

The Great Fire of London : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand where and when the Great Fire of London started.	This first lesson begins by developing children's understanding of when the Great Fire of London took place by using different timelines. In their independent activities, children use picture cards to identify similarities and differences between London then, and London now. In the alternative activity, children decide whether given statements about the Great Fire of London are true or false.	<ul style="list-style-type: none"> • Can the children say where the Great Fire took place? • Can the children recall when, and how long ago, it took place? • Can children explain how London was different in the 17th century to London today? 	<ul style="list-style-type: none"> • Slides • Picture Cards • Worksheet 1A/1B/1C • True or False? Posters (FSD? activity only) • True or False? Record Sheet (FSD? activity only)
Lesson 2	To understand the order of events of the Great Fire of London.	Children will be told the story of the Great Fire of London. They will find out how the fire started, where it spread to, how much of London was affected and how the fire ended. They will also find out about Pepys' experience of the fire and consider how different people might have been feeling.	<ul style="list-style-type: none"> • Can children describe the key events of the Great Fire of London? • Can children retell the events of the Great Fire of London in chronological order? • Can children use the past tense to talk about the Great Fire of London, and use vocabulary such as 'first', 'next' and 'finally' to sequence events? 	<ul style="list-style-type: none"> • Slides • Event Cards 2A/2B • Challenge Cards (FSD? activity only) • Costumes and props - optional (FSD? activity only)
Lesson 3	To explore how we know about the Great Fire of London.	Children will think about how we know about the Great Fire of London, focusing first on the diary of Samuel Pepys. In their independent activities, children will look at other sources, such as pictures, artefacts and newspapers. They will be encouraged to consider what information we can find out from each source.	<ul style="list-style-type: none"> • Can children explain how we know about the Great Fire of London from sources and stories? • Do children know what an eyewitness is? • Can children use sources to find out and infer information about the Great Fire of London? 	<ul style="list-style-type: none"> • Slides • Heading Cards • A3 paper • Worksheet 3A/3B • Source Cards • Pepys' Diary Extracts (FSD? activity only) • Question Sheet 3A/3B (FSD? activity only)
Lesson 4	To find out why the fire spread so quickly and stayed alight for so long.	Children will investigate some of the reasons why the Great Fire lasted so long, such as the materials that houses were made from, the lack of an organised fire service, and the weather. Children will also compare some of these aspects of life in 1666 to that of modern-day life.	<ul style="list-style-type: none"> • Can children explain some of the reasons why the fire spread so quickly, and why it lasted so long? • Do children understand that news was communicated differently in the past? • Can children compare and contrast the buildings in 1666 with modern buildings? 	<ul style="list-style-type: none"> • Slides • Now and Then Cards • Worksheet 4A/4B/4C • Brown and white play-doh or similar, lolly sticks, clean straw, building blocks, mosaic tiles, etc. (FSD? activity only)
Lesson 5	To explore how the Great Fire of London affected the city and the lives of those who experienced it.	Children will begin by recalling key information about the Great Fire. They will then look at how London was changed by the fire, including the rebuilding of the city and the development of the first fire engines. In their independent activities, children will focus on how the fire affected the people who experienced it.	<ul style="list-style-type: none"> • Can children use sources and stories to infer how people who experienced the fire might have felt? • Can children discuss the changes that happened as a result of the Great Fire of London? • Can children suggest why the Great Fire of London is still remembered today? 	<ul style="list-style-type: none"> • Slides • Worksheet 5A/5B/5C • Picture Cards • Word Bank • Character Badges (FSD? activity only) • Question Sets (FSD? activity only)

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KS1 Aims and Objectives:

Objectives

- events beyond living memory that are significant nationally or globally

Aims

- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer historical questions, using stories and other sources to show knowledge and understanding
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

Teacher notes

Vocabulary

past, present, long ago, modern, today, timeline, time period, events, order, chronological order, 17th century, King, Charles II, Stuart, reign, monarch, government, fire, weather, buildings, rebuilding, safety, materials, timber, thatch, brick, stone, concrete, glass, fire-resistant, flammable, firebreak, bakery, homes, settlement, city, London, River Thames, daily life, communication, smart phones, internet, social media, news, same, different, Thomas Farriner, Samuel Pepys, Lord Mayor, stories, sources, artefacts, diary, eyewitness, record, maps, monuments, paintings, order, interpret.