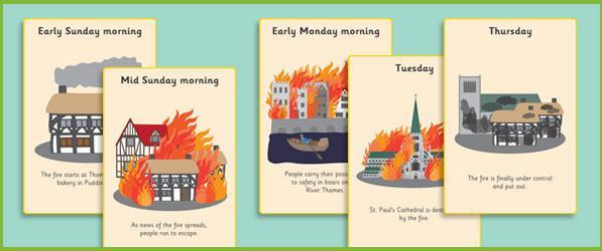


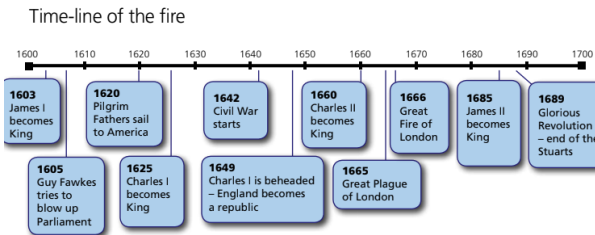
Class:	Term:	Subject: History	Topic title: The Great Fire of London
<p align="center"><u>NC Objectives and breath of study:</u></p> <p>Events beyond living memory which are significant nationally Identify similarities and differences between ways of life in different periods.</p> <p>Key Text: Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham</p> 	<p align="center"><u>Key Knowledge and Vocabulary:</u></p> <p>The Great Fire of London happened in the 17th century.</p> <ul style="list-style-type: none"> • The fire started in a bakery on Pudding Lane. • The fire started on 2nd September 1666 and was finally put out on the 5th September 1666. • Many of the houses in London at the time were made from wood and straw. <p>There had been a drought lasting 10 months before the fire.</p> <ul style="list-style-type: none"> • We know a lot about what happened in the great fire because Samuel Pepys wrote a diary. • Leather buckets, metal hooks and water squirts were used to fight the fire <ul style="list-style-type: none"> • Stone and brick were used to build houses after the fire. 	<p align="center"><u>End goal- Milestones Year 1 and 2</u></p> <p><u>Chronology:</u> Place events and artefacts in order on a timetable. Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate.</p> <p><u>Interpretation:</u> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p><u>Communication:</u> Use words and phrases such as: a long time ago, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history.</p>	
<p><u>What pupils need to know/ Key Questions</u></p> <p>https://www.planbee.com/media/wysiwyg/Assessment/History/The_Great_Fire_of_London_Assessment_Grid.pdf</p> <p>Can the children say where the Great Fire took place? Can the children say when it took place? Can children explain how London was different in the 17th century? Do children know how the Great Fire started? Do children know how much of London was destroyed by the fire? Do children know how the fire ended?</p>	<p><u>Threshold Concepts</u></p> <p>Society- London was still recovering from the Great Plague the year before. . Around 400,000 people lived in London in 1666. People scabbled to escape with their belongings and thousands found themselves homeless.. 100,000 Londoners lost their homes. There were many disputes between tenants and landlords about who should pay to rebuild houses. The Fire Court helped to resolve these. The king was worried about his homeless, hungry subjects and ordered temporary markets to be set up. The king also established a national fundraising scheme to help penniless Londoners.</p> <p>Cause and Consequence:</p>	<p><u>Vocabulary and definitions:</u></p> <p>Bakery: a shop where bread and cakes are made. Oven: a place where food is cooked. Today we use gas or electricity to heat ovens but in 1666 they burnt wood to heat the oven. Leather bucket: Leather is a material and was what buckets were made from before plastic was invented. Fire hooks: Giant hooks used to pull houses down. Fire break: When buildings are destroyed to make a break so the fire can't spread to the next building. Flammable: when something burns easily. King Charles II: the King of England in 1666. Samuel Pepys: a famous man who wrote a diary about the fire.</p>	

Can children explain some of the reasons why the fire spread so quickly?
 Can children explain why the fire went on for so long?
 Can children describe how the fire was eventually stopped and measures that were taken to ensure another such fire couldn't happen again?
 Can children describe how we know about the Great Fire of London?
 Do children know what an **eyewitness** is?
 Can children describe which sources they think are most useful?
 Can children recall how and when the Great Fire started?
 Can children describe why the fire was so destructive?
 Can children present information about the Great Fire in a variety of ways?
 What changed as a result of the fire?

