

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: KS1 Year A
NC/PoS: Events beyond Living memory – The Great Fire of London	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none">• Children know events can happen within living memory (people are still alive today who remember the event)• Children know London is the capital city of England.	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• Children know events can happen beyond living memory and understand this means nobody alive today can remember the event.• Children know a king rules over a kingdom and England was ruled by a king at the time.• Children know kings and queens have ruled over England for hundreds of years.• Children can order the events from Great Fire of London in chronological order• Children know a large section of London (a settlement) was destroyed by the fire including St. Paul's Cathedral and rebuilt• Children know the fire spread quickly because the buildings were built close together and they were made of wood.• Children know there was no trained fire fighting service at the time.• Children know as a result of the fire, changes were made to building regulations and fire insurance brigades were formed which led to the fire service we now know.• Children know Samuel Pepys was an eyewitness and his diary has been used to understand what happened because no one alive today witnessed the GFoL.	
Key Vocabulary events, memory, beyond, significant, monument, national, cause, consequence, building materials, equipment, king, rebuild, cathedral, national, significant,	
Enquiry question: <u>What happened to London during the fire of 1666?</u>	
Session 1: Ask children what big events they can remember in their lives (birthdays, holidays etc) Teacher could share big events from their lives (with pictures) or ask children about their parent's and grandparent's lives. Recap learning about changes within living memory – shops Introduce children to 'beyond living memory' Vocab: events, memory, beyond,	
Session 2: <u>Where is London and why is it important?</u> Look at map UK and identify London. Give groups of children images of famous places in London. Downing Street, Buckingham Palace, Parliament, St Pauls Cathedral, Wren Monument. Explain each picture and why they and London are significant. Show the children map of London in 1666 and identify where these monuments are. Share the story of the Great Fire with the children. Create a timeline with the children identifying key events and characters during the fire Vocab: significant, monument, national	
Session 3: <u>Why did the fire spread so quickly?</u> Recap previous lesson – can children recall key facts/dates etc Look at different reasons why the fire spread (building materials, narrow streets, no trained fire fighting service, short term factor – weather – dry summer and high winds) Discuss if one factor was greater than another Look at equipment used to put the fire out (Water squirts/ Fire hook/ Fire Mark-Leather bucket) Vocab: cause, consequence, building materials, equipment,	

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Session 4: **What happened after the great fire?**

Recap previous learning

Tell or investigate what happened after the GFoL to help protect from further fires including King Charles' proclamation, fire insurance' brigades, fire marks, fire engines. Tell or investigate how London was rebuilt including Wren's St. Paul's Cathedral.

Vocab: king, rebuild, cathedral, national, significant,

Session 5: **Who is Samuel Pepys and why is he important?**

Recap previous learning

Ask children how we find out about things today. Children should suggest newspapers, TV, internet, photographs etc. Explain that in 1666 none of these things were around so how do we know such much about the fire? Let children make suggestions

Share extracts from Pepys diary. Discuss what an eyewitness is.

Explain this is a source – something that has survived from the past.

Share extracts from John Evelyn's diary and discuss how their accounts match.

Tell the children historians use many sources to make accounts of the past.

Vocab: eyewitness, source, historians, accounts

Future learning this content supports:

- KS2 units (beyond living memory)