

Significant event in the UK - Great Fire of London

NC objective:

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

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	I can compare houses in 1666 to houses in 2026 Skills Focus: Similarities and differences Chronology Cause and consequence Historical	Children will be able to compare images of London in the past to London in the present day.	Retrieval - What is History? Why do we learn about it? <u>Starter</u> Show pictures from the Great fire of London, ask the children what they can see and what might be happening? What do they think we might be learning about? <u>Main Teaching</u> Introduce London, briefly show them on a UK map where it is and where Sunderland is. Inform them that it is our capital city and a very big city to live in compared to Sunderland. 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.	London Past and Present Powerpoint Past and present photos	Past Long time ago 1666 London Capital city The great fire of London Thatched roof Semi detached

	enquiry		Show pictures of 17th century London and discuss. <u>Activity</u> Show children different images of London homes from present day and the past. Children look at the images on tables in partners and discuss what they notice about the houses and compare past and present London, which were older? newer? what are they made of? Think about size? How close they are to each other? Using enquiry skills, ask chn on post-it notes to labels pictures, focussing on size, proximity to each other and materials they are made of. Roof made of straw compare to tiles. Use 2 pictures on A3 sheets for group task. Children to work in mixed ability groups. Then chn to complete worksheets. Y1 SEN verbally discuss comparison. Y2 SEN LA worksheet London Before the Great Fire 1666 <u>Plenary</u> Allow children time to share their findings.		Wood
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Lesson 2	I can understand the order of events of the Great Fire of London Skills Focus: Chronology	Children will be able to complete a chronological timeline of events of The Great Fire of London.	Retrieval - Can chn recall what London was like in the past? How is it different from present day? Why might have changed so much? <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. <u>Main Teaching:</u> The Great Fire of London - BBC Bitesize Introduce the video with the children. 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: ▪ where the Great Fire broke out ▪ when the fire happened ▪ why the fire started ▪ how long it lasted <u>Activity</u> Chn to sequence the events in order. Chn to then retell the events to their partner. Cut and stick pictures and match to sentences to explain what happened. SEND Y1 - T support - Use 4 pictures and order. SEND Y2 - T support - to use only 4 pictures, verbally retell what happened.	Pictures of the great fire of London. Video Timeline in books	Past Long time ago 1666 London Capital city The great fire of London Pudding Lane Thomas Farriner Smoke Flames Fast Spreading Hot Narrow On Sunday...
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Lesson 3	I can begin to explore how we know about the Great Fire of London Skills Focus: Historical enquiry	Children will understand how different sources give us information.	Retrieval - Can chn remember what happened during the Great Fire? Where did it start? How did it start? What happened? <u>Starter -</u> Show a picture of Samuel Pepys and ask the children who this might be? Explain that we wrote a diary of what happened, and this was used to inform us today. Introduce King Charles II and show picture. Who was Samuel Pepys? - BBC Bitesize <u>Main -</u> Discuss with the children that paintings and newspapers were also used to inform people of what happened and this are called sources of information (Artefacts). Share some examples with the children to look at. <u>Activity -</u> Chn to work in mixed ability groups sort pictures of objects into groups of historical sources about the Great fire and not helpful historical sources. SEND Y2 to work in mixed ability groups. SEND Y1 - work with and adult to discuss and sort objects. PRINT SHEETS ON A3 TO CUT AND STICK. Use post its to describe why they were or were not useful.	Video Pictures of historical sources Activity sheet - Great fire of London historical sources.	Past Long time ago 1666 London Capital city The great fire of London Pudding Lane Thomas Farriner Historical sources Artefacts
Lesson 4	I can recall reasons that the great fire of London spread so	Children will understand what causes the fire to spread so quickly.	Retrieval - When did the Fire Start? How did it start? How do we know about the past? <u>Starter-</u>	Fire service power point.	The great fire of London Smoke

	quickly. Skills Focus: Cause and consequence Continuity and change Historical enquiry		💧 The Great Fire of London 💧 How did it start? What happened next? <u>Main Teaching</u> 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. 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 from past or present-day fire services. Explain that there was no fire brigade at the time. 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. <u>Activity -</u> Complete worksheets. SEND Y1 - Cut and stick labels. SEND Y2 - Write labels on each part of house, complete sentences using wordbank.		Flames Fast Spreading Hot Narrow Wooden houses Close together Narrow Strong winds
Lesson	I know how	Children will be	Retrieval - Why did the fire spread so quickly? How	PowerPoint	

5	the great fire of London has changed life today. Skills Focus: Similarities and differences Chronology Cause and consequence Continuity and change	able to explain how the great fire of London has influenced our life today.	have things changed since the Great Fire? When did it happen? Where did it happen? <u>Main Teaching</u> Thinking about the enquiry question 'What have people learned about the Great Fire of London?' Children should think about what we now know and how that has changed things for us in our present day. Share power point to remind children of how our lives changed after the fire. 'What happened after the Great Fire of London?' Activity - SEND Y1 - Cut and stick pictures - before and after the fire. SEND Y2 - Cu and stick pictures then draw 3 things of London now. Whole LA sheet. Sheet MA - Y1 and LMC IC Extension/GD - complete additional explanation.	What have we learnt about the Great Fire?	
			Friday 16th of October - online webinar with London museum		