

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History – Unit 1/3- Events Beyond Living Memory – Great Fire of London	Year: A Phase 2
NC/PoS: Events Beyond Living Memory Events beyond living memory that are significant nationally or globally	
Prior Learning (what pupils already know and can do) - Know how things have changed over time including fire services - Know how maps help can help us to see change over time - Know familiar changes and how that goes beyond their lived experience - Know how artefacts are used to support our understanding - Know what similarity and difference is - Know what a primary and secondary source is	
End Points (what pupils MUST know and remember) - Know events can happen beyond living memory and understand this means nobody alive today can remember the event. - Know the causes of the destruction of London - Know that the Great Fire of London had an impact over time (town planning and fire service) - Know a monarch rules over a kingdom and England was ruled by a King at the time. - Know that a large section of London (a settlement) was destroyed by the fire - Know that Samuel Pepys was an eyewitness, and his diary was a historical source.	
Key Vocabulary events, memory, beyond, significant, monument, national, cause, consequence, building materials, equipment, king, rebuild, cathedral, national, significant	
Recommended Resources: Texts: Toby and the Great Fire of London by Margaret Nash Vlad and the Great Fire of London by Kate Cunningham Primary Sources: Samuel Pepys' diary extracts (child-friendly versions) Digital Tools: Magic Grandad (BBC) – The Great Fire of London Interactive map of London (1666 vs now) Artefact Handling Kits: Firefighting tools (leather bucket, squirts) Visuals: Comparison photos, diagrams of old London Models and Dioramas: Cardboard Tudor houses for fire simulation	
Curriculum Connections: - Science – Materials and their properties (changes in household items). - Geography – Local area studies and map use to observe changes. - Maths – Time language: before, after, now, then. - English – Writing recounts and comparing past/present narratives. - Art/DT – Creating family trees or model homes from the past and present	
Career Opportunities: - Historian – Investigating how family life, schools, and homes have changed. - Genealogist – Studying family trees and personal history. - Archivist – Preserving school records, artefacts and photos. - Museum Curator – Interpreting and displaying historical objects related to homes, schools, or transport. - Urban Planner – Understanding how transport and housing have evolved over time	

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Enquiry question: What happened to London during the fire of 1666?
Session 1: What does beyond living memory mean? 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 – Changes over time. Introduce children to 'beyond living memory' Vocab: events, memory, beyond,
Session 2: Where is London and why is it significant? Introduce London as a capital city and identify on a UK map. (Geography) Look at map of London in 1666 and compare maps then and now. Discuss any similarities or differences. London is a settlement. (geography) and is located on the River Thames London is a city that is important and is where our government are located London is important and significant due to its location making a successful trading route for water, road and air. London became a port which created trade and commerce and new manufacturing industries developed. This created new job opportunities and the population of London grew. London is now the UK's largest and wealthiest city. Vocab: significant, monument, national
Session 3: How did the Great Fire of London start ? Take children on an immersive step back in time to 1666. Describe what life was like in 1666. • People used fires for heating, cooking and lighting. • Houses were built from wood with thatched roofs. This meant they could catch fire easily. The fire started in a bakery, near Pudding Lane on the night of 2nd September, 1666. Children to complete a timeline showing the chronology of what happened during the great fire from the start • The bakery was owned by Thomas Farriner. A spark from one of his ovens started the fire
Session 4: What happened during the Great Fire? Discuss the main events of the fire over the 4 day period it burnt. • The fire swept through London for four days. It destroyed 13,200 houses, 87 churches, and St Paul's Cathedral. • People had to use horse-drawn carts to bring water up to the burning buildings because there were no proper fire engines. • People tried to stop the fire spreading by blowing up buildings. This left a gap called a firebreak • At first the Lord Mayor of London, Sir Thomas Bloodworth, didn't allow people to make firebreaks. • King Charles II ordered the houses in front of the fire to be pulled down with fire hooks • The fire stopped when the strong wind dropped, and people used gunpowder to create firebreaks. • Samuel Pepys kept a diary. He wrote all about the Great Fire of London in it.
Session 5: Who is Samuel Pepys and why is he important? 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

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Session 6: **Why did the fire spread so quickly?**

Look at different reasons why the fire spread including 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

The fire spread so quickly because **the wind blew sparks from blazing buildings which set fire to straw**. The fire raced through the narrow streets and set fire to warehouses where they kept oil, tar and wood.

Look at equipment used to put the fire out (Water squirts/ Fire hook/ Fire Mark-Leather bucket) Allow children to handle these to discuss different artifacts.

Vocab: cause, consequence, building materials, equipment,

Session 7: **What happened after the Great Fire?**

Tell or investigate what happened after the Great Fire of London to help protect from further fires

Including; King Charles' proclamation, fire insurance' brigades, fire marks, fire engines.

King Charles II ordered the city to be rebuilt using different building materials- Changed to brick and stone.

Famous architect- Christopher Wren designed and rebuilt St Pauls Cathedral.

Town planning was changed and houses were not built as closely together

Look at maps comparing London then and now.

Explore- Has London changed for the better? What is the same and what is different?

Encourage children to explain the impact the Great Fire had on London.

Vocab: King, rebuild, cathedral, national, significant

Future learning this content supports:

- • Phase 2/3 units (beyond living memory)