

Unit Title: How did the great fire affect London?

History
Y1
Spring 1&2

End Points:

Change – Children will identify similarities and differences between ways of life in different periods. They will study changes within living memory.

Cause and effect – Children will choose and use parts of stories and other sources to show that they know and understand key features of events, people and places. They will study the life of significant individuals who contributed to national and international achievements.

Significance – Children will understand some of the ways in which they find out about the past and identify different ways in which it is represented.

End of unit assessment outcome:

- Pictorial account of how the Great Fire affected London.

Links: Text- 'Lost in the Toy Museum' by David Lucas
Science- Materials

Prior Learning:

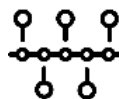
- Past and present (ELG) – Children will build upon the principles learned during reception, applying their knowledge of their own life and that of their family to begin extending their thinking to events beyond living memory.
- Children will begin to relate their learning to their own experiences and the lives of their family members.
- Children will explore the similarities and differences between things in the past and now, drawing on their own experiences and the experiences of others.

Key Aspects of the unit:

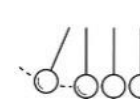
Skills:



Knowledge:



Concepts: (end points)



Key Historical Knowledge:

- Sunday 2nd September 1666 – The fire begins at Thomas Farriner’s bakery on Pudding Lane. The fire soon spread towards other buildings. Samuel Pepys begins writing his diary of events.
- Monday 3rd September 1666 – Some of the buildings were pulled down. People try to carry their belongings to safety using boats on the River Thames.
- Tuesday 4th September 1666 – St Paul’s Cathedral was destroyed by the fire.
- Wednesday 5th September 1666 – Most of the remaining fires were put out.
- Thursday 6th September 1666 – The final fires are extinguished.
- After the Great Fire of London, London Fire Brigade was set up.

Historical Skills:

Carry out a historical enquiry – Children will ask and answer questions about the Great Fire of London. They will choose and use parts of stories and other sources to show that they know and understand key features of the Great Fire of London and the significant individual Samuel Pepys. Use a wide vocabulary of everyday historical terms.

Using sources as evidence- Children will understand some of the ways in which they find out about the Great Fire of London and identify different ways in which it is represented.

Constructing the past - Know where people and events fit within a chronological framework. Pupils study historical periods, some of which they will study more fully later.

Sequencing the past - Know where the Great Fire of London and the life of Samuel Pepys fit within a chronological framework. The child can depict on a timeline the sequence of a few objects and/or pieces of information.

Vocabulary

Extinguished	put out / cause (a fire or light) to stop burning or shining
Thatched roof	dried straw tied tightly together and laid on the roof of a building
Wattle and daub	animal waste, straw and mud used to make walls of buildings
Timber frame	wooden frame of a building that made the walls
Fire hook	metal pole with a hooked end that was used for pulling down buildings that were on fire

