

KS1 History - medium term planning – Autumn 2 2021 – The Great Fire of London



St Michael's Nursery and Infant School



In advance of the beginning of the first lesson, children will be asked what they already know about the Great Fire, so we can assess prior knowledge. After lesson one, children will be asked what they would like to find out. We will incorporate their questions into teaching and learning. Year One and Year Two pupils will be taught separately and teachers will use the 'Progression Through History document' to ensure that teaching and learning is appropriate for each pupil. A 'Knowledge Organiser' will be shared with the children and parents, to identify key learning and vocabulary within this unit. It will be used towards assessing impact.

	Learning Objective	Overview	Assessment Questions
Lesson 1	To understand where and when the Great Fire of London started.	Children will identify when the Great Fire of London took place and place it on a timeline. They will use a variety of different sources to help them identify ways in which London was different in 1666 to London today. They will be introduced to Samuel Pepys and his diary.	<ul style="list-style-type: none"> 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?
Lesson 2	To understand the 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"> 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?
Lesson 3	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 housing, firefighting techniques, the actions of the king and other officials, and the weather. They will also look at some of the things that were changed to make sure a fire on such a large scale could never happen again.	<ul style="list-style-type: none"> 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?
Lesson 4	To find out about Samuel Pepys and his diary.	Children will think about how we know about the Great Fire of London, focusing specifically on the diary of Samuel Pepys. It then goes on to look at other sources, such as pictures, objects and newspapers, and encourages your class to consider what kind of information we can find out from each source.	<ul style="list-style-type: none"> 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?
Lesson 5	To recap what we have found out about the Great Fire of London.	Children will recall key facts about the fire of London, placing the event on a timeline and retelling the events and causes of the fire. They will express their understanding in a variety of ways, such as through art, poetry or descriptive writing.	<ul style="list-style-type: none"> 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?

Key stories linked to this unit of work;



Linked trips and visitors; KS1 visit to Workington Fire Station = Was the Great Fire really a bad thing? Mr Bell the baker to join us in school for a baking session.