | A way to explain what has happened in a day. This is what Samuel Pepys wrote. |
| Firefighter | A firefighter is someone who is trained to rescue and protect people from fires. |
| London | A place. The capital of England. |
| Monument | A monument is a structure that is created to remember a place or person. |
| Pudding Lane | The road where the Great Fire of London started. |
| River Thames | A river that flows through Southern England including London. |
| Samuel Pepys | Famous member of the parliament. |
| Thomas Farriner | The baker who owned the bakery on Pudding Lane. |
| TimelineC:\Users\amansi\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E7C5B6C5.tmp | A sequence of events in order of when they happened. |

What should I already know?

* Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary
* They make observations of animals and plants and explain why some things occur and talk about changes.

History Skills:

* To sequence events and objects in chronological order.
* To know why people did things in the past.
* To ask and answer questions related to different sources and objects.

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Teaching Sequence

1. To understand what a timeline is and a time period.
2. To develop an understanding of the Tudor period.
3. To compare Tudor houses to a modern house.
4. To use a timeline to sequence the events of The Great Fire of London.

Key Knowledge

