



# Advent Term 1

## History Yr1 - Great Fire of London



### National Curriculum Objective

Events beyond living memory that are significant nationally or globally

### Timeline

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	To know what the living conditions in London were like at the time of the Great Fire.	To Know the key events of the GFofL.	To know why the fire spread so quickly.
<b>Recall and Retrieval</b>	<b>Houses and homes FS2</b>	<ul style="list-style-type: none"> <li>• That in 1666 the buildings in London were made of wood and straw.</li> <li>• The buildings were very close together so that more people could live in the city.</li> <li>• The transport people used in London were carts, boats or walking by foot.</li> </ul>	<ul style="list-style-type: none"> <li>• The buildings were very close together so that more people could live in the city.</li> <li>• Sunday <b>2nd September 1666</b>-The fire started at around 1 a.m. in the Bakery on Pudding Lane.</li> <li>• Wednesday <b>5th September 1666</b>—the wind dies down and the fire spreads more slowly.</li> <li>• Thursday <b>6th September 1666</b>- people tried to put out the fire with buckets of water but the fire was too strong. Eventually the fire was put out.</li> <li>• People tried to stop the fire by pulling down houses (called a firebreak).</li> </ul>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p><b>By the end of the lesson, children will know-</b> That in 1666 the buildings in London were made of wood and straw.</p> <p>The buildings were very close together so that more people could live in the city.</p> <p>The transport people used in London were carts, boats or walking by foot.</p>	<p><b>By the end of the lesson, children will know-</b> Sunday <b>2nd September 1666</b>-The fire started at around 1 a.m. in the Bakery on Pudding Lane.</p> <p>Monday <b>3rd September 1666</b>- The fire gets very close to the Tower of London.</p> <p>Tuesday <b>4th September 1666</b>- St Paul's Cathedral is destroyed by the fire.</p> <p>Wednesday <b>5th September 1666</b>—the wind dies down and the fire spreads more slowly.</p> <p>Thursday <b>6th September 1666</b>- people tried to put out the fire with buckets of water but the fire was too strong. Eventually the fire was put out.</p> <p>Thousands of people are left homeless.</p> <p>People tried to stop the fire by pulling down houses (called a firebreak).</p>	<p><b>By the end of the lesson, children will know-</b> In 1666, the buildings in London were made of wood and straw, and were built very close together, making it easy for the flames to spread.</p> <p>It had also been a dry summer, so the buildings were dry.</p> <p>Strong winds were blowing, which helped the flames to spread.</p> <p>There was no fire brigade and the tools used to try to stop the fire did not work well.</p> <p>The mayor did not act quickly enough.</p>


<b>Key Skills/disciplinary knowledge</b>		<p><b>Chronological Understanding</b> recognise the difference between past and present in their own and others' lives.</p> <p>depict on a timeline the sequence of a few objects and/or pieces of information.</p> <p><b>Sources and Evidence</b> with guidance, extract information from several different types of sources including written, visual and oral sources and artefacts. Find answers to simple questions about the past using sources of information.</p>	<p><b>Historical Cause</b> identify at least one relevant cause for, several events covered.</p> <p><b>Historical Consequence</b> identify at least one relevant consequence of several events covered.</p> <p><b>Historical Significance</b> consider one reason why an event or person might be significant.</p>
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>	Select/Draw images of the buildings in London that were made of wood and straw in 1666. Select/Draw images of the buildings being very close together so that more people could live in the city. Select/Draw images of the transport people used in London, such as carts, boats or walking by foot. Label or write a sentence or two about each image you have selected or drawn.	Select/draw and cut images of the events of The Great Fire of London and place them in the order that they happened. Ensure the order is correct (check with a friend or an adult) and then glue them in my book. Label or write a sentence or two about each image (use a word bank to help). Ensure London, Pudding lane and Thomas Farriner begin with a capital letter. Check your work with an adult. Do your sentences start with a capital letter and end with a full stop?	Select/draw and cut images to show why The Great Fire of London spread so quickly. Label or write a sentence or two about each image (use a word bank to help). Ensure London, Pudding lane and Thomas Farriner begin with a capital letter. Do your sentences start with a capital letter and end with a full stop? Do they make sense? Check your work with an adult.
<b>Scaffolding</b>	Select/Draw images of the buildings in London that were made of wood and straw in 1666. Select/Draw images of the buildings being very close together so that more people could live in the city. Select/Draw images of the transport people used in London, such as carts, boats or walking by foot.	Select/draw and cut images of the events of The Great Fire of London and place them in the order that they happened. Ensure the order is correct (check with a friend or an adult) and then glue them in my book.	Select/draw and cut images to show why The Great Fire of London spread so quickly.
<b>Challenge</b>	Label or write a sentence or two about each image you have selected or drawn.	Label or write a sentence or two about each image (use a word bank to help). Ensure London, Pudding lane and Thomas Farriner begin with a capital letter. Check your work with an adult. Do your sentences start with a capital letter and end with a full stop?	Label or write a sentence or two about each image (use a word bank to help). Ensure London, Pudding lane and Thomas Farriner begin with a capital letter. Do your sentences start with a capital letter and end with a full stop? Do they make sense? Check your work with an adult.
<b>Key vocabulary:</b>	1066, London, straw, wood, building, home, city, transport, horse, cart, boat, on foot	St Paul's Cathedral, London, destroyed, Tower of London, order, event, Samuel Pepys, spreads, wind, homeless	Fire, building, home, flames, dry, strong winds, Spread, fire brigade, mayor
<b>Diversity Links</b>	<b>Diversity:</b> Know about Frank Bailey, the first British firefighter and the challenges he faced for equality. 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.		
<b>Catholic Social Teaching Principles</b>	Preferential option for the poor: Some of Gods family have plenty of food, toys and clothes. Some don't.		
<b>British Values</b>			<p><b>Democracy</b> I can express and begin to justify my opinion I can listen and begin to understand others point of view</p>