Conceptual vocabulary:
 Chronology, Change, Century, Decade, Evidence, Information, Long ago, Past, Monarchy,

Many of the houses in London at the time were made from wood and straw.
 There had been a drought lasting 10 months before the fire. The wind helped the spread of the fire.

Main events and where they fit:



Change and continuity -as a result of the fire, the king made changes to London

- Straight wide streets
- ~ rebuilt St Paul's cathedral
- ~ important buildings
- ~ spaces to be seen walking or driving a carriage in
- ~ no industries in the middle of housing areas

Evidence and artefacts : Diaries and written records, such as Samuel Pepys' diary, letters and eye witness accounts give us evidence about what happened and give different perspectives on why the fire spread so disastrously.

Legacy-

Eyewitness: a person who saw an event and can therefore describe it.
St Paul's Cathedral: A famous Christian church which burnt down during the fire. It was rebuilt and still exists today.
Tower of London: Where the King lived in 1666. It did not catch fire because the fire was stopped just before it reached it.

No stakes quizzes and recall of prior learning:

- Low stakes assessment will.....
- 1) Create and label a timeline of key events, including key dates.
 - 2) Devise questions to hot seat a character from the event and write eyewitness account
 - 3) Write recount/ newspaper of key events, using chronological language and key vocabulary.
 - 4) Cue cards for keywords and definitions/pairs game.

Useful Websites:

- <https://99249452.weebly.com/timeline.html>
- <https://www.bbc.co.uk/newsround/37222884>
- <https://www.museumoflondon.org.uk/discover/three-myths-you-believe-about-great-fire-london>

POP task (assessment)

- Why did the fire of London spread so quickly?
- How and why did life change after the fire?
- Pupils will interpret evidence about the causes and consequences of the fire

Bringing Writing to History

Description/ diary entry of the fire

	<p>In the wake of the blaze, the city was rebuilt in accordance with new regulations that minimised the threat of such a fire taking hold again. Stone and brick were used instead of wood.</p> <p><u>SMSC , British Values Cultural Capital:</u></p> <p>The Great Fire of London provides the opportunity to discuss the consequences of actions, and how they can cause serious harm the people and property. The fire created refugee camps- this enables discussion of the treatment of refugees then and now</p> <p>Collaborative learning opportunities give the opportunity to argue and reason their viewpoints with their peers - conscience alley.</p> <p>Q) If you could go back in time and stop the fire from happening would you? Discuss legacy/impact of learning and progress vs loss of life and property etc.</p>	<p>Letter to the king persuading him to help those who lost their homes/ were made refugees</p> <p>Letter to the king to state who was to blame and to make changes to the city</p> <p>Description of new London buildings and streets after the fire</p>
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Milestones for Assessment (BAD)

History - Milestone 1

Learning Objective	Key Indicators	Basic	Advancing	Deep
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers about the past.	With the support of a teacher, evidence is explored to find out about the past.	When presented with evidence, some questions about the past are asked and answered.	Evidence is beginning to be selected in order to ask and answer questions about the past.
	Ask questions such as: What was it like for people? What happened? How long ago?	During structured activities, some relevant questions about the past are asked.	A growing number of relevant questions about the past are asked.	Good, relevant questions about the past are asked and the answers investigated.
	Identify some of the different ways the past has been represented.	With the support of a teacher, there is an awareness that pictures, stories and accounts represent the past.	A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.	A wide variety of representations of the past are known and carefully selected to investigate the past.
To build an overview of world history	Describe historical events.	With the support of a teacher, some historical events are described.	A range of historical events are described, using historical language and interesting detail.	A wide range of historical events are described and presented in a number of ways, using historical language and interesting and pertinent detail.
	Describe significant people from the past.	With the support of a teacher, significant people are studied and described.	The term 'significant' is increasingly understood and used to select people from the past to describe.	There is a strong awareness of the term 'significant' and this is used to justify choices of people to study and describe.
	Recognise that there are reasons why people in the past acted as they did.	With the support of a teacher, the actions of people in the past are studied and described.	There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information.	The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified.