

NC objective:

To learn about events beyond living memory that are significant nationally or globally.

**Cross curricular links**

Enquiry Question: "What did people learn from the Great Fire of London?"

End of unit goals: Children will be able to discuss the chronology of the events of the Great Fire of London and contrast the changes within life in present day.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p><b>I can find out some of the ways in which London has changed.</b></p> <p><b>Skills focus:</b> Description Comparison Sorting</p>	Children will be able to compare images of London in the past to London in the present day.	<p>KWL grid to be completed</p> <p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u> Briefly mention that we are going to be looking at the great fire of London with the children and plot the great fire of London on the timeline in children's books to show the children this was a long time ago in 1666. Discuss the year we are currently in and show on a timeline.</p> <p><u>Main Teaching</u> Discuss with the children that we are going to be looking at the past and how some things have changed over time in London to give the children an idea of what London was like at the time of the great fire. <b>Show children where</b></p>	<p>Retrieval Grid</p> <p>Timeline</p> <p>London Past and Present Powerpoint</p> <p>Past and present photos</p>	<p>Past</p> <p>Long time ago</p> <p>1666</p> <p>London</p> <p>Capital city</p> <p>The great fire of London</p> <p>Thatched roof</p> <p>Semi detached</p>

			<p>London is on the class map and explain it is the capital of England so a very busy and important place. Share the London past and present powerpoint to the children.</p> <p><u>Activity</u> Show children different images of London houses from present day and the past. Have the children look at the images on tables in partners and discuss what they notice about the houses to compare past and present London, which were older?, newer?, what are they made of? Think about size? How close they are to each other?</p> <p><u>EXS-</u> Children to work in partners to sort images into past and present London photo for evidence.  <u>SEN-</u> Supported by T to think about if the picture was like houses today or not.  <u>Challenges-</u> Children to discuss with partners why these things may have changed over time.</p> <p><u>Plenary</u>  Allow children time to ask questions about London in the past or present day and T can google answers to show children to promote enquiry.</p>		<p>Detached House</p> <p>Cathederal</p> <p>Brick</p> <p>Wood</p>
Lesson 2	<p><b>I can recall the events leading to the great fire of London.</b></p> <p><b>Skills focus:</b>  Description  Reasoning</p>	<p>Children will be able to complete a chronological timeline of events of The Great Fire of London.</p>	<p><u>Prior Knowledge assessment-</u> Retrial Grid to be complete quickly as a class.</p> <p><u>Starter-</u>  Show the children images of the great fire of London and children to talk amongst their tables thinking about what might be happening in the pictures and why these things might be happening.</p>	<p>Pictures of the great fire of London.</p> <p>Powerpoint of the story of the great fire of</p>	<p>Past</p> <p>Long time ago</p> <p>1666</p> <p>London</p>

	<p>Chronology Causation ordering</p>		<p><u>Main Teaching:</u> Discuss the great fire of London using the powerpoint. Explain to the children the events of the great fire of London and what caused this to happen. within the lesson children should learn Children should learn:</p> <ul style="list-style-type: none"> <li>▪ where the Great Fire broke out</li> <li>▪ when the fire happened</li> <li>▪ why the fire started</li> <li>▪ how long it lasted</li> </ul> <p>Give children images to plot on a timeline to show the events of the fire.</p> <p><u>Activity</u></p> <p><u>EXS</u> Children to complete a timeline in their books of the events of the great fire of London.</p> <p><u>SEN</u> Supported by T using widgeit pictures for the timeline and to complete it together.</p> <p><u>Challenges</u> Children to think about how this fire could have been prevented if we could go back in time?</p>	<p>London.  Timeline in books</p>	<p>Capital city  The great fire of London  Smoke  Flames  Fast  Spreading  Hot  Narrow  First/next/then/finally  On Sunday...</p>
<p>Lesson 3</p>	<p><b>I can recall reasons that the great fire of London spread so quickly.</b></p> <p><b>Skills focus:</b></p>	<p>Children will understand what causes the fire to spread so quickly. Some children will be able to design a house</p>	<p><u>Prior Knowledge assessment-</u> Retrial Grid to be complete quickly as a class.</p> <p><u>Starter-</u> Children to be given images of the fire brigade now and the volunteers which helped to put out the fire in 1666. Children to discuss the differences and sort images into whether they are form past or present day fire services.</p>	<p>Fire service powerpoint.</p>	<p>The great fire of London  Smoke  Flames  Fast</p>