**Wider curriculum  
links**

# Advent Term 1

## History Yr1 - Great Fire of London

### Timeline

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	To know how they tried to put out fires during GFoL.	To Know how we know about the GFoL today.	To Know the changes that came about because of the GFoL (Fire Service and re-building of London with consideration of materials/space).
<b>Recall and Retrieval</b>	<ul style="list-style-type: none"> <li>In 1666, the buildings in London were made of wood and straw, and were built very close together, making it easy for the flames to spread.</li> <li>It had also been a dry summer, so the buildings were dry.</li> <li>Strong winds were blowing, which helped the flames to spread.</li> <li>There was no fire brigade and the tools used to try to stop the fire did not work well.</li> <li>The mayor did not act quickly enough.</li> </ul>	<ul style="list-style-type: none"> <li>They tried to put out the fire by:               <ul style="list-style-type: none"> <li>Pulling down houses with 'fire hooks' and axes.</li> <li>Using leather buckets to carry the water and long ladders</li> <li>Gunpowder was used to 'level' buildings quickly and effectively.</li> </ul> </li> <li>This drastic method of creating firebreaks was increasingly used towards the end of the Great Fire.</li> <li>Thousands of people were left homeless.</li> </ul>	<ul style="list-style-type: none"> <li>There was an eyewitness statement about the fire, written in Samuel Pepys' diary entries.</li> <li>The meaning of the term 'eyewitness'- a person who has seen something happen and can give a first-hand description of it.</li> <li>He talked about how the GFoL started and wrote: 'They said it started in a bakery on Pudding Lane'.</li> <li>They tried to put out the fire by:               <ul style="list-style-type: none"> <li>Pulling down houses with 'fire hooks' and axes.</li> <li>Using leather buckets to carry the water and long ladders</li> <li>Gunpowder was used to 'level' buildings quickly and effectively.</li> </ul> </li> <li>This drastic method of creating firebreaks was increasingly used towards the end of the Great Fire.</li> </ul>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p>Fires were common in the crowded wood-built city with its open fireplaces, candles, ovens, and stores of combustibles.</p> <p>A thousand watchmen or "bellmen" patrolled the streets at night watched for fire as one of their duties. Self-reliant community procedures were in place for dealing with fires, and they were usually effective.</p> <p>Public citizens would be alerted to a dangerous house fire and the church bells would be rung and people would come together quickly to try and put it out.</p> <p>They tried to put out the fire by:</p> <ul style="list-style-type: none"> <li>Pulling down houses with 'fire hooks' and axes.</li> <li>Using leather buckets to carry the water and long ladders (provided by the parish council)</li> </ul> <p>- Other Fire fighting equipment </p>	<p><b>By the end of the lesson, children will know-</b> A source is anything that provides information eg newspaper, photograph, diary etc</p> <p>There was an eyewitness statement about the fire, written in Samuel Pepys' diary entries.</p> <p>The meaning of the term 'eyewitness'- a person who has seen something happen and can give a first-hand description of it.</p> <p>Samuel Pepys wrote about seeing the flames spreading, hoping his own things didn't catch fire. He saved his cheese and wine during the fire by burying them in the garden.</p> <p>He talked about how the GFoL started and wrote: 'They said it started in a bakery on Pudding Lane'.</p>	<p><b>By the end of the lesson, children will know-</b> King Charles appointed architects, including Sir Christopher Wren, to plan how to rebuild London.</p> <p>some streets were made wider or straighter which helped to space out houses for safety and allow people and transport to move around more easily.</p> <p>Houses were made of brick, though some use of wood was allowed.</p> <p>The Fire Service was formed.</p> <p style="background-color: yellow;">Visit local fire station or ask the fire engine to come to school.</p>