<p>Comparison Causation Affect Reasoning explanation</p>	<p>which would not have been as impacted by the fire.</p>	<p><u>Main Teaching</u></p> <p>Recall the events of the great fire of London, the causes and effects of the fire spreading. Discuss with the children why the fire spread and why it lasted so long. Discuss whether there were fire brigades in that time and who would put the fire out in the past and now. Encourage the children to think about who helps to fight fires today. Explain that there was no fire brigade at the time.</p> <p>Ask the children to think about what might have been different if certain things didn't happen that day. What if the baker didn't cook bread? What if it was not windy? What if there was gaps between the houses? What if the houses were made of something else?</p> <p>Show the children pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what the houses are made from. Discuss with the children the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river.</p> <p><u>Differentiated Activities</u></p> <p><u>EXS</u> Children to be given an image of the streets at the time of the great fire of London. Children to label the way the streets were at that time which caused the fire to spread quickly as well as make notes on other factors which aided the spread of the fire such as the wind/fire service/hoses.</p>	<p>Spreading</p> <p>Hot</p> <p>Narrow</p> <p>First/next/then/finally</p> <p>On Sunday...</p> <p>because</p> <p>Wooden houses</p> <p>Close together</p> <p>Narrow</p> <p>Strong winds</p>
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Lesson 4	<p><b>I can describe the hairstyle and clothes of Charles II and Samuel Pepys, and recognise that they lived 'a very long time ago'</b></p> <p><b>Skills focus:</b> Comparison Contrasting description</p>	<p>Children will be able to describe the differences between hairstyle and clothing of the Stuarts and present day.</p>	<p><u>Prior Knowledge assessment</u>- Retrieval Grid to be completed quickly as a class.</p> <p><u>Starter</u>- Revisit the events of the Great Fire of London by showing the children the video clip which also introduced Samuel Pepys. Have children discuss what they noticed in the video. Direct the conversation towards the clothes the people were wearing in the video. <a href="https://www.youtube.com/watch?v=VarSSAwimU">https://www.youtube.com/watch?v=VarSSAwimU</a></p> <p><u>Main Teaching</u></p> <p>Show the children portraits of Charles II, Samuel Pepys, and a citizen from mid-seventeenth-century England. Ask the children to describe the clothes and appearance of each. Use the information to establish that the fire began a 'very long time ago' in the period known as 'the Stuarts'. Ask the children to add the label "the Stuarts" to their book timelines.</p> <p>Explain who Charles II was, and introduce Samuel Pepys as someone who saw the fire and wrote about it.</p> <p><u>Differentiated Activities</u></p>	<p>Houses from the past and the present</p> <p>Twinkl powerpoint The events of the Great Fire of London</p>	<p>Samuel Pepys Charles II Eyewitness Diary Stuarts</p>

			<p><u>EXS-</u> Children to be given an image of Charles II and Samuel Pepys to label them using their names and who they were at the time of the fire. Children to describe the hairstyle and clothing of these men and</p> <p><u>SEN-</u> verbally with T scribing. Photo for evidence.</p> <p><u>Challenges-</u> contrast the clothing in a table writing similarities and difference from past and present day.</p> <p><u>Plenary</u></p>		
Lesson 5	<p><b>I understand what an eyewitness account is.</b></p> <p><b>Skills focus:</b> chronology</p>	<p>Children will know about Samuel Pepys eyewitness account and how this has taught us about the great fire of London.</p>	<p><u>Prior Knowledge assessment-</u> Retrieval Grid to be complete quickly as a class.</p> <p><u>Starter-</u> Children to put the order of event for the great fire of London in order on the IWB together.</p> <p><u>Main Teaching</u> Read the book Toby and the great fire of London discuss that this is a fictional story which uses facts from the event to help us see what it could have been like. Discuss whether the children think the writers of this book would have been there at the time or if they might have learned about it then written a book</p> <p><b>Look at the PowerPoint- How do we know about the great fire of London.</b> <b>How do we know what happened in the Great Fire?</b> Children should learn:</p> <ul style="list-style-type: none"> <li>▪ what an eyewitness is</li> <li>▪ about the part played by artists in recording the events of the Great Fire</li> </ul>	<p><b>Look at the PowerPoint- How do we know about the great fire of London.</b></p>	<p>Samuel Pepys</p> <p>Charles II</p> <p>Eyewitness</p> <p>Diary</p> <p>Past</p>

			<p>Discuss what the images of this look like and whether these could have been taken at the time? Discuss there was no cameras so photographs have been created through painting and drawing to show what happened in that time.</p> <p>Discuss with the children who Samuel Pepys was and why he is important when we are learning about the great fire of London.</p> <p>Discuss what an eye witness is and why this is important. Return to think about Samuel Pepys. Read his diary as a class and discuss</p> <p>Look at a newspaper article from the time.</p> <p><u>Differentiated Activities</u></p> <p>Role play- Children to work in groups to act out the great fire of London making sure to include the Samuel Pepys and his diary entry. Show this back to the rest of the class.</p> <p><u>Plenary-</u> Create a diary entry together as a class of the great fire of London.</p>		
Lesson 6	<p><b>I know how the great fire of London has changed life today.</b></p> <p><b>Skills focus:</b> Identify and describe Causation</p>	Children will be able to explain how the great fire of London has influenced our life today.	<p><u>Main Teaching</u></p> <p><b>Thinking about the enquiry question 'What have people learned about the Great Fire of London?'</b></p> <p>Children should think about what we now know and how that has changed things for us in our present day.</p> <p>As a class create a report about the great fire of London and what we have learned/changed because of this experience.</p>	PowerPoint What have we learnt about the Great Fire?	

	Change		<u>End of unit assessment Children to complete the pop quiz that T has made after what has been taught about the great fire of London. T to support SEND by allowing them to answer verbally.</u>		
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