	<p>- Gunpowder was used to 'level' buildings quickly and effectively.</p> <p>This drastic method of creating firebreaks was increasingly used towards the end of the Great Fire,</p>		
<b>Key Skills/disciplinary knowledge</b>	<p><b>Historical Consequence</b> identify at least one relevant consequence of several events covered.</p> <p><b>Sources and Evidence</b> with guidance, extract information from several different types of sources including written, visual and oral sources and artefacts.</p> <p>find answers to simple questions about the past using sources of information</p>	<p><b>Sources and Evidence</b> with guidance, extract information from several different types of sources including written, visual and oral sources and artefacts.</p> <p>find answers to simple questions about the past using sources of information.</p>	<p><b>Historical Significance</b> consider one reason why an event or person might be significant.</p> <p><b>Change and Continuity.</b> identify a few changes occurring within a particular unit of study.</p> <p><b>Historical Cause</b> identify at least one relevant cause for, several events covered.</p> <p><b>Historical Consequence</b> identify at least one relevant consequence of several events covered.</p>
<p><b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i></p>	<p><a href="#">The Great Fire of London - BBC Bitesize</a> <a href="#">The Great Fire of London. 1: The Fire begins in Pudding Lane - BBC Teach</a></p> <p>Sound effects during the GFoL resource - <a href="#">Stream The Great Fire 2nd September 1666 sound effects for room representing the fire by GPUD   violnTendancies   Listen online for free on SoundCloud</a></p>	<p><b>Extract from Samuel Pepys' diary, 2nd September, 1666, as he saw the Great Fire of London:</b> <i>"I went down to the water-side, and there got a boat and through bridge, and there saw a lamentable fire. Poor Michell's house, as far as the Old Swan, already burned that way, and the fire running further, that in a very little time it got as far as the Steeleyard, while I was there. Everybody endeavouring to remove their goods, and flinging into the river or bringing them into lighters that layoff; poor people staying in their houses as long as till the very fire touched them, and then running into boats, or clambering from one pair of stairs by the water-side to another."</i></p> <p>Look at the sources of evidence provided. Which of these sources help to let us know how the Great Fire started? You are going to be historians! Look at the pictures. Which of these sources will help you to find out more about the Great Fire of London? Cut them out and place them in your book. Can you explain why you chose each source? Why were some sources helpful/ not helpful? Discuss/Check with a friend and then an adult</p>	<p>Select/Cut/Draw images to show the changes that came about because of the Great Fire of London.</p> <p>Ensure you are happy with the images you have chosen (check with a friend or an adult) and then glue them in your book. Label or write a sentence or two about each image (use a word bank to help). Ensure names start with a capital letter. Check your work with an adult.</p> <p>Do your sentences start with a capital letter and end with a full stop?</p>
<b>Scaffolding</b>		<p>Peer support. Teacher Support. Can you explain why you chose each source? Why were some sources helpful/ not helpful? Discuss/Check with a friend and then an adult.</p>	<p>Select/Cut/Draw images to show the changes that came about because of the Great Fire of London.</p> <p>Ensure you are happy with the images you have chosen (check with a friend or an adult) and then glue them in your book.</p>
<b>Challenge</b>		<p>Can you explain why you chose each source? Why were some sources helpful/ not helpful? Discuss/Check with a friend and then an adult.</p>	<p>Label or write a sentence or two about each image (use a word bank to help). Ensure names start with a capital letter. Check your work with an adult.</p>

			Do your sentences start with a capital letter and <b>end with a full stop?</b>
<b>Key vocabulary:</b>	Fire hooks, axes, leather buckets, long ladders, firefighting equipment, gunpowder, citizens, firebreaks	Diary, historical source, most reliable, least reliable, information, eyewitness, Samuel Pepys, newspaper	rebuilt, St Paul's Cathedral, London, rebuild, King Charles II, Sir Christopher Wren, The Monument, architect, wider, houses, transport, fire service.
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>			
<b>British Values</b>	Democracy I can work as a team and begin to understand the importance of teamwork.	Democracy I can make choices and understand people may make different choices to me.	
<b>Wider curriculum links</b>